

Dare To Dream



ACADEMIC CATALOG

2026 - 2027



BAU Bay Atlantic
University
WASHINGTON D.C.



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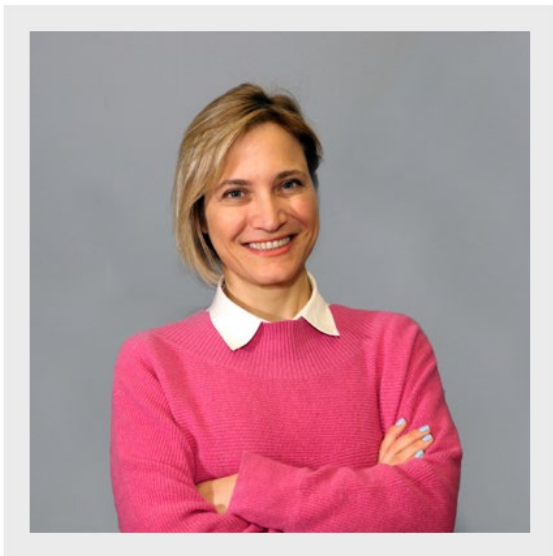
This publication contains official information and academic standards for program offerings for the current academic year. Bay Atlantic University reserves the right to repeal, change, or amend the policies, regulations, procedures, and provisions contained herein, and may cancel, add, or modify educational courses and requirements listed herein. Such changes are published as an addendum to the current catalog.

Information in this Catalog is accurate as of July 2026. The University reserves the right to change the academic calendar or to make other changes deemed necessary or desirable, giving advance notice of change when possible.

The website www.bau.edu contains institutional information as well as updated and expanded information on all BAU programs and policies.

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PRESIDENT'S WELCOME



Dear BAU Family,

Bay Atlantic University was founded with a vision to deliver excellence in education, nurture talent, and empower individuals to become leaders in their fields. The University began with the dream of an entrepreneur, our founder, Mr. Enver Yucel, who once said, *“Those who do not have dreams will not reap a reality.”* His vision continues to guide our mission and inspire our community.

From our beginnings with a small cohort of 16 students in the MBA program in 2014, Bay Atlantic University has grown into a vibrant and diverse academic community. Today, we serve students across a wide range of programs and disciplines, creating an environment that encourages intellectual curiosity, innovation, and global engagement. Our commitment to academic quality is reflected in our accreditation by the New England Commission of Higher Education (NECHE) and in our ongoing efforts to provide meaningful educational opportunities for students from around the world.

Equally important to our mission is our dedication to making higher education accessible. With the generous support of our founder, Mr. Yücel, and his family, Bay Atlantic University has awarded nearly \$20 million in scholarships, helping talented students pursue their educational goals and realize their potential.

As we reflect on our journey, we recognize the many challenges we have overcome and the milestones we have achieved together. The progress of Bay Atlantic University would not have been possible without the dedication of our faculty and staff, the ambition of our students, and the continued engagement of our alumni and supporters. Each member of the BAU community contributes to the spirit and identity that define our institution.

Looking ahead, I am confident that Bay Atlantic University will continue to grow, innovate, and make meaningful contributions to society. As we build upon the foundation of our first decade, we remain committed to fostering academic excellence, encouraging new ideas, and preparing our students to make a positive impact in their communities and professions.

Every success begins with a dream—and with people who dare to dream. At BAU, we encourage our students to pursue their aspirations with confidence, transforming their ideas into reality through the knowledge, skills, and experiences gained during their time here.

I invite you all to continue to “Dare to Dream” as members of the BAU community—embracing challenges, pursuing innovation, and striving to achieve the extraordinary.

Very truly yours,

Dr. Sinem Vatanartiran, Ph.D.
President

ABOUT THE UNIVERSITY

HISTORY

Bay Atlantic University submitted its application to the District of Columbia, and after a full board interview, was granted approval on May 2, 2014, to operate as an institution of higher education, to confer courses or instruction leading to the award of certificates, diplomas, and degrees in the District of Columbia.

BAU was incorporated as a non-profit in 2016. The name change of the university to Bay Atlantic University (still BAU) was approved by the HELC in January 2019. The same year, it was granted approval to offer programs via distance education.

BAU held its first commencement ceremony in May 2016, for its first cohort of MBA students and has been celebrating commencements every Spring since.

BAU received NECHE accreditation in March 2023 with a comprehensive visit scheduled for fall 2027.

IDENTITY

MISSION

The mission of Bay Atlantic University (BAU) is to provide high quality education through a variety of career-related programs that:

- a) enable BAU students to enhance and achieve their academic potential;
- b) help them obtain the knowledge, skills, experience, and qualifications necessary to advance their professional careers; and
- c) cultivate among them the intellectual curiosity, critical thinking abilities, and creativity that are urgently needed in the global community.

An integral part of our mission is holistically supporting our students, providing them with opportunities, encouragement, mentoring, and

scaffolding, and fostering peer interaction and a sense of community. We systematically encourage the development of a strong knowledge base, study skills, technical know-how, and the personal motivation necessary for competent scholarship.

CORE VALUES

Bay Atlantic University aspires to provide education and scholarship of the highest quality, to advance the frontiers of knowledge and to prepare individuals for life, work, and leadership. As BAU community members, some of us make our contributions by engaging directly in teaching, learning, and research, others by supporting and facilitating those core activities in essential ways. Whatever our individual roles are, and wherever we work within Bay Atlantic University, we owe it to one another to uphold certain core community values.

At BAU, we have four core values: **Respect, Academic Achievement, Diversity, and Integrity**, values which benefit a globally oriented university of higher education. We expect members of the BAU community to treat one another with respect; to strive for high academic achievements; to express diverse ideas and reflect diverse backgrounds; and to approach their personal and academic lives with integrity.

The more we embrace these values in our daily lives, the more we create and sustain an environment of trust, cooperation, lively inquiry, and mutual understanding, the better we can advance our commitment to education, which all of us share.

INSTITUTIONAL STUDENT LEARNING OBJECTIVES

Ingrained in the University core values are BAU's Institutional Student Learning Objectives (ISLO) which focus on the general knowledge and skills that all graduates demonstrate.

- I **Master Foundational Skills with broad and integrated knowledge** (*Academic Achievement*)
 - i Apply critical thinking to analyze, integrate, and evaluate information.
 - ii Make informed decisions using numeric and scientific information.
 - iii Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.

- II **Develop Professional Competence through specialized knowledge** (*Academic Achievement*)
 - i Demonstrate a depth of knowledge in their program of study.
 - ii Use tools, terminology, and methods related to their program of study.
 - iii Apply the standards and practices of their program of study.

- III **Develop an Understanding of Civic Values to be a responsible citizen and make ethical decisions.** (*Integrity*)
 - i Evaluate the social, economic, political, and environmental consequences impacting sustainability.
 - ii Demonstrate knowledge and capacity to engage in civic, social, and political activities needed to be a responsible citizen and make ethical decisions.

- IV **Strengthen the Capacity to Interact with others both domestically and globally** (*Diversity, Respect*)
 - i Build an understanding of others whose identities, beliefs, behaviors, values, and perspectives differ from their own. (*Diversity*)

- ii Apply multidisciplinary perspectives to gain new insights into domestic and global issues. (*Diversity*)
- iii Demonstrate teamwork skills that enable collaboration to develop and sustain mutually beneficial relationships. (*Respect*)

Consistent with the mission and the commitment to continuous improvement. Each ISLO is mapped to the curriculum and assessed annually to evaluate and improve program success.

NEW GENERATION UNIVERSITY

Bay Atlantic University is a New Generation University, which is defined by six key aspects: Affordable, Focused, Global, Connected, Central, and Dynamic; aspects that are measured within the strategic planning process.

Affordable

We believe that high quality education doesn't have to come at a high cost. BAU strives to make high quality education available for everyone.

Focused

We put our students in the best position to succeed in their careers/lives by offering degree programs that are in high demand fields and rapidly growing. Additionally, being in the heart of DC, we know our environment, which is why we offer degrees in Politics, Business, and Information Sciences: the three core industries that power DC and the world.

Global

We believe in education without borders! We encourage our students to be global citizens. The international environment on campus enables them to learn about other cultures and discuss global matters with different perspectives in the courses.

Connected

BAU is well-connected to the DC Community through our business partnerships, faculty networks, and community service.

Central

The whole city is our campus with easy access to key U.S. agencies, embassies, and leading international institutions (World Bank, International Monetary Fund, Inter-American Development Bank, etc.). Students are not limited to just on-campus events; students can attend numerous cultural events and festivals throughout the year.

Dynamic

BAU prides itself on providing a curriculum that reflects the current market trends and most up-to-date teaching methodologies.

- The cherry branches convey our endeavor for harmony and peace among nations.
- Finally, the BAU motto, “Peace through Education,” gives clear scope and meaning to the entire symbol.

Here is the complete meaning of our Coat of Arms and Motto: *BAU, from its deep roots in the nation’s capital, is engaged in bringing radiant knowledge to the global community in a spirit of peace and respect for all; with the deep conviction that the serious pursuit of education will bring down barriers enhancing goodwill among nations.*

COAT OF ARMS



The Bay Atlantic University Coat of Arms conveys many related, important messages:

- The open book symbolizes our strong commitment to continuously improving quality education.
- The globe symbolizes the planet earth and therefore our global reach, diversity, and inclusiveness.
- The blue hatching pattern represents Washington’s Potomac River, this way stating that we are deeply embedded in the nation’s capital.
- The rising sun illuminating the entire image symbolizes hope and new radiant knowledge coming from BAU into the world.

MASCOT

BAU’s mascot is a dolphin representing the values and the meaning embedded in our Coat of Arms.



From time immemorial, in many cultures, dolphins have been celebrated and admired by humans.

Dolphins are unique creatures that strive to achieve in any habitat they choose or are thrust into. They are highly intelligent mammals that have achieved perfect adaptation as sea creatures.

Just like dolphins, we in the BAU Community strive to be Adaptable, Agile, Intelligent, Fast, Sociable, Curious, and Friendly to all.

STATE APPROVAL, ACCREDITATION, AND SEVP CERTIFICATION

Bay Atlantic University is certified by the Higher Education Licensure Commission (HELC) to operate as an institution of higher education to offer degrees, certificates, or diplomas in Washington, D.C.

Any questions or problems concerning Bay Atlantic University which may have not been satisfactorily answered or resolved by the Administration may be directed to:



Office Hours

Monday to Friday, 8:30 a.m.-5 p.m.
1050 First Street NE
Washington, DC 20002
(202) 727-6436

Accreditation: BAU is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.). Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Inquiries regarding an institution's affiliation status with the Commission should be directed to: The New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880
Direct line to Commission offices: (781) 425-7785
E-mail: info@neche.org
Website: www.neche.org

SEVP Certification: BAU has SEVP certification, which allows it to issue Forms I-20, "Certificate of Eligibility for Nonimmigrant Student Status," to prospective international students.

LOCATION, FACILITY, AND HOURS OF OPERATION

Bay Atlantic University is located at 1510 H Street NW in the nation's capital city, steps away from Lafayette Square and the White House. It is surrounded by businesses, restaurants, and shopping centers, and offers an ideal setting for students who are looking to learn about the ins and outs of the cultural and political fabric of the United States. BAU is in a 9-story building within a safe and friendly community.

All classrooms are equipped with computers and projectors and seat 15 to 40 students.

BAU regular hours of operation are Monday through Friday 8:30 am to 9:30 pm

CAMPUS POLICIES

CIVIL RIGHTS COMPLIANCE

BAU is an academic community built on respect for all people. The University has a strict policy of dignity, equality, and non-discrimination regarding the treatment of all individuals: faculty, staff, and students. In compliance with federal, state, and local government requirements and the Title VI of the United States Civil Rights Act of 1964, as amended, Bay Atlantic University will not discriminate against any individual on the basis of age, sex, race, color, religion, association, national or ethnic origin, marital status, sexual orientation, medical condition, physical disability, or veteran status in its employment, student admissions (including scholarship award and loan programs), or in any aspect of any program or activity offered or sponsored by the University.

TITLE IX

Bay Atlantic University upholds student rights to participate in campus life without sex or gender discrimination. According to Title IX of the Education Amendments of 1972: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity..."

Bay Atlantic University does not and will not tolerate sexual harassment of students, faculty, and/or staff. Sexual harassment is a form of sex discrimination that is illegal under Title IX of the Education Amendments of 1972. Sexual harassment is deemed to have occurred when:

- 1) Submission to harassment is either explicitly or implicitly a term or condition of an individual's employment or academic performance; or
- 2) Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions, including, but not limited to promotion, transfer, selection for training or

performance evaluation, or used as the basis for academic evaluation; or

- 3) The conduct has the purpose or effect of unreasonably interfering with an affected person's work performance or academic performance or participation in educational pursuits; or
- 4) The conduct has the purpose or effect of creating an intimidating, hostile, or offensive academic environment.

BAU offers training to students, faculty, and staff on Title IX at the beginning of each semester. The Title IX officer is Shawneen Jones, HR Director, on the 2nd floor and at sjones@bau.edu.

CONSENSUAL RELATIONSHIP POLICY

The University prohibits any Inappropriate Consensual Relationship as defined in Section 2.1 of this policy. Any non-consensual sexual relationship and/or acts of discrimination and harassment are addressed in the University's [Title IX policy](#).

The University prohibits consensual dating, intimate, romantic, and/or sexual relationships between faculty and students.

The University prohibits consensual dating, intimate, romantic, and/or sexual relationships between staff and students.

Complaints

Complaints regarding Prohibited Conduct shall be reported to the University's Title IX Coordinator. The Title IX Coordinator will determine whether and to what extent an investigation will be conducted and provide a recommendation to the appropriate administrator, as necessary.

AMERICANS WITH DISABILITIES ACT

Bay Atlantic University is committed to the Americans with Disabilities Act of 1992's protection of people with disabilities from discrimination of any kind. According to the ADA, institutions such as schools and universities

“may not discriminate on the basis of disability” and must provide appropriate accommodations to people with disabilities. BAU’s campus is an ADA-compliant building.

AGE DISCRIMINATION

BAU welcomes people of all ages to its community. According to the Age Discrimination Act of 1975, schools may not discriminate based on age.

RETALIATION

According to Title IX of the Education Amendments, it is illegal to commit a retaliatory act (e.g., giving failing grades or preventing certain individuals from participating in programs because of an individual’s identity, because the student had filed a complaint).

SAFE AND DRUG-FREE SCHOOL POLICY

In compliance with the US Department of Education and the Drug Free Schools and Communities Act Amendment of 1989 and Higher Education Act of 1965, Bay Atlantic University has adopted a zero-tolerance policy for the consumption, manufacture, or distribution of drugs on campus. In addition, students and employees who violate this policy may be subjected to arrest and prosecution and will be subjected to the disciplinary procedures provided by the various negotiated agreements or such other corrective action as the President or the President’s designee may deem appropriate. Other corrective action may include satisfactory participation in an approved alcohol or drug rehabilitation program.

Students and employees should be aware that the legal sanctions that may be imposed under current laws regarding the unlawful manufacture, distribution, dispensation, possession, use, or sale of alcohol or controlled substances include fines and prison terms ranging from one year to life in prison upon conviction.

NON-SMOKING POLICY

Smoking is not permitted within facilities owned or leased by the University or in university vehicles. Smoking is not permitted within 50 feet of any University facility. Students may be fined up to \$1,000 by building management for smoking within 50 feet of the building.

COPYRIGHT & FAIR USE POLICIES

Bay Atlantic University, its students, faculty, and employees must comply with the provisions of the United States Copyright Act. Copyright is the right of the creator of a work of authorship to control the use of that work by others.

Copyrighted work may not be reproduced, distributed, performed, or adapted by others without the copyright owner’s permission. Works protected by copyright include, but are not limited to literary, musical, and pictorial works; sound recordings, motion pictures, and other audiovisual works; and computer software.

Bay Atlantic University employees shall use computer software only in accordance with the terms of the Bay Atlantic University Computer Software Policy and the licensing agreement for the software. The University does not condone or support the use of any unauthorized copies of software. All software used by university employees to perform their responsibilities shall be purchased through appropriate procedures.

Violation of copyright law may subject the guilty party to severe civil and criminal penalties. There are some exceptions in United States copyright law such as the fair use doctrine. The fair use doctrine allows limited use of copyrighted material without the permission of the copyright owner for several purposes, including teaching and scholarship. It is the responsibility of all students, faculty, and staff to inform themselves about what is and what is not permissible use of copyrighted material. Copyright and fair use guidelines for students, faculty, and staff are posted on the BAU Library website and at all photocopy machines at BAU.

CAMPUS SECURITY

In compliance with Title II of Crime Awareness and Campus Security Act of 1990, Bay Atlantic University: compiles specified information on campus crime statistics and campus security policies; and makes timely reports to the campus community discussing crimes considered to be a threat to other students and employees.

The University's Emergency Operations Plan is available in the Office of the Chief of Staff.

STATEMENT OF LEGAL CONTROL AND GOVERNANCE

GOVERNANCE & OWNERSHIP

Bay Atlantic University is a non-profit university of higher education. The university is governed by a Board of Trustees.

BOARD OF TRUSTEES

Ahu Yildirmaz, Ph.D. in Economics, Chair
Enver Yucel, B.A. in Mathematics Education, Founder and Vice Chair
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ADMINISTRATION

Sinem Vatanartiran, PhD, *President/CEO*
Michelle Landa, EdD, *Chief Academic Officer and Institutional Effectiveness*
Selen Oz, *Chief of Staff, Board Professional*
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Adriana Garcia Sandoval, *Director of Admissions*

Renee Mckie, *Director of Student Services*
Ratchata Niyomsimchai, *Director of I.T.*
Erin Hannan, *Director of Partnerships and Outreach*
Omari Itomi, *Director of Mentora College ESL Program*

FACULTY

Department Chairs

Sean Cox, *Chair of Political Science and International Relations*; Doctor of Philosophy, Comparative Politics; Master of Arts, Political Science and International Relations; Bachelor of Arts, Political Science; Certificate of International Relations.
Oonah Jaja-Wachuku, *Chair of General Education*; MA in Multilingualism, Linguistics and Education, MBA in International Business Management, BA in History and Diplomatic Studies
Bintou Lingani, *Chair of Business and Economics*; Doctor of Philosophy, International Economics and Development; Master of Arts, International Economics.
Pipop Nuangpookka, *Chair of Information Sciences and Engineering*; Doctor of Science, Cybersecurity; Master of Science, Computer Science; Doctor of Engineering Candidate, Engineering (AI)

Faculty

Micheline Al Harrack, Doctor of Science, Cybersecurity; Master of Business Administration, Management; Master of Science, Management with a Project Management
Godfred Amponsah, Master of Science, Applied Mathematics
Chinedu Anumudu, Doctor of Philosophy, Adult, Professional and Community Education; Master of Arts, Communication Studies; Bachelor of Arts, Dramatic Arts

Caroline Batka, Doctor of Philosophy, Political Science and Government, Master of Public Administration (Leadership, Management, and Decision-making), Bachelor of Arts, Communication and Political Science

Samuel Boateng, Doctor of Science, Cybersecurity; Master of Technology, Project Management

JC Martin Castro, Master of Engineering, Cybersecurity; Bachelor of Science, Computer Science

Zelalem T. Chala Z, Doctor of Philosophy, Economics; Master of Science, Agricultural Economics; Master of Science, Data Analytics; Master, Bachelor of Science Agricultural Economics

Julia B. Creighton, Master of Business Administration, Accounting

Michael Matthew Cortez, Master of Arts, Economics; Bachelor of Arts, Economics

Jarvis Curry, Doctor of Philosophy, Business and Strategic Management; MBA in Finance, Supply Chain Management, and Logistics; Juris Doctor (JD); BA Business Information Systems.

Dina Dahabi, Master of Science, International Financial Reporting Standard; Bachelor of Economics, Accounting & Auditing

Abebe Feleke, Master of Business Administration; Master of Science, Cybersecurity Policy; Doctor of Science Candidate, Cybersecurity

Kristina Gaskin, Master of Business Administration; Bachelor of Arts in Fashion Merchandising

Selin Germirli, Doctor of Philosophy, Management; Master of Arts, Marketing; Bachelor of Arts, Economics

Esref Mehmet Goksu, Doctor of Philosophy, Banking; Master of Arts, International Economics and Finance; Chartered Financial Analyst (CFA); Certified Internal Auditor (CIA), Certified Public Accountant (CPA, Turkey)

Zhouying He, Doctor of Philosophy, Polymer Engineering; Master of Science, Computer Science

Adriene Hobdy, Doctor of Education, Leadership and Innovation; Master of Business Administration, Human Resource Management; Master of Science, Budget and Finance

Jason Hutchison, Juris Doctorate, International Law, Bachelor of Arts, International Studies and Political Science

Divine Ngenyeh Kangami, Doctor of Philosophy, Economics; Master of Commerce, Economics, International Trade and Investment; Bachelor of Science and Honor, Economics

Bobbie Lancaster, Master of Arts, English Language

Ken Littlefield, Master of Engineering, Space Operations

Zelalem Mengistu, Doctor of Science, Cybersecurity; Master of Science, Information Systems Security; Industry Certifications: CEH, ECSA, MCSE, MCSA, CCA, MCTS, SECURITY+, Stanford Advanced Computer Security

Israel Eli Keikula Moss, Doctor of Philosophy, Business Administration, Advanced Accounting Specialization; Master of Arts in Teaching, Business Education; Master of Science, Criminal Justice Administration; Bachelor of Science, Business Administration, Accounting

Frank Okwedadi, Master of Science, Smart-EdTeach, Co-Creativity and Technology Enhanced Learning; Master of Arts, Global Media and Communication

Mukul Sonwalkar, Doctor of Philosophy, Earth Systems and GeoInformation Sciences; Master of Science, Computer Science;

Mulenga Charles Tembo, Doctor of Science, Cybersecurity; Master of Business Administration; Executive MBA

Tsige Tessema, Doctor of Science, Cybersecurity; Master of Science, Cybersecurity

Steven Tharp, Master of Science, Information Systems; Master of Science, Business Administration

Amber Warren, Master of Arts, Criminology/Criminal Justice

Ecehan Genc Yildiz, Doctor of Philosophy,
Political Science and International Relations;
Master of Political Sociology

LIBRARY

The BAU Library consists of a small physical library and a large online collection. Located on the 2nd floor of the campus, the library provides a comfortable space where students can find and discover supplemental material related to courses. Periodicals include the Economist, Foreign Policy, Bloomberg's Business Week, Consumer Report, Discover, Entrepreneur, Fortune, Foreign Affairs, Language, Money, National Geographic, New Yorker, Popular Science, Reader's Digest, Saturday Evening Post, Time, Washingtonian, Wired, MIT's Technology Review, INC, and Fast Company, plus various newspapers.

BAU's primary library resources are provided electronically through access to **Barbaros Library**. The electronic library contains over 113 major databases, licensed by Proquest, EBSCO, ACM, and IEEE. It provides access to over 35,820 full text journals, reports and newspapers. Additionally, the library currently owns 46,374 electronic books, licenses publishers' e-Book databases and subscribes to an additional 350,000 e-books.

The e-Library is available 24/7 year-round to all students and faculty via internet access. During school hours, students can access the e-Library from BAU's computer room, which has 13 workstations.

For more information, please contact Oonah Jaja-Wachuku at owachuku@bau.edu

LIBRARY HOURS

Monday-Friday 9:00 am – 5:00 pm

ONLINE LIBRARY LOG-IN

Students can access the online library (Barbaros Library) by using student email accounts and passwords provided to them during enrollment.

STUDENT SERVICES

NEW STUDENT ORIENTATION

The Office of Student Services seeks to integrate students into the University community and to support and complement student learning both inside and outside the classroom. To support the needs of new students, a mandatory New Student Orientation program is held prior to the start of classes each semester. During this program, students are introduced to university-related policies and procedures, curricular advising, and standards of academic progress. This program provides students with the opportunity to learn about daily life on campus and to meet fellow BAU students as well as staff, faculty, and administrators. Local transportation options, banking, and shopping opportunities are also highlighted with the goal of assisting new students with acclimating to the D.C. metro area.

New Student Orientation includes a special component for F-1 international students to ensure they know of additional responsibilities and to help make the adjustment to studying in the United States.

CO-CURRICULAR ACTIVITIES

The University offers the following academic support services:

WRITING TUTORIALS

BAU aims to provide undergraduate and graduate students with the support to help improve academic writing skills. Mentora College, the English as a Second Language Program of the University offers rhetoric and style, remedial grammatical instruction, and general writing techniques.

Students may take advantage of this program by contacting Student Services directly at studentservices@bau.edu.workshops

WORKSHOPS

The counselor organizes academic workshops on a bi-weekly basis. Routine workshops include topics such as note-taking skills, study skills, motivation, proper citation and plagiarism, and research methodologies. An additional set of specialized workshops are offered each semester. These workshops are scheduled at the start of the semester, and the calendar is made available on the University website, via email announcement, and in the University Library.

CAREER SERVICES

The Office provides guidance to students on job search endeavors and career paths. Workshops in the areas of job search techniques, resume building, effective oral communication skills, and successful interviewing are organized each semester. Some of the topics that may be covered during these workshops include:

1. Job and internship search tools
2. Help crafting resume and cover letter
3. Job-related workshops
4. Networking events
5. CPT and OPT

The Office also arranges visits to potential employers and brings potential employers to the BAU campus to meet students.

The office provides students with a biweekly newsletter highlighting open full-time, internship and volunteer opportunities.

COUNSELING

Bay Atlantic University provides support for any personal challenges students may face during studies -whether from stress from coursework, the challenges of adapting to a new environment, or other circumstances through Telus Health Services. Each student has access to a free mental health and wellness services 24/7. These services are available in Mandarin, Cantonese, French, Spanish and English. Appointments with counselors who speak other languages are also available.

If any student needs specialized, professional mental health services, our counselors refer them to qualified, licensed specialists drawn from a network of organizations developed by BAU for the specific purpose of meeting student mental health needs.

HEALTH INSURANCE

Bay Atlantic University strongly recommends students find a health insurance provider before or soon after beginning studies at BAU. The university has partnerships with health insurance providers. To get more information about health insurance please contact the Director of Student Services.

SOCIAL LIFE AT BAU

BAU is located right at the political and cultural center of the nation's capital, just two blocks from the White House. Centrally located, BAU students have access to all the wonderful attractions the city and area have to offer. The office of Student Services organizes and announces events, field trips, and excursions for students. Activities are listed on BAU's website and student bulletin boards around campus.

STUDENT ORGANIZATIONS

Student organizations make up a vibrant part of BAU's intercultural campus life. Students can organize and participate in student-run organizations and clubs that reflect a diversity of interests. Current organizations and clubs include the Student Government Association (SGA), film and movie, music, dance, photography, book, conversation, yoga/football, and others. Through these organizations and clubs, students can advance personal and professional goals and socialize with others in the university community.

DIVERSITY AND INCLUSION

The Office of Student Services is committed to providing every individual with an unparalleled academic experience, regardless of age, ancestry, disability, nationality, race, religion, sex or gender identity, or sexual orientation.

Student Services advocates for inclusion by facilitating diverse communities through student education and faculty/staff training.

STUDENT HOUSING

BAU has a student housing facility, Island Condos, located in a vibrant and upcoming district. There are many shopping areas, restaurants, quick dining spots, and coffee shops within walking distance. Bookstores, art galleries, and pop-up stores are spread throughout the neighborhood, which tenants can explore. The neighborhood is surrounded by public basketball and tennis courts, skate parks, and open parks.

Island Condos provides different types of rooms for its residents. All the bathrooms are ensuite and can be shared with up to 3 other tenants depending on the room type.

Room reservations are made through MyBAU accounts.

<https://bau.edu/student-services/mentora-housing/>

Address:

614 Girard Street NE,
Washington, DC 20017

STUDENT RIGHTS AND RESPONSIBILITIES

Bay Atlantic University recognizes the importance of student rights on campus. Student Rights involve the following:

- Freedom of expression without prejudice,
- Freedom of academic inquiry,
- Right to a safe and supportive campus environment,
- Right to appeal University rulings through due process.
- Membership and inclusion of all students in the BAU community, regardless of personal identity.

The University accepts students regardless of racial, ethnic, national, religious, or political affiliation; gender identity or sexual orientation; and physical or mental disabilities.

PLAGIARISM AND USE OF GENERATIVE AI POLICY

BAU holds all students to high standards of academic honesty. Students studying on-campus or online are expected to submit original work using their own ideas and words. Examples of plagiarism include, but are not limited to:

- Cutting and pasting an internet source.
- No in-text citations.
- No bibliography provided.
- Copying another student's work.
- Re-using work from a previous class.

Consistent with the University's expectations on academic integrity and student conduct, the use of Generative AI tools, unless explicitly directed by a faculty member, to draft or write any academic work is considered cheating.

Students who plagiarize or use generative Ai will face the following:

1st Offense: The student will receive a zero (0) on the assignment.

2nd Offense: The student will fail the class.

Both offenses will become part of the student's official record. Students who continue to use any software to produce work or plagiarize the work of others may face expulsion from the University for violating academic integrity expectations.

STUDENT CODE OF CONDUCT

Students are expected to embrace the Code of Conduct from the first day at Bay Atlantic University through graduation. The University expects the students to follow BAU values:

- Commitment to academic integrity and inquiry: students are honest and strive for academic excellence, and continually express intellectual curiosity.
- Commitment to personal integrity and growth: always behaving according to the moral principles that you believe in, and willingness to learn from different views and opinions.
- Commitment to creating a community based on respect and support for others.
- Commitment to inclusion of others and respect for diversity in all its forms: the belief that all people deserve to be treated equally, listened to, and given equal participation both in and outside of the classroom, regardless of:
 - ideas and opinions, including religious or political beliefs and philosophies;
 - personal identity and origin, including race, ethnicity, ability, gender or sexual identity, age, social class, immigration status, or nationality; and
 - individual experiences as human beings, such as academic and personal experiences.

Bay Atlantic University expects students to commit to the Code of Conduct to create a positive education environment for all community members. Students who do not adhere to the Code of Conduct may face academic or non-academic disciplinary actions, as described below.

DISCIPLINARY PROCESS

The Disciplinary Committee is responsible for handling all cases of misconduct against all policies defined in this Catalog. Misconduct includes destruction of school property; any verbal or physical abuse of faculty, staff, or students, including harassment or intolerance; substance abuse; selling, consuming, or distributing controlled substances on BAU facilities; unauthorized entry into any BAU facility; unauthorized use of university computers; and violation of any state or federal laws, among others.

Complaint Process

If a member of the University community witnesses or suspects that a student has violated the Code of Conduct, the member will submit a written complaint to the Director of Student Services. The Director of Student Services will request a meeting with the person who brought in the complaint and will investigate the allegation.

The Director will then assemble a Disciplinary Committee meeting.

Committee Proceedings

The Disciplinary Committee will be comprised of the Director of Student Services, an administrative staff, registrar, a representative of SGA, and, if applicable, the Designated School Official. The Committee meets to review the fact-finding presented by the Director of Student Services and will subsequently hold a hearing with the accused student and the accuser and any witnesses, if necessary. The student may appeal the decision in writing within two weeks.

Disciplinary Consequences

Based on the severity of the violation, the Committee may choose to implement any of the following punishments: warning, restitution, fines, limitations on activities, probation, postponement of activity participation and conferring honors and degrees, suspension, or expulsion.

Warning

A university warning is a formal notice that the behavior or set of behaviors is inappropriate and violates the basic expectations of students as set forth by BAU. A letter of warning is placed in the student's file and may be considered if the student engages in further inappropriate behavior.

Restitution

Restitution is compensation required of students who engage in the theft, misuse, damage, or destruction of university, group or private property. The amount of restitution is dependent on the extent of damage as well as what is determined to be the most appropriate way for a student to make amends for the damage the student caused. The amount, form, and method of payment for restitution are decided by the Committee.

Fines

For some offenses, including violations of the university alcohol and drug policies, fines may be imposed.

Limitations on Activities

Limitations on activities may include, but are not limited to, a fixed period of ineligibility for service as an officer or member of any university organizations or as a member of any university committees, boards or councils or as a participant in any intercollegiate activity; ineligibility to receive or maintain any award from the university; prohibition from attendance at social events; restricted entrance into various university buildings; or restriction from all forms of contact with certain person(s).

Probation

Probation is a formal notice to the student that the student has engaged in behavior that is unacceptable within the university community and that if continued or if other inappropriate behavior follows, more severe action may be taken, including the possibility of suspension or expulsion from Bay Atlantic University. Probation is for a fixed period that is determined

by the Committee. Official notice of probation will be provided to the student and the student's program.

Postponement of Activity Participation and Conferring of Honors and Degrees

The university reserves the right to delay or postpone the involvement of a student in any university-related activity or delay or postpone the conferring of any honor or degree during the pendency of any of the student conduct procedures or actions.

Suspension

Suspension from the university involves the exclusion of the student from participation in any academic or other activities of the university for a specified period. Written notification of this action will be provided to the student and the student's program. Suspension from the university further involves the following: The action of suspension will be noted on the student's disciplinary record and academic transcript; the student will be withdrawn from all courses carried that semester according to the policy of the student's college or school; the student shall forfeit fees according to the normal refund schedule of the university; the student must refrain from visiting the university premises unless engaged in official business approved in writing by the Chair of the Committee; the suspension may include any other disciplinary action judged to be of value to the student.

Expulsion

Expulsion is the most serious university disciplinary action and involves the permanent exclusion of the student from the university. Expulsion involves the following: forfeiture of all rights and degrees not actually conferred at the time of the expulsion; notification of the expulsion provided to the student and the program; permanent notation of the expulsion on the student's disciplinary record and academic transcript; withdrawal from all courses according to the policies of the student's college or program; and forfeiture of tuition and fees

according to the university's normal refund schedule. Any student expelled from the university must refrain from visiting the university premises unless engaged in official business approved in writing by the Committee Chair.

Re-enrollment Process

A student who has been suspended or expelled may petition for re-enrollment. The petition must be in writing and directed to the Chief Academic Officer. Such petition may not be filed before the expiration of one year from the date of the final determination in expulsion cases, or before the expiration of one half of the suspension period in suspension cases. The CAO shall, after consultation with the Disciplinary Committee, adopt procedures for determining whether such petitions will be granted or denied.

STUDENT GRIEVANCE POLICY

The University views students as responsible citizens who are integral members of the academic community. Policies and practices pertaining to student relations and services should reflect this point of view. All University officers will make every effort to ensure that this philosophy is implemented.

It is recognized, however, that regardless of how well-intentioned people may be, complaints and misunderstandings are bound to arise. It is the purpose of the Student Grievance Procedures to ensure that these disagreements are expressed, explored, and resolved promptly and confidentially.

The Student Grievance Procedures shall apply to student grievances relating to the following:

- Allegations of violations of the University policies and procedures with respect to programs, services, activities, or facilities.
- Allegations of unfair treatment from faculty, administration, staff, or fellow students.
- Claims relating to discrimination, non-sexual-based harassment, and retaliation.

PROCEDURES

Informal

The student discusses the problem informally with a student, faculty member, or staff member involved and, where appropriate, with supervisors or administrators at sequentially higher levels.

A student may not proceed to a formal review unless an informal review with those persons cited above have been exhausted.

Formal

1. If for any reason the grievance is not resolved informally to the satisfaction of the student within ten (10) business days, the student should contact the Director of Student Services.
2. The student shall prepare and submit a formal written complaint on a form which shall serve as the basis for all further consideration.
3. The Director of Student Services shall investigate the facts upon which the complaint is based. Within ten (10) business days, the Director shall notify the grievant of the results of the investigation.
4. If for any reason the student is not satisfied with the results of the investigation conducted by the Director of Student Services, he/she may ask the Director to submit the matter to the Director of Partnerships and Outreach [hereafter referred to as the Appeal Officer] as appropriate.
5. The Director of Student Services shall:
 - prepare a statement summarizing the actions taken;
 - append such statement to the student's complaint form;
 - forward the complaint form to the appropriate appeal officer.
6. Upon receipt of the formal complaint, the Appeal Officer shall consult with the University official having authority over the area or subject matter of the grievance. Within 30 days following receipt of the

complaint, the Appeal Officer shall render a decision and convey such decision to the student in writing.

7. If the student is not satisfied by the decision obtained by the Appeal Officer, he/she may ask the Appeal Officer to appeal to the President of the University or designee on the student's behalf.
8. The Appeal Officer shall apprise the President or designee of the details of the grievance and serve the President or designee with a copy of the written complaint within ten (10) business days.
9. After the receipt of the written complaint, the President or designee shall render a final decision which shall be conveyed in writing to the student within thirty (30) days.

Miscellaneous General Provisions

Time Limits: All time limits contained in the foregoing procedure may be extended by mutual written agreement by the Director of Student Services, the Appeal Officer, or the President.

Confidentiality of Proceedings: The University shall take all reasonable steps to ensure the confidentiality of all proceedings, and the records produced therefrom. However, should any matter develop during the proceedings become public knowledge, the University reserves the right to issue appropriate statements.

Last Resort Complaint

If a student remains unsatisfied after a formal grievance process, the student can address these concerns in writing, as a last resort, to the following Higher Education Licensure Commission of the District of Columbia and/or The New England Commission of Higher Education:

Higher Education Licensure Commission
1050 First St. NE, Fifth Floor
Washington, DC 20002
<https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints>

The New England Commission of Higher Education

301 Edgewater Place, Suite 210
Wakefield, MA 01880

Direct line to Commission offices:
(781) 425-7785

E-mail: info@neche.org

Website: www.neche.org

Bay Atlantic University will ensure that no student will be subjected to unfair action because of initiating a complaint proceeding.

STUDENT RECORDS AND RELEASE OF INFORMATION - FERPA

The Family Educational Rights and Privacy Act (FERPA), Public Law 93-380, Section 438 of the General Education Provision Act, is a federal law enacted in 1974 which affords students certain rights with respect to their education records. Specifically, it gives students the right to:

- 1) Inspect and review education records;
- 2) Request the amendment of inaccurate or misleading records;
- 3) Consent to disclosure of personally identifiable information contained in the student's education record; and
- 4) File a complaint with the U.S. Department of Education concerning alleged failures by Bay Atlantic University to comply with this law.

Educational records are those records, files, documents, and other materials that contain information directly related to a student.

The University will not permit access to or release confidential information from a student's records to any individual or agency without the written consent of the student, except for the following situations:

- 1) Name, address, telephone number, date and place of birth, program undertaken, dates of attendance, and certificates, diplomas and degrees awarded may be provided to third parties unless the

request to omit such information is presented in writing.

- 2) Records required by Bay Atlantic University officials in the proper performance of the official's duties.
- 3) Organizations conducting studies for educational and governmental agencies.
- 4) U.S. government agencies as listed in Public Law 93-380 requesting information for specific purposes.
- 5) At the request of any Accrediting agencies.
- 6) Parents of dependent children as defined in the Internal Revenue Code of 1954.
- 7) Appropriate persons in connection with an emergency.
- 8) For the purposes of awarding financial aid.
- 9) In response to legal court orders.

DEFINITION OF STUDENT RECORDS

Student files are maintained by the Registrar and Admissions Offices and include the following student information:

- Enrollment Agreement Form at the time of initial enrollment for each program, which includes the enrollment contract and other information relating to the payment for educational services
 - Copy of passport or ID card that indicates the student's name (international students only)
 - Permanent (home) and/or local addresses
 - Social Security Number and date of birth
 - Admission-related documents as well as an acceptance letter issued by the University
 - Copy of diploma/certificate
 - Copy of transcript, which shows the graduation date, and the degree/certificate obtained at Bay Atlantic University
 - Records of warning, probation, dismissal, or termination, if applicable
-

- These additional records are kept in a student file when applicable:
 - Copy of I-20 for F-1 visa students
 - Copy of non-immigrant visa for foreign students
 - Veterans Administration records for veterans

Bay Atlantic University has the right to keep all documents that a student submits to the University.

DOCUMENT RETENTION AND DESTRUCTION POLICY

According to the Sarbanes Act of 2002, which makes it a crime to alter, cover up, falsify, or destroy any document with the intent of impeding or obstructing any official proceeding, this policy provides for the systematic review, retention and destruction of documents received or created in connection with the transaction of organization business. This policy covers all records and documents and contains guidelines for how long certain documents should be kept and how records should be destroyed. The policy is designed to ensure compliance with federal and state laws and regulations.

Academic Records [500*]-001-999

Record and Descriptions	Retention Period	Disposition Method
Course/ Curricular Records: - Academic Catalog - Thesis/ Dissertation - Student Transcripts Issued - Faculty Transcripts Received	Permanent All hard-copy documents are to be converted into soft copy after 5 years.	Not disposed. In Academic Storage
Accreditation Records Academic Licensures and Certificates	Permanent	Not disposed. In Academic Storage
Accreditation Supporting Documents	5 years after last action	Non-Confidential Destruction

Academic Honors and Scholarships	3 years after the end of academic year	Non-Confidential Destruction
Class Rolls and Grade Sheets	3 years after the end of academic year	Confidential Destruction
Student Sponsorship Information	3 years after graduation	Non-Confidential Destruction
Application/ Admission Records: - Passport Information - Visa Information - Previous Transcripts & Diploma - Financial Information - Credential Evaluations - Admissions Test Scores	5 years after graduation/ leaving	Confidential Destruction

Electronic Documents and Records

Electronic documents will be retained as if they were paper documents. Therefore, any electronic files, including records of donations made online, that fall into one of the document types in the above schedule will be maintained for the appropriate amount of time. If a user has sufficient reason to keep an email message, the message should be printed in hard copy and kept in the appropriate file or moved to an “archive” computer file folder. Backup and recovery methods will be tested on a regular basis.

Emergency Planning

BAU’s records are stored in a safe, secure and accessible manner. Documents and financial files that are essential to keeping BAU operating in an emergency will be duplicated or backed up at least every week and maintained off-site.

Document Destruction

The registrar is responsible for the ongoing process of identifying the University records which have met the required retention period and overseeing the destruction. Destruction of financial and personnel-related documents will be accomplished by shredding.

Document destruction will be suspended immediately upon any indication of an official investigation or when a lawsuit is filed or appears imminent. Destruction will be reinstated upon conclusion of the investigation.

Compliance

The failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against BAU and its employees and possible disciplinary action against responsible individuals. The registrar will periodically review these procedures with the Leadership Team to ensure that it is in compliance with new or revised regulations.

OBTAINING ACADEMIC AND FINANCIAL RECORDS

ACADEMIC RECORDS

Students who wish to allow a third party to access the student's academic records may do so by completing a FERPA Waiver Form. If a student owes outstanding fees of any kind to the University, all academic records will be withheld until the account is resolved.

Bay Atlantic University issues official documents through Parchment. The Registrar's Office does not provide physical or electronic copies of documents directly to students. Students may request official documents, including enrollment verification letters, residency verification letters, graduation verification letters, official transcripts, and replacement diplomas, by submitting a request through Parchment and paying the required fee. For access to the request link, students may contact the Registrar's Office via email or obtain it through parchment.

Unofficial transcripts are always available digitally to students through MyBAU.

Diplomas are conferred within 60 days of the student's degree completion. The graduation application form must be completed, and all tuition and graduation fees paid before the degree is conferred.

FINANCIAL RECORDS

Students may request financial records by contacting the Finance Office or digitally on MYBAU through the student's personal page. Financial records are available to the student after completing a FERPA Release Form. Financial records are never withheld from the student and are always made available.

DISCLOSURE OF PERFORMANCE AND PLACEMENT INFORMATION

Federal requirements relating to student achievement disclosures are derived from several legislative acts and regulations:

The Student-Right-to-Know Act (P.L. 101-542), enacted in 1990, requires institutions participating in Title IV programs to calculate completion or graduation rates of certificate or degree-seeking full time-students and to disclose this information to all students and prospective students (Title 1, Section 103).

The Higher Education Opportunity Act, reauthorized in 2008, requires institutions participating in Title IV programs to make general institutional disclosures to students, including retention, graduation and placement data (Section 485). This section also requires the disclosure of certain demographic information, including the percentage of male and female students, Pell Grant recipients, and racial and ethnic minorities.

CPT/OPT PROGRAM PROCEDURES FOR F1 STUDENTS

Curricular Practical Training (CPT) Program

Curricular Practical Training (CPT) is temporary authorization for practical training directly related to a major field of study. The major field of study is listed on the I-20.

CPT is authorized by the DSO office in accordance with the F-1 regulations.

Practical training is an integral component of the Professional Hybrid Program. Through the curriculum, eligible F-1 students enrolled in master's degree programs may participate in Curricular Practical Training (CPT) beginning in their first academic term, subject to applicable federal regulations, university policies, and academic requirements. Internship and practical training experiences must be directly related to the student's field of study and contribute to the learning outcomes of the program.

“Practical training” can include employment, internship experience (paid or unpaid), cooperative (co-op) education experience, practicum participation, etc. CPT may be part-time (20 hours per week or less) or full-time (more than 20 hours per week). If you accumulate 12 months (365 or more days) of full-time CPT authorization, you lose your eligibility for Optional Practical Training (OPT), another type of employment authorization for F-1 students. Part-time CPT and fewer than 12 months of full-time CPT authorization does not affect your OPT eligibility.

Eligibility

- Are currently in valid F-1 status.
- Have been enrolled at a college or university in the U.S. on a full-time basis for at least one full academic year (two full semesters; Spring and Fall). An exception to the academic year rule is provided for graduate students whose programs require immediate participation in CPT. The program requirement must be for all students in the

program and should be listed on the program's website in the curriculum description.)

- Are in a major (Pre-major students, who are not yet admitted into a major, are not eligible for CPT. CPT cannot be authorized based on a minor or certificate program).
- Will earn your degree from BAU (visiting exchange students are not eligible for CPT).

Optional Practical Training (OPT) Program

Optional Practical Training (OPT) is temporary employment that is directly related to an F-1 student's major area of study. Eligible students can apply to receive up to 12 months of OPT employment authorization before completing academic studies (pre-completion) and/or after completing academic studies (post-completion). However, all periods of pre-completion OPT will be deducted from the available period of post-completion OPT.

Eligibility:

- The student must be in valid F-1 status at the time of application and must have been enrolled full-time for at least one academic year preceding the application.
- If not enrolled full-time, the student must have an under-enrollment form completed by his or her academic advisor.
- The student must be in the final semester of his or her academic program (unless applying for pre-completion OPT).
- The student must have no holds on the student record and no balance owed to the university. Having a hold or balance could delay the processing of the OPT request.
- The student must not have already been approved for OPT for the same education level.
- The student must apply in the time period between 90 days before and 60 days after completion of the study.
- Students in STEM (Science, Technology, Engineering and Mathematics) fields who wish to apply for the 17-month OPT

extension have additional eligibility requirements.

DATES

- The earliest students can apply for OPT is 90 days before completion of the study.
- Students do NOT have to have a job offer in order to apply for OPT and are encouraged to apply early.
- Students may also apply within 60 days after completion of the study. However, the OPT application must be **received** by U.S. Citizenship and Immigration Services (USCIS) by day 60 in order to be eligible. It may take 2-3 weeks from the time the OPT is mailed for USCIS to receive and receipt it. Students who apply after completion of study should allow sufficient time for mailing and receipting at USCIS.
- Students can choose any date within 60 days after completion of the study as the start date of OPT, but they must complete OPT within 14 months after completion of the study.
- Applying on the last day will not extend a student's OPT. USCIS processing times may take up to 90 days. Therefore, students who apply late may lose some of their allotted 12 months of OPT.
- Students may not begin working without receiving the official EAD card in hand.

During OPT:

- Students are not permitted to enroll in academic coursework during OPT or Academic Training except on a part-time basis in post-baccalaureate or post-graduate admission status. Such enrollment is not permitted for the purpose of enrollment in a program of study. Transient enrollment during OPT is not permitted at all since it would require full-time enrollment elsewhere, which negates eligibility for OPT.
- If a student transfers to another school or begins another degree program during OPT, the OPT work authorization will

automatically end, even though the EAD card still appears valid.

- Students must adhere to unemployment limits (90 days for students on post-completion OPT, 120 days for students on STEM extension).
- Students on OPT must report changes in employment or address via MyBAU within 10 days of the change. Please refer to the signed copy of the "OPT Statement of Understanding" (completed with the DSO upon applying) for more information.
- Students may travel outside the United States during OPT but may return only if they have a job. Students must have proof of employment, a valid (unexpired) F-1 visa, a valid passport and an I-20 signed for travel in order to return. Travel signature requests must be submitted to the DSO at least two weeks in advance of travel.
- Students on STEM extension have additional reporting requirements; please refer to the "Optional Practical Training: STEM Extension" policy for more information.

After OPT:

During the 60 days after OPT has expired, students must do one of the following:

- Depart the United States,
- Become accepted into and receive, in hand, an Initial-status I-20 form for a new degree program or educational level at a SEVIS-approved school in the United States,
- Transfer from BAU to another degree program at a SEVIS-approved school in the United States, or
- Apply for a change of status from F-1 to another non-immigrant visa category.

All OPT must be directly related to the major area of study. If the student is an F-1 student, the student may be eligible to participate in OPT in two different ways:

Pre-completion OPT

You may apply to participate in pre-completion OPT after you have been lawfully enrolled on a full-time basis for one full academic year at a college, university, conservatory, or seminary that has been certified by the U.S. Immigration and Customs Enforcement (ICE) Student and Exchange Visitor Program (SEVP) to enroll F-1 students. You do not need to have had F-1 status for the one full academic year; you can satisfy the “one full academic year” requirement even if you had another nonimmigrant status during that time. If you are authorized to participate in pre-completion OPT, you may work part time (20 hours or less per week) while school is in session. You may work full time when school is not in session.

Post-completion OPT

You may apply to participate in post-completion OPT after completing your studies. If you are authorized for post-completion OPT, you may work part time (20 hours or less per week) or full time. If you participated in pre-completion OPT, USCIS will deduct that amount of time from your post-completion OPT authorization period. For example, if you participated in 10 months of pre-completion OPT, you would be eligible for only up to 2 months of post-completion OPT.

STEM OPT Extension

If you have earned a degree in certain science, technology, engineering and math (STEM) fields, you may apply for a 24-month extension of your post-completion OPTS employment authorization if you:

- Are employed by an employer who is enrolled in and is using E-Verify, and
- Received an initial grant of post-completion OPT employment authorization based on your STEM degree.
- If you are interested in applying for a STEM OPT extension, please see our Optional Practical Training Extension for STEM Students (STEM OPT) page for more information.

Applying for OPT

Generally, you must request that your designated school official (DSO) at your academic university recommend the OPT. Your DSO will make the recommendation by endorsing your Form I-20, Certification of Eligibility for Nonimmigrant Student Status, and making the appropriate notation in the Student and Exchange Visitor Information System (SEVIS).

Properly file Form I-765, Application for Employment Authorization with USCIS, accompanied by the required fee and the supporting documentation as described in the form instructions.

ACADEMIC REGULATIONS

All regulations within this section are general and apply to all students. Always check the undergraduate or graduate sections for specific requirements or policies related to a degree level.

COMMUNICATION

MYBAU (OPERATIONS INFORMATION SYSTEM)

Bay Atlantic University uses MyBAU, a student and campus information management system to operate academic processes and procedures.

MyBAU provides a username and password for all students, faculty, and staff.

MyBAU manages information such as:

- Registration
- Student Information
- Student ID Card Design and Printing
- Tuition and Fee Payment
- Academic Records (transcript, diploma, attendance)
- Grading
- School Surveys
- Reservations for facilities
- Course Scheduling

Students can access financial reports, grades, course schedules, register for classes, add/drop, and withdraw from classes, view attendance records, transcripts, and personal information, reserve the Student Union or classrooms, fill out required forms for academic and administrative requests, and complete surveys.

STUDENT EMAIL ACCOUNT

MYBAU creates a BAU student email account upon the completion of enrollment. The email address is created using the first letter of the first name and the full last name with the extension **stu.bau.edu**. (jdoe@stu.bau.edu)

It is BAU's policy to communicate with students and faculty using the BAU.EDU emails. Students can do the following with the BAU email:

- Access to Wi-Fi on campus
- Access to MyBAU

- Access to BAU Hub (Learning Management System)
- Access to Office 365 (BAU.EDU account allows students to download Office programs free up to 5 devices)

UNIVERSITY PRESENCE

ATTENDANCE

Good academic standing requires the presence of students at all class and lab meetings. Therefore, course attendance at Bay Atlantic University is mandatory.

Attendance may be recorded in a variety of ways, such as (but not limited to) student self-sign in on an attendance sheet, faculty records those in attendance at the start of class, etc. Students must be physically present in class to be recorded as present, otherwise the student will be recorded as absent. Under no circumstances may a student sign the attendance sheet for another student. Violating this policy is a breach of integrity by both students (the student signing in and the student not present). Consequences for violating this policy for both students will be:

- First offense: an unexcused absence for the day on which the sign-in occurred.
- Second offense: failing the class for which the sign-in occurred.
- More than two offenses may face expulsion from BAU, and notification will be sent to SEVIS (for international students with an I20) for violating academic integrity expectations.

The violation of integrity offense will become part of the student's official record.

Students are strongly advised to e-mail instructors regarding absences prior to the class session to be missed. If prior contact is not possible, the student must contact each instructor and arrange to make up work immediately upon returning to the University. All make-up work is assigned by the instructor(s).

Instructors are not obligated to provide make-up work for unexcused absences.

Unexcused absences may negatively affect the student's final course grade. Unexcused absences may negatively affect the student's final course grade. Unexcused absences more than 20% (3 days of a single class during a fifteen-week semester) of total class and/or lab time may result in failure of the course (AV on transcript).

Faculty are required to record attendance records in MyBAU (the Student Information System). Attendance is taken and accumulated for each class separately from one another. After an F-1 student misses three classes of a given course, the F-1 Visa student will receive a warning. If the F-1 Visa student receives a fourth unexcused absence the F-1 visa student may fail (noted as AV on transcript) the course and be considered out of status which may result in removal from the University.

As an F-1 student, you must ensure that your attendance is accounted for. You must check your attendance in MyBAU and/or communicate with your instructor if you are unsure whether your attendance was recorded accurately. For students on F-1 status, there are only three acceptable reasons for absence from class or lab: (1) serious illness of the student, (2) a family emergency, or (3) any legal obligation that occurs at the same time as class. Non-emergency appointments and non-emergency travel do not count as excused absences. In cases of illness, the student must submit a doctor's or clinic note explaining the reason for the absence to the Registrar.

The doctor or clinic note excusing the student is subject to verification. Falsifying medical notes is a breach of integrity. Consistent with the University's expectations on academic integrity and student conduct, students who falsify medical notes will fail all classes for which the note is falsified.

The violation of integrity offense will become part of the student's official record. Students who continue to falsify medical notes will face expulsion from the University and notification

will be sent to SEVIS (for international students with an I20) for violating academic integrity expectations.

Once proper documentation is provided and verified, the registrar will mark the student's absence(s) as excused. Explanations for excused absences must be received no later than one week after the last missed class. However, exceptions can be made by the instructor for prolonged emergencies when a student does not have the means or opportunity to inform the University of the situation.

TARDINESS

All students are expected to arrive at class on time. Tardiness is disruptive to both the instructor and other students. Any student who is more than 15 minutes late for class will be marked tardy. Any student who misses 30 minutes or more of a class session will be marked absent for that class session. Should the instructor deem a student's tardiness unreasonable, such that the student is unable to complete the course, the instructor will report the issue to the Chief Academic Officer and the Registrar.

Students who are late twice to a class as written above will automatically receive an absence.

LEAVE OF ABSENCE

Non-F1 students who, for whatever reason, plan to be absent from the University for a semester must fill out a Leave of Absence Form and have it approved by the Academic Advisor, in advance of the start of the semester. A "leave of absence" is permitted for the following reasons:

- 1) severe medical condition of the student or a close relative, for whom the student may be a caregiver;
- 2) financial hardship (for domestic students only); or
- 3) the death of an immediate family member.

The maximum permitted duration of an approved leave of absence is one academic year; however, students must file a leave of absence each semester. The leave of absence is not

counted as part of the student's period of residence or for any other requirement of the student's program.

After the leave of absence is completed, students are expected to return to school on the first day of class of the semester immediately following the leave of absence. If a student does not return within the first two weeks of class, the student will be subject to administrative withdrawal from the University.

Students with an F-1 visa who take a leave of absence may not remain in the United States during the leave.

F-1 students may request a leave of absence due to emergency circumstances. All leave requests must be approved in advance by a Designated School Official (DSO) to qualify as a Leave of Absence. Approval for this leave may involve the temporary termination of the student's SEVIS record.

A new SEVIS ID and SEVIS fee may be required, depending on the length of the absence.

Students who leave without DSO approval will be considered Unauthorized Withdrawals, lose their status immediately, and may face difficulties returning to the U.S.

Upon returning from a leave of absence and re-entering the United States, F-1 students are required to resume full-time enrollment in a full course of study in compliance with F-1 visa regulations.

LEAVE WITH CONSENT FROM THE UNIVERSITY

A student may withdraw from the University at any time before completing graduation requirements. A student wishing to withdraw from the University must complete the Leave with Consent Form on MYBAU and submit it to the Registrar.

International students on F1 visa should consult the DSO for further requirements.

The university refund policy is applied to

determine if the student still owes money to the University.

If a student who withdrew from the University wishes to re-enroll, the student will fill out the reenrollment form and submit it to the Admissions Office.

ADMISSIONS

APPLICATION FOR ADMISSION

The application process is conducted online and starts with completing an online Application Form on www.bau.edu. An application will not be considered complete, and thus will not be reviewed, until all application materials have been uploaded to the application system.

Once admitted to the university, students are notified via email. Documents include an admission letter, scholarship or tuition assistance letter (if applicable), and admission confirmation deposit. Domestic students, upon admission, will be informed of the registration deposit required prior to enrollment. International students will receive I-20 after the 200USD non-refundable admission confirmation deposit is confirmed by Finance.

If an applicant submits a document that does not meet requirements, the Admissions Officer will provide feedback within the application system explaining the reason for the rejection. The system will then automatically notify the applicant, allowing them to update and resubmit the correct document.

Application materials for applicants who are not admitted, who do not complete pre-registration requirements, or international students who are unable to obtain a visa will be retained in accordance with the University's record-keeping policies.

APPLICATION DEADLINES:

- Fall Semester: July 1 or next business day
- Spring Semester: December 1 or next business day
- Summer: April 1 or next business day

Domestic and transfer applications may continue to be reviewed after these deadlines on a rolling basis, subject to program availability. New students must complete registration by the census date for the applicable term; otherwise, they will not be eligible to register.

Please refer to the undergraduate or graduate sections for specific admissions requirement by degree level.

GENERAL REQUIREMENTS

To complete the application, the applicant must submit the following documents:

1. Official Transcripts & Diploma

- Undergraduate Applicants: Submit high school (Secondary and high Secondary) transcripts.
- Graduate Applicants: Submit bachelor's degree transcripts along with the diploma.

Please note that for the purpose of admission evaluation, Bay Atlantic University accepts self-reported or unofficial copies of transcripts and diplomas. Official documents must be submitted prior to enrollment.

2. Valid Government-Issued Identification:

Provide a clear photocopy of one of the following:

- U.S. Driver's License
- Passport (mandatory for international students)
- U.S. Permanent Resident Card (Green Card)

3. Proof of English Proficiency (*If applicable*)

Applicants whose first language is not English must provide proof of English proficiency. This requirement is waived if the applicant submit a Medium of Instruction in English document from

a previous institution.

ADDITIONAL DOCUMENTS REQUIRED FOR INTERNATIONAL APPLICANTS

International applicants requiring an F-1 visa must provide additional documents during the application process. These documents include the following:

- A financial statement demonstrating adequate financial resources to cover tuition, living expenses, and travel.
- A sponsorship letter with the sponsor's contact information if the financial statement is not in the applicant's name.
- If the financial statement is from a company, the applicant must provide proof of ownership, tax returns or any other legal document that links the sponsor with the financial statement.

The Form I-20 will only be issued after the Admission Confirmation Deposit has been received and processed by the Finance Office.

F-1 TRANSFER APPLICANTS (WITHIN THE U.S.)

Applicants currently in the United States under F-1 status who wish to transfer to BAU must meet all international student admission requirements and submit the following additional documents:

1. Current Immigration Documents:
 - I-20 Form (Continued Attendance from current institution)
 - Copy of Visa or Adjustment of Status or Notice of Action (if applicable)
 - I-94 Form
2. BAU SEVIS Transfer Form:
 - Student must complete "Part 1" of the [BAU SEVIS Transfer Form](#) and submit it to their current Designated School Official (DSO).
 - Once the DSO at the current institution returns the complete SEVIS Transfer Form and releases the SEVIS record to BAU, the

student will receive a new Form I-20 from BAU.

Once admitted to BAU, the applicant is required to complete the Admission Confirmation deposit payment to accept the admission offer. Students must then request the SEVIS transfer record to BAU by submitting the [BAU SEVIS Transfer Form](#) along with BAU admission letter to the applicant's current institution.

CHANGING TO F-1 STATUS (WITHIN THE U.S.)

Applicants currently in the United States under a different immigration status who wish to apply for a Change of Status to F-1 through USCIS, must meet all international student admission requirements and submit the following additional documents:

- Copy of Visa
- Copy Of DS 2019 Form (for applicants currently or previously in J-1 status) I-94 Form

REQUIRED DOCUMENTS FOR INTERNATIONAL STUDENT REGISTRATION

To complete the registration, students must provide the following documents to the admissions office prior to New Student Orientation (see the academic calendar for dates):

- Copy of Visa
- Official Transcripts and Diploma (must be in English or accompanied by an official translation and notarized copies of the official transcripts are accepted.
- I-94 Form
- US Address
- US phone number
- Course by Course Evaluation: Graduate Applicants must provide a bachelor's degree equivalency evaluation is required for graduate applicants whose transcripts were issued by a foreign institution outside the U.S. The evaluation must be completed by a NACES or AICE member service.

ADMISSION CONFIRMATION DEPOSIT

To accept the admission offer and confirm your admission, international students are required to pay a non-refundable \$200 admission confirmation deposit. This deposit will be deducted from tuition once the student successfully registers for classes.

All international students must submit the deposit payment receipt to deposits@bau.edu within 5 days of receiving their Admission, Tuition Assistance (if applicable), and Admission Confirmation letters. The I-20 Form will only be issued once the Admission Confirmation Deposit is received and processed by the Finance department.

The Admission Confirmation deposit of \$200 is required to secure a student's place in the program and is non-refundable, regardless of whether the student completes registration or later decides to withdraw. All fees at Bay Atlantic University are non-refundable.

Failure to make the Admission Confirmation deposit payment or adhere to the statements in the Admission Confirmation Form by the specified deadlines may result in the revocation of the admission offer, tuition assistance, scholarship offer, or previously issued I-20 Form.

If a student is unable to complete registration for the current semester, Bay Atlantic University will retain the Admission Confirmation deposit for up to two (2) additional semesters. After this time, if the student wishes to defer their application, a new Admission Confirmation deposit will be required, along with any other necessary steps to complete the admission process or deferral.

Confirming admission is an important step in the enrollment process at Bay Atlantic University. After confirming their admission, students can proceed to the next steps.

By making the \$200 admission confirmation fee payment, the student indicates that they have read and understood each aspect of the BAU admission confirmation process. They declare

that all information provided in the application is true and correct and that they have agreed to the terms and conditions outlined in the Admission Confirmation Form, the admission letter, and any Tuition assistance or scholarship letter received. Any willful misrepresentation may result in the immediate revocation of the admission offer and any associated awards.

PROVISIONAL ACCEPTANCE

A provisional acceptance (also known as Conditional Acceptance) may be granted to applicants who are in the process of completing their academic program or fulfilling specific admission requirements at the time of application. This policy applies to the following applicants:

1. High school students in their final year applying to undergraduate programs.
2. Bachelor's degree students in their final semester applying to graduate programs.
3. International students who are either:
 - In the process of obtaining Proof of English Language Proficiency, or
 - Planning to apply for a student loan but are temporarily unable to provide a financial statement demonstrating adequate financial resources.

When provisional admission is granted, BAU will issue a *Conditional Admission Letter* that clearly outlines:

- The specific documents or requirements that are pending.
- A deadline by which the applicant must submit the missing documentation.

All students who receive a Conditional Admission Letter must submit all pending documents before registering for classes.

Once the student fulfills the conditions outlined in the provisional admission letter, their status will be upgraded to full acceptance, and the Official Admission Letter will be issued accordingly.

RE-ENROLLMENT APPLICATION

Former students who were previously enrolled at Bay Atlantic University and wish to return after an absence of one or more semesters must contact the Admissions department to start the application. The Re-enrollment is subject to review and approval by the Admissions, Academic, and Finance departments.

Eligibility:

- The student left the university in good academic and disciplinary standing.
- Any outstanding financial balances must be cleared before re-enrollment can be initiated.

For international students, SEVIS records must be active, or the F-1 visa must still be valid if the student is currently outside the U.S.

Required Documents:

- Updated Government-Issued ID.
- Completed Re-Enrollment Application Form for Dismissed Students.

Additional Requirements for International Students:

- Updated Visa and I-94 Form.
- Updated U.S. address and phone number.
- Updated Financial statement demonstrating adequate financial resources to cover tuition, living expenses, and travel.
- Official transcripts from any institution attended since leaving BAU (if applicable).
- Students seeking Re-enrollment through transfer from other school must follow the guidelines under "F-1 Transfer Applicants."
- Re-enrolled students are subject to the current academic catalog, tuition rates, and scholarship or tuition assistance policies effective at the time of re-entry.
- A \$200 (non-refundable) Admission Confirmation Deposit is required to secure registration.
- The semester in which the student completes re-enrollment will be counted as

a new semester in terms of academic progression.

- International students who re-enroll and begin their studies in the Spring semester are required to enroll in courses during the summer session to maintain full-time status and SEVIS compliance.

Note: International students are responsible for maintaining valid SEVIS status and must consult with the DSO to ensure compliance with immigration regulations.

BAU GRADUATED STUDENTS

Students who have previously graduated from Bay Atlantic University and wish to pursue a new academic program must submit a new application through the University's official application portal at www.bau.edu. Prior completion of a program at BAU does not guarantee automatic admission to a new program, and all applicants must meet the current admission requirements applicable to the desired degree level.

Applicants who are international students must also comply with all international admission and registration requirements, including the submission of required financial and immigration documentation, as applicable.

Upon admission, a new student record will be created, and a new student identification (ID) number will be issued. Graduated students are subject to the academic catalog, tuition rates, and scholarship or tuition assistance policies in effect at the time of the new application.

Bay Atlantic University may offer special tuition assistance or scholarship opportunities to eligible BAU graduates pursuing an additional program. Such awards are subject to review and approval and may vary based on the program and applicant profile.

REINSTATEMENT TO F-1 STATUS

International students who have fallen out of valid F-1 status and wish to continue their studies at Bay Atlantic University must apply for

reinstatement in accordance with U.S. immigration regulations. Applicants are required to meet all applicable admission and registration requirements, including the submission of all required academic, financial, and immigration documentation.

As part of the process, the DSO will review each case to determine the student's eligibility and the viability of enrollment at the University under reinstatement. Students must work closely with the DSO and provide all supporting documentation necessary to assess their situation.

Please note that Bay Atlantic University does not file or submit reinstatement applications to U.S. Citizenship and Immigration Services (USCIS) on behalf of students. Students are responsible for submitting their reinstatement application (Form I-539) directly to USCIS, with the support of a qualified legal advisor or immigration attorney if needed. Reinstatement is granted solely at the discretion of USCIS, and the University does not guarantee the outcome of any application.

To be eligible for reinstatement, students must adhere to the following requirements:

- Enroll in and maintain a full course of study each semester at BAU while the application is pending with USCIS
 - Attend all classes and maintain satisfactory academic progress, including a minimum of 80% performance (grades of 80% or above) during this period
 - Refrain from on-campus employment or use of any F-1 benefits (including vacation periods or school transfers) while the application is under review
 - Remain physically present in the United States until USCIS issues a decision
 - Provide USCIS with documentation demonstrating that the status violation was due to circumstances beyond the student's control
 - Maintain compliance with all F-1 regulations, including attendance and academic requirements, while awaiting a decision.
-

If the reinstatement application is approved, the student must immediately resume and maintain a full course of study. If the application is denied, the student must follow the instructions provided by USCIS in the denial notice.

PROFESSIONAL HYBRID PROGRAM

Applicants interested in enrolling in a Professional Hybrid Program at Bay Atlantic University must complete the standard graduate application by completing the online application form available at www.bau.edu and meet all applicable admission requirements.

Due to the structure and delivery format of the Professional Hybrid Program, applicants are expected to demonstrate the ability to successfully participate in a hybrid learning environment that combines online coursework with required on-campus residency sessions. Additional information regarding residency requirements is available at: <https://bau.edu/professional-masters-program/residency-guide/>

International applicants must comply with all international admission and registration requirements, including the submission of financial and immigration documentation. The Form I-20 will be issued only after the Admission Confirmation Deposit has been received and processed by the Finance Office.

Applicants transferring from another U.S. institution must follow the procedures outlined under F-1 Transfer Applicants, including the timely release of their SEVIS record. Students applying for a Change of Status or reinstatement must meet all applicable requirements and will be reviewed by the Designated School Official (DSO) to determine eligibility and the viability of enrollment.

Practical training is an integral component of the Professional Hybrid Program. Through the curriculum, eligible F-1 students enrolled in master's degree programs may participate in Curricular Practical Training (CPT) beginning in their first academic term, subject to applicable

federal regulations, university policies, and academic requirements. Internship and practical training experiences must be directly related to the student's field of study and contribute to the learning outcomes of the program.

Admission to the Professional Hybrid Program is subject to be reviewed by the Admissions Office and may include additional considerations based on the applicant's academic background, professional experience, and readiness to meet the program's format and expectations.

Students admitted to the Professional Hybrid Program must complete all pre-registration and enrollment requirements by the established deadlines, including submission of required documentation and applicable deposits, to secure their place in the program.

Students enrolled in the Professional Hybrid Program are required to maintain continuous enrollment by participating in all available academic terms: Fall, Spring, and Summer until program completion.

VETERANS AFFAIRS (VA) EDUCATION BENEFITS

Bay Atlantic University (BAU) welcomes applications from U.S. military veterans, active-duty service members, and eligible dependents who intend to utilize education benefits administered by the U.S. Department of Veterans Affairs (VA).

Veteran applicants are evaluated under the same academic admissions standards as all domestic applicants. In addition to standard admissions procedures, students seeking to use VA education benefits must provide appropriate documentation to verify eligibility.

VA DOCUMENTATION REQUIREMENT

Applicants intending to use VA education benefits must submit a valid:

- Certificate of Eligibility (COE) issued by the U.S. Department of Veterans Affairs, OR
-

- Official VA education benefits documentation (e.g., GI Bill® eligibility confirmation)

The Certificate of Eligibility must clearly indicate the applicant's benefit type, level of eligibility, and any applicable usage limitations or expiration dates.

Failure to submit valid VA documentation may delay the student's ability to be certified for benefits.

ENROLLMENT CERTIFICATION

Eligible students must be certified with the VA prior to receiving education benefits.

- Verification of the COE is completed by the BAU Registrar's Office
- Student eligibility for VA benefits must be verified each academic semester, including summer session.
- Only courses applicable to the student's program of study may be certified.

The university reserves the right to request additional documentation if required to complete the certification process.

DISBURSEMENT OF VA BENEFITS

VA education benefits are processed in accordance with federal regulations and are subject to the terms of the student's approved benefit program.

- Payments may be issued directly to the university, the student, or both
 - The VA determines payment amounts and timelines
 - Benefits are typically disbursed after enrollment certification has been completed
- Students are responsible for any tuition and fees not covered by VA benefits.

TRANSFER CREDIT STUDENT ADMISSIONS POLICY

Transfer credit students follow the same process as regular students. Students submit the same documents by filling in the online application form on www.bau.edu.

In addition to this, transfer credit applicants

submit an original, or a notarized copy of the original, signed transcript from the transferring university.

Accepting credits earned at another university is the prerogative of the receiving university. No college, school or accrediting agency can require another university to accept transfer credit earned somewhere else. Even when the sending university is accredited by the same agency as the receiving school, there is no guarantee credits will transfer. See transfer credit policy for undergraduate and graduate under those headings.

Transferable credit is considered upon the request of the student at the time of initial registration. An official copy of all transcripts from higher education institutions must be submitted to the Admissions Office to be forwarded to the Academic Department for evaluation. Additional documentation such as foreign credit evaluation or course descriptions may be required to ensure that the transferred course is equivalent to one of the courses required for completion of the degree program at BAU.

The decision to accept academic credit could be made by the chairperson of the Academic department, a faculty transcript review committee, or an individual faculty member. Factors that affect the willingness to accept academic credit in transfer may include:

APPROPRIATENESS OF COURSE CONTENT

The course should align with BAU's degree program, and the content of the course should compare favorably with the materials and topics covered in BAU's degree curriculum. Students seeking to transfer academic credit should be prepared to discuss how the completed coursework covers the topics required in BAU's curriculum. Evidence would include copies of work completed, or a copy of a syllabus or study guide for the course.

APPROPRIATE ACADEMIC LEVEL

Acceptance of credit also depends on the transferring student's academic standing and the level of course material studied. Undergraduate credits cannot be transferred to graduate level of study. Remedial and developmental courses are not generally transferable. Satisfactory grades for the courses completed are also required.

CREDIT RECOMMENDED BY THE AMERICAN COUNCIL ON EDUCATION (ACE)

A certificate, license, or official military transcripts evaluated by ACE may be eligible for credit.

Undergraduate applicants can transfer up to 90 credits, while Graduate applicants can transfer up to 9 credits.

For information about the application process, email admissions@bau.edu

UNDOCUMENTED INDIVIDUAL POLICY

BAU provides the following support and assurances to our undocumented students by upholding these commitments:

- Information about application for admission and financial aid may be provided to prospective students, regardless of immigration status.
- BAU will not ask admitted or prospective students if they are undocumented, nor will proof of immigration status be requested at any point.
- BAU security will not hold, question, or arrest BAU students based on immigration alone.
- BAU security will not participate in joint immigration enforcement efforts with other law enforcement officials or agencies, unless required by law or court mandated.
- Bay Atlantic University will refer students in need of legal assistance to applicable and available resources.

APPLICATION AS AN UNDOCUMENTED INDIVIDUAL

To remain consistent with these inclusive values, students who are undocumented (with or without DACA) are welcome to apply to Bay Atlantic University. Citizenship is not a condition for admissions, nor is proof of citizenship requested by admissions. All candidates for admission to BAU are evaluated based on academic strength and fit with the University.

To apply to BAU as an undocumented individual, simply follow the standard application process regardless of the student's country of citizenship, immigration status, residency, or school location. If the student is an undocumented or DACA (Deferred Action for Childhood Arrival) individual, the student is considered a domestic high school student within the application process.

The admissions process is confidential; immigration status is not considered by our admissions committee nor is any individual information concerning immigration status shared outside of the admissions office.

REFUGEE AND ASYLEE ADMISSIONS POLICY

Bay Atlantic University deeply values diversity and acceptance and supports all individuals in the quest to obtain post-secondary education. BAU welcomes students designated as "Refugee" or "Asylee" on the Arrival-Departure Record (I-94). The application process for Refugee and Asylee individuals follow the same admissions requirements and English language requirements of all prospective students except for the high school diploma (undergraduate) or the undergraduate transcript requirement (graduate).

UNDERGRADUATE REQUIREMENTS

In the event a Refugee or Asylee cannot obtain a copy of the high school diploma the following must be furnished:

- Proof of the attempt to obtain documentation of completion of a secondary school education in a foreign country (i.e., a copy of an e-mail or letter, including proof of mailing)
- A signed and dated statement that indicates the completion of secondary school education in a foreign country, the name and address of the foreign high school where the secondary school education was completed, and the date when the foreign high school diploma was awarded.
- If applicable: A copy of the entry status documentation that identifies the current or prior status as a refugee or an asylee and that entrance to the United States was after the age of 15.

GRADUATE REQUIREMENTS

In the event a Refugee or Asylee cannot obtain a copy of the official undergraduate transcript a notarized copy of the official transcript will be accepted, provided it has been evaluated by NACES or AICE member credential evaluation service to establish US equivalency. An evaluated transcript in which verification cannot be obtained will be accepted.

DEFERRAL PROCESS FOR INTERNATIONAL STUDENTS

International students requesting a deferral must provide the following information to proceed with the request:

- An updated financial statement (issued within the last three months)
- An updated sponsorship letter (if applicable)
- Payment of a \$45 (non-refundable) deferral fee OR confirmation of an upcoming visa appointment

- SEVIS I-901 Form (SEVIS Fee Payment Confirmation)

Bay Atlantic University retains the Admission Confirmation deposit for up to two additional semesters after the initial application for students who are unable to complete registration. To receive a new, I-20, the student must submit a new non-refundable \$200 Admission Confirmation deposit along with a confirmation receipt and any other necessary steps to complete the admission or deferral process.

The Admission Confirmation deposit is required to secure a place on the program and remains non-refundable, regardless of whether the student completes registration or later decides to withdraw. All fees at BAU are non-refundable.

Applicants are encouraged to submit the required documents via email to admissions@bau.edu as soon as possible to ensure timely processing of their deferral request. This deferral process is also applicable for Mentora ESL students.

REGISTRATION

Prior to registration, up to a \$7,500 non-refundable tuition deposit is required. This deposit is applied toward tuition and must be paid in full 30 days before the start date. Additionally, students must confirm that all information on the I-20 and admission documents issued by the university are correct 30 days prior to the class start date. After this deadline, any requests for updates or changes to the admission documents and I-20 will not be approved.

Failure to submit the receipt for the tuition deposit payment by the deadline will be considered an indication that the student is no longer interested in enrolling. As a result, Bay Atlantic University may revoke the admission offer and cancel the student's I-20.

Students may also be removed from classes for non-payment or failure to submit all required

registration documentation by the stated deadlines. Course registration occurs before the beginning of each semester and is open only to students formally admitted to the University by the appropriate admitting office. Registration is not considered complete until all financial obligations have been met. Individuals without valid registration may not attend class or earn any course credit.

Tuition and fees must be paid in full by the first day of the University's fall and spring semesters and summer sessions, as indicated in the Academic Calendar. While students may be removed from classes for non-payment, failure to drop registration or attend classes does not exempt them from financial obligations.

SCHOLARSHIPS, TUITION ASSISTANCE AND ADMISSION CONDITIONS

Any scholarship or Tuition Assistance amount, acceptance, and placement in a bachelor's or master's program are subject to review upon receipt of official transcripts and course-by-course evaluations. Admission and/or scholarship decisions may be revoked if these documents are not provided by registration day.

TUITION DEPOSIT POLICY

The tuition deposit fee is required to secure a place in the program and is non-refundable, regardless of whether the student completes registration or later decides to withdraw. All fees at BAU are non-refundable.

If a student is unable to complete registration for a given semester, Bay Atlantic University will retain the tuition deposit for up to two additional semesters. After this period, the student must submit a new tuition deposit, along with any other necessary steps, to complete the admission process.

ADMINISTRATIVE SERVICES FEE FOR WITHDRAWALS

Students who withdraw from their program at Bay Atlantic University after initiating enrollment

to pursue studies at another institution will be charged a \$2,000 Administrative Services Fee (non-refundable). This fee covers administrative costs related to processing the withdrawal. Tuition deposits and other fees do not apply to this fee, as they are intended for securing enrollment and covering tuition-related expenses, not withdrawal procedures.

CONTINUOUS ENROLLMENT

All students in degree-seeking programs (full-time or part-time) are required to maintain enrollment in consecutive semesters of consecutive academic years until completing their program. Exceptions may be made only for an officially authorized leave of absence. The summer semester is optional for current students, except for new international students on an F-1 visa, who begin their studies in the Spring semester. They must enroll as a full-time student during the summer session (9 credits for undergraduate programs and 6 credits for graduate programs).

GENERAL OPERATIONS

SEMESTER AND CREDIT SYSTEM

BAU has two main semesters, Fall and Spring and an optional summer session. Fall and Spring semesters are fifteen weeks in length. The summer session is 8 weeks with increased weekly hours of instruction.

Credit Hours: BAU follows credit-based degree programs. Students must complete a specified number of credit hours as required by the respective program of study. Federal regulation (§600.2 of the Department of Education Federal Code) defines a credit hour as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is a universally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for

approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or

- The amount of work required for what is stated in paragraph (1) of this section, and for other academic activities established by the university including: laboratory work, internships, studio work, and other academic work that can be counted as credits.

MODE OF INSTRUCTIONAL DELIVERY

Bay Atlantic University (BAU) offers multiple instructional delivery modalities to provide students with flexible pathways to achieve their educational goals. Courses may be offered on campus, online, hybrid, or professional hybrid (p-Hybrid) formats, depending on program requirements and scheduling needs.

ON-CAMPUS

On-campus courses are delivered in a traditional classroom setting, requiring students and instructors to meet in person at designated times and locations.

ONLINE

Distance learning courses are provided to accommodate students who seek flexibility in educational access or encounter time-related constraints that may affect their ability to pursue academic success. Online courses at BAU may be offered synchronously or asynchronously.

- Synchronous Online Courses require students and instructors to meet in real time through approved technologies, such as Microsoft Teams. Students participate in scheduled live class sessions and engage in direct interaction with faculty and classmates.
- Asynchronous Online Courses do not require scheduled class meetings. Students complete learning activities, assignments, and discussions according to established

deadlines while engaging with course content independently.

Learning in an online environment requires a strong commitment to active participation, time management, and regular electronic communication. The amount of academic work expected in online courses is equivalent to that required in on-campus courses and is consistent with the assigned credit hours.

HYBRID

Hybrid courses combine face-to-face classroom instruction with online learning activities. A portion of the instructional time normally delivered in a classroom is replaced with online instruction and learning experiences. Students are required to attend scheduled on-campus sessions while also completing online coursework. Hybrid courses provide greater scheduling flexibility while maintaining regular in-person interaction with faculty and peers.

PROFESSIONAL HYBRID (P-HYBRID)

Professional Hybrid (p-Hybrid) courses are designed for working professionals and students who require greater flexibility while benefiting from periodic face-to-face engagement. These courses deliver the majority of instruction online and include a limited number of required on-campus class meetings scheduled throughout the term. The specific meeting schedule is published prior to registration and varies by program and course. Students enrolled in p-Hybrid courses are expected to participate fully in both the online and on-campus components of the course. Academic expectations, learning outcomes, and credit-hour requirements are equivalent to those of courses offered in other instructional modalities.

BAU currently employs innovative and advanced technology and software to ensure the effectiveness of delivering course materials and learning experiences to students, including:

Learning Management System
(<https://learning.bau.edu>): BAUHub, a web-

based application is the university's primary instructional media and tools for learning and teaching activities. The web application allows the university to effectively deliver distance education activities and enable instructors and students to engage in learning activities, including recorded presentations, discussion boards, live chat sessions, assignments, and assessments.

Microsoft Teams Video Conferencing System (<https://www.office.com>): This system provides access as a web-based and standalone application, directly installed on the users' computer systems. MS Teams provides a classroom environment where instructors and students can interact in real-time. The system consists of various features that will allow instructors to communicate with students and assist as needed. The breakout session enables instructors to help students privately or assign group work during the live sessions. The system also includes multiple helpful features to create a productive classroom environment, such as shared whiteboard, file upload, etc. Hands-on experience and training to use the application effectively, are conducted via MS Teams at the faculty and student orientations.

TURNITIN

Turnitin is a plagiarism detection service that integrates with BAU Hub. The software compares student papers to Turnitin's content database to determine the percentage of unoriginal content in the paper. It allows instructors and students to easily determine any problems in citation or referencing and assists in determining the originality of a submitted work. The Originality Report is a flexible document that allows students and instructors to review matches between a submitted work and the database scanned by Turnitin. Citations, quotations, and bibliographic material are all scanned to determine an overall similarity percentage as well as specific matches to similar text.

In addition, Turnitin also detects AI writing. The software helps instructors and students identify text that might be prepared by a generative AI tool.

LOCKDOWN BROWSER AND RESPONDUS MONITOR SOFTWARE REQUIREMENTS

Bay Atlantic University utilizes LockDown Browser and Respondus Monitor to ensure the integrity and security of computer-based assessments. LockDown Browser prevents students from printing, copying, visiting other websites, or accessing unauthorized applications during an exam, while Respondus Monitor uses a webcam and AI-based analysis to verify identity and monitor testing sessions. Exams can only be taken on computers; tablets and mobile devices are not permitted because the webcam must remain on for the duration of the exam. The use of these tools is mandatory. Students cannot opt out, and failure to provide the required acknowledgment or consent may result in a zero on the exam or quiz. These measures uphold academic standards and protect a fair testing environment for all learners.

TECHNICAL SUPPORT SERVICES

Technical support is available 24/7 by staff at the university during business hours Monday - Friday 9 am (EST) to 9 pm (EST). Support is available via the QR code or submit a ticket directly to support@bau.edu. After hours and weekend monitoring is for emergency tickets (missing passwords, failed login, account creation) and will be resolved as quickly as possible. Nonemergency tickets will be responded to on the following Monday.



MINIMUM HARDWARE REQUIREMENTS

Students who would like to take distance education courses are required to have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

- Speakers and Microphone
- Headphones (not required but recommended)
- Webcam
- USB Ports
- Network Card (10/100/1000 Mbps Ethernet)
- Wireless Network Card (2.4, 5.0 and 6 GHz)
- Operating Systems:
 - Windows 10 64-bit or Later
 - Mac OS Catalina or Later

Devices running mobile operating systems (such as iPadOS or Android OS) are not compatible with the required systems and should not be used as a primary device for distance learning at BAU.

VERIFICATION OF STUDENT IDENTITY FOR ONLINE COURSES

BAU implements security procedures regarding verification of student identity for Distance Education courses, ensuring that the student who attends the online session is the same student who registered for the course. The deployment of verification methods is critical in that the procedures must prevent potential disclosures of student information intentionally and accidentally. The student verification policy also employs an authentication mechanism that helps prevent unauthorized access to institutional digital resources and data.

BAU utilizes three identity providers, including MYBAU (SIS); BAU Hub, the Learning Management System (BAU Hub), and Microsoft Office 365, to ensure the separation of credentials by accessing sensitive data and course materials. The goal is to maintain and monitor privacy, security, and safety, allowing the university to confidently provide the confidentiality, availability, and integrity of student data and resources to the correct and authorized person. Accordingly, the university implements methods to verify student identity suggested by the United States Federal Higher Education Opportunity Act (HEOA), including:

- An individual secure username and password
- Proctored activities

Verification is ensured through the following steps:

- Every student completes registration in person using a government-issued photo ID.
- After being admitted, students receive a Unique Student Identification Number.
- During student orientation, new students obtain three sets of credentials for accessing MYBAU, BAU Hub, and MS Office 365.
- First-time students must log in with the provided username and password for the three platforms accordingly. Upon logging in for the first time, students are prompted to change the given password to ensure the privacy of credentials. Students can also manage passwords later using the password reset utility available on each.
- Students who need assistance from BAU staff members via telephone and require access to sensitive and academic information must provide at least three correct identifiers requested by the staff member. Three forms of valid identities include Student Identification Number, Social Security Number, Home Address, Home Phone Number, and Date of Birth. A staff member may request an online meeting to verify identity virtually if needed.
- Students who need assistance in-person must present BAU's Student ID Card.
- Students must log in each time to enter an online live session, access course materials, and view academic records via MS Office 365, BAU Hub, and MYBAU, respectively.
- Students must enable cameras during an interactive video upon the instructor's request to virtually verify student identities. Instructors have access to class rosters, including photos of the students registered for the class for verification.

FEES FOR ID VERIFICATION

There is no additional fee for the procedures of student identity verification. BAU provides computer specifications suitable for students to attend online courses. Students are expected to attend the online activities respectfully. If there is a need for additional information, the faculty must provide it on the course syllabus.

PROGRAM AND COURSE PREREQUISITE POLICY

The primary purpose of the program and course prerequisite policy is to enhance student success. Program and course prerequisites are designed to ensure that students registered for a course have the required minimum background for study of the course content.

COURSE CODES AND LEVELS

A course is recognized by its prefix (e.g., “ENGL 121”), and its full title (e.g., “English Composition I”). The prefix is composed of two parts, letters indicating a field of study, and numbers indicating the level to which the course belongs. Course codes are as follows:

ACCT	Accounting
ASTR	Astronomy
BGDA	Big Data
BIOL	Biology
BUSN	Business
CAPS	Capstone Project
CHEM	Chemistry
CMPS	Computer Science
COMM	Communications
CRIM	Criminology
ECON	Economics
ENGL	English
ENVS	Environmental Science
FINC	Finance
FREN	French
GNAI	Generative Artificial Intelligence
HIST	History
INTL	International Relations
ISIT	Information Systems/Information Technology

MATH	Mathematics
MGMT	Management
MKTG	Marketing
PHIL	Philosophical Studies
PHYS	Physics
POLS	Political Science
PSYC	Psychology
SOCI	Sociology
SPAN	Spanish
STAT	Statistics
TC	Transferred Credits
TURK	Turkish
UNIV	University General

The first digit of the course number refers to the academic level of the course:

001 – 099	College Prep Courses
100 – 199	Freshman Courses
200 – 299	Sophomore Courses
300 – 399	Junior Courses
400 – 499	Senior Courses
500 – 699	Graduate Courses

Undergraduate students register for courses with 100-499 course codes. In special cases, with the approval of the advisor, undergraduate students can register for 500-699 course codes for credit; however, graduate students will not receive graduate level credit for undergraduate level courses.

ACADEMIC ADVISING

Academic advising includes, but is not limited to, assisting students in choosing a concentration or major, planning course selection and registration, tracking academic progress, developing an academic plan, advising on how to improve student GPA, and providing guidance on career planning.

All newly enrolled students are required to meet with the academic advisor prior to course registration.

Faculty are accessible for academic and/or course advising during office hours stated on each syllabus or by appointment.

ADDING AND DROPPING COURSES

After registration, a student may add a course at any time before the add/drop deadline specified in the Academic Calendar. Adding a course after this deadline requires proof of extenuating circumstances and the written approval of both the course instructor and the Academic Advisor. Students wishing to drop a course must do so before the last day to drop a course. A course that is dropped before the specified date will not appear on the student's academic record. To add or drop a course, the student must log in to MYBAU and enter the Add/Drop course page. The Add/Drops are not finalized on the system without the Academic Advisor's online approval.

WITHDRAWING FROM COURSES

Withdrawing from course results in a "W" on the academic transcript with no effect to the cumulative GPA, however, are considered in the credits attempted calculation of SAP.

A student who wishes to withdraw from a course must complete a Course Withdrawal Request Form. The date of withdrawal from each course is based on the date that the student submits the form. If the last date of attendance is after the last day to drop a class (as indicated on the academic calendar) and before the end of the tenth week of class (or equivalent in non-traditional sessions), the student will receive a "W" on the academic transcript.

If a student drops all courses before the tenth day of classes and does not enroll in other courses, the student will be administratively withdrawn from the university. Discontinuation of attendance in a course or notification to the instructor is not sufficient to constitute an official drop from a course and may result in an "F" on the academic transcript.

Students charged with a violation of the Student Code of Conduct Policy may not qualify for a "W".

If the last date of attendance is after the tenth week of class, the student may not withdraw and should expect to receive failing grades for that

term.

Students on an F1 visa cannot withdraw if they fall below the full-time course load requirements after the withdrawal.

All charges for courses from which a student withdraws are subject to the refund policy listed under Fees and Financial Regulations.

CHANGES IN PROGRAM OF STUDY AND DELIVERY PATH

Students who wish to change the program of study and/or delivery path must submit a Change of Program Request Form. Students must meet with an Academic Advisor in both the current program and the new program prior to submitting the request. Academic advisors will guide students about which courses can be transferred to the requested program as transfer credits. Not all credits in the previous program can be transferred. Students may transfer only those courses taken at BAU that count towards the *new* degree program and may apply grades received only from those courses in the CGPA calculations and course completion percentages.

The student's normal program length will be recalculated for the new major. The student will start with the recalculated CGPA, and credits attempted and completed for the purpose of determining satisfactory academic progress. All credits (all courses attempted) will remain on the transcript.

Students requesting a change in delivery path (On-Campus, Professional Hybrid, or Online where applicable) must demonstrate understanding of the academic structure and requirements associated with the selected format. Students transitioning to the P-Hybrid path are required to sign a formal acknowledgment confirming their understanding of program expectations, including continuous enrollment requirements and compliance with all academic policies. Failure to meet these requirements may result in reassignment to the On-Campus format or other administrative action.

For international students, all program or delivery path changes must comply with U.S. immigration regulations. Students must maintain full-time enrollment and remain in compliance with all F-1 visa requirements. Any changes may require review and approval by the Designated School Official (DSO) and updates to SEVIS records.

Bay Atlantic University limits the number of times a student can change programs to a maximum of two. That means that the student must fully complete and graduate from his or her third program of study.

If a student wishes to remain in the same program of study but change a major, the student must first meet with the Academic Advisor and then submit a Change of Program Form.

Students receiving scholarships or tuition assistance must get approval from the Scholarship Committee if their scholarship will continue in the transferred program or not before completing the transfer request.

Students are permitted to change their program or program pathway after the end of the current semester and until the end of the registration, add-drop period for the following semester. Requests submitted after the add/drop period, including during the middle of the semester, will not be processed.

TRANSFER OUT TO ANOTHER UNIVERSITY

Students who wish to transfer their immigration status (SEVIS record) from Bay Atlantic University (BAU) to another institution in the United States before completing graduation requirements must follow the following guidelines:

Instructions to Request a Transfer Out:

1. Contact the Registrar's Office to initiate the transfer-out process.
2. Obtain the Transfer-Out Form from the Registrar's Office or via BAU HUB.

3. Complete all the requirements outlined in the Transfer-Out Form.
4. Gather signatures from all relevant departments as indicated on the form.
5. Return the completed and signed Transfer-Out Form to the Registrar's Office.

The completed and signed Transfer-Out Form must first be submitted to the Registrar. If the student is on an F-1 visa, the form will be sent to the DSO (Designated School Official) at the end of the process. The student is responsible for making any remaining payments before requesting any official document. If the student withdraws from the enrolled program to transfer to another institution, they are required to repay any tuition assistance or scholarship amounts received from BAU for the credits completed so that the funds can be reallocated to other students. A non-refundable \$2,000 Administrative Services fee applies to all F-1 visa students who withdraw from BAU to transfer to a different institution.

Important: Admission to a new school does not automatically allow an international student in F-1 status to begin studying full-time at the new school. Before starting full-time studies at the new school, the student must request that BAU transfer/release their SEVIS I-20 record to the new institution. This process is referred to as a "SEVIS transfer" (which is different from an academic transfer). The U.S. government considers the following as possible "SEVIS transfer" situations:

- Completing a program at one school and starting a new program at a different school.
- Currently studying at one school and deciding to transfer to another school before completing the program.
- Currently enrolled in OPT and starting a new program of study at a different school.

Important: Transferring your SEVIS record does not automatically terminate your academic status at BAU. You must notify your academic advisor and submit all necessary forms to

officially terminate your status. Tuition and fees will continue to accrue until this process is completed.

Eligibility for a SEVIS Record Transfer

- You must currently have F-1 status.
- You must have received an offer of admission from the new school.
- If you have already graduated or completed OPT, you must still be within your 60-day grace period.
- The start of classes at your new school must be within 5 months of one of the following:
 - Your academic program completion date at BAU (if graduating from BAU)
 - The last day of the semester or session at BAU (if not graduating from BAU)
 - The end date of your OPT authorization
 - The requested SEVIS I-20 transfer/release date if you are not completing an OPT period

If the period between F-1 activities exceeds 5 months, your SEVIS record is not eligible for transfer. Your new school must issue a new initial I-20 with a new SEVIS number.

How to choose a SEVIS I-20 Transfer/Release Date: The transfer release date is the date when access to the student's SEVIS record will shift from the DSO at the transfer-out school (BAU) to the DSO at the transfer-in school. According to 8 CFR 214.2 (f)(8)(ii)(C), the transfer release date is either "the current semester or session completion date, or the date of expected transfer if earlier than the established academic cycle." (See

<https://studyinthestates.dhs.gov/sevis-helphub/student-records/transfers/manager-transfer-of-f-1-sevis-record>)

For currently enrolled students (not graduating): Transfer requests can be processed at the end of an academic semester or session, or before the beginning of the new semester or session. Transfers during an ongoing academic semester or session are generally not permitted, except under special circumstances. The student must

continue studying at BAU until the Transfer Release Date to complete the remainder of the semester or session.

For graduating students (in their final academic term): Transfers can be processed within the 60-day grace period for F-1 visa holders after completing their program.

For students on active Post-completion Optional Practical Training (OPT) or STEM OPT Extension: Transfers may be processed at any time, even during the 60-day grace period following the end of OPT.

Important: Students transferring during their OPT period must stop employment at least one day before the chosen transfer-out date. Their OPT status will automatically terminate on the transfer-out date in the SEVIS system.

General Guidelines:

- Allow the DSO ten (10) business days for processing after you submit your completed and signed Transfer Out Form.
- The DSO cannot set a past date for the SEVIS I-20 transfer/release date.
- The DSO at the transfer-out school (BAU) sets the Transfer Release Date in SEVIS.
- If you are discontinuing studies at BAU without completing your degree, the recommended transfer date is one day after the end of finals in your current semester at BAU, according to the academic calendar.
- International students on an F1 visa should consult the DSO for further requirements.
- The university's refund policy applies to determine if the student still owes money to BAU.

Reenrolling at BAU after transferring out: If a student who has transferred from BAU wishes to reenroll to the University, the student must fill out the Reenrollment Form and submit it to the Admission Office.

FINANCIAL GOOD STANDING; NO HOLDS ON RECORD

Financial good standing and a university record clear of holds are required for students to receive services. Services including, but not limited to, transcript issuance, diploma release, class registration (add, drop, withdrawal, etc.), and housing will not be provided to students with a financial balance due or a hold of any kind on their record. Holds are based on outstanding obligations and may be financial.

Students who are noncompliant with payments will be immediately suspended from all services.

Failure to meet financial obligations to the university will result in other collection procedures, which include account referral to credit reporting bureaus, private collection agencies, DC Office of Tax and Revenue, and Office of Attorney General. Past-due accounts are subject to garnishments, liens, judgments, and withholding money from tax refunds. In addition to late fees and interest, delinquent accounts will be assessed additional collection costs up to thirty percent of the past due balance, reasonable attorney fees, and other administrative costs. Once an account is referred to a collection agency, payment must be made to the agency, not the University.

If a student's financial obligation is not fulfilled, Bay Atlantic University is authorized to do the following until the money owed is paid:

1. Students are not allowed to register for courses or attend classes if financial obligations are not met. In addition, students with outstanding financial obligations will not be cleared for graduation or receive official transcripts or diplomas or request any F-1 status documents.
2. BAU withholds the release of the student's academic records or any information on the records.
3. If the student's account remains delinquent, BAU reserves the right to

terminate enrollment and administratively withdraw the student.

4. All payments are subject to the following fees:
 - Late fee: Failure to make any payment on or before the due date results in a \$25 per credit late fee. The late fee will apply only to the tuition and installment fees. Other fees (for example, the technology fee) will be deducted before payment for tuition is applied.
 - Return Check Fee: A \$35 fee will be charged for each returned check.

In the documented event of prolonged illness, accident, or death in the immediate family (parents, siblings, children, or spouse) or other special circumstances that make it impractical to complete the program, Bay Atlantic University will work toward a settlement that is reasonable and fair to both parties. Contact the finance office or email finance@bau.edu for more information.

BOOKS

BAU makes every effort to keep the cost of books down by using books, textbooks, and articles that are available through BAU's online library and providing students with links to reading through BAU Hub (BAU's LMS), whenever possible.

It is the responsibility of students to be prepared for class, which means they must have all the required course materials and texts no later than Week one (1) Day seven (7). Due to copyright laws, sections of the text, other than materials authorized by the publisher such as PowerPoints, problem solutions, etc., cannot be scanned and posted to the classroom or emailed by either the faculty or students.

FINANCIAL

PAYMENT

Students may not register for classes for an upcoming semester unless they are in financial

good standing. Payments can be made either online or at the Finance Office using the following methods:

Cash: Cash is only received at the Finance Office. Please do not send cash payments through the mail.

Check: Made payable to “Bay Atlantic University” with the student’s ID number written on the front. Previously endorsed checks are not accepted. Checks must be payable in US dollars with an intermediary bank in the U.S. Checks may be mailed to Bay Atlantic University, Attention: Accounts Receivable at 1510 H St NW Washington, DC 20005, or hand delivered to the Finance Office.

MasterCard, Visa, Amex, Discover, Paypal, and Zelle: Debit and credit card payments are accepted at the Finance Office and online.

At the beginning of each semester, students pay for the courses they enroll in, meaning they only pay for the credits they take each semester. In addition to the tuition, students pay any applicable fees for that semester.

BAU offers two payment options: Upfront payment and payment plan.

If students pay all tuition and fee balance upfront during the semester course registration dates as shown below, BAU offers a 5% discount on the tuition:

Fall 2026 : August 3 to August 18, 2026

Spring 2027 : January 4 to January 15, 2027

Summer 2027 : May 17 to May 28, 2027

Students can choose to pay with a payment plan by signing a Financial Responsibility Agreement. The payment plan dates for fall 2026, spring 2027 and summer 2027 are shown below:

Fall 2026 Payment Plan Dates and Amounts

Installment	Date	Amount
1	August 3 to August 18, 2026	40% of the semester balance

	(Semester Course Registration Dates)	
2	October 5, 2026	35% of the semester balance
3	November 16, 2026	25% of the semester balance

Spring 2027 Payment Plan Dates and Amounts

Installment	Date	Amount
1	January 4 to January 15, 2027 (Semester Course Registration Dates)	40% of the semester balance
2	March 8, 2027	35% of the semester balance
3	April 12, 2027	25% of the semester balance

Summer 2027 Payment Plan Dates and Amounts

Installment	Date	Amount
1	May 17 to May 28, 2027 (Semester Course Registration Dates)	40% of the semester balance
2	June 21, 2027	35% of the semester balance
3	July 12, 2027	25% of the semester balance

Any initial international student who paid the \$7,500 tuition deposit for Fall, Spring and Summer, will pay the remaining amount in TWO (2) installments; the first installment (50% of the semester balance) during the semester course registration days and the second installment (50% of the semester balance) on the 2nd installment day of the semester they are enrolled in.

Students who select the payment plan are required to carefully review and become fully knowledgeable of all disclosures on the Financial Responsibility Agreement, which constitutes an entry into a promissory note once submitting it to BAU.

TUITION AND FEES

TUITION

Students pay each semester for the total credits they plan to take in that given semester.

Undergraduate Tuition	
per credit	\$665
per semester (full time – 15 credits)	\$9,975
Graduate Tuition	
per credit	\$1,300
per semester (full time - 9 credits)	\$11,700
Online per credit	\$1025

If students re-take any classes for any reason, exceed the total number of credits required for a degree, or choose to complete a double concentration, they will be obligated to pay for those courses in full and tuition assistance/scholarship will not be applied to those credits.

FEES

BAU's fee schedule is as follows (fees are not refundable):

Application/Admissions Fees	
Application Fee	\$45
Deferral Fee	\$45
Admission Confirmation Deposit (applied to tuition)	\$200
Tuition Deposit	\$1,500
Class A Tuition Deposit	\$7,500
Mandatory Semester Fees	
Student Activities and Services Fee	\$150
Technology Fee	\$185
Mandatory One-Time Fee	
Student ID card	\$22

The following fees are paid only when students use these services:

As-Applicable Fees	
Late Registration Fee (per credit)	\$25
BAU English Proficiency Test	\$150
Returned Check Fee	\$45
Late Payment Fee (per credit)	\$25
International Postage and shipping	\$130
Domestic Postage and shipping	\$85
Student Housing Security Deposit	\$400
Airport Pick-Up Fee	\$200
Shuttle Fee	\$90
U-Pass Fee (per semester***)	\$135
Student Enrollment Verification**	\$10
Graduation Fee	\$225
Diploma Processing Fee**	\$150
Transcript Fee (per transcript)**	\$30
Diploma Cover Fee	\$30
Administrative Services Fee*	\$2,000
Cancellation Fee	\$100

* The BAU Administrative Services Fee applies to students who receive full tuition assistance or scholarships, as outlined in the tuition assistance and scholarship section, and students who withdraw from BAU degree programs to pursue studies at another institution. In these situations, university resources have already been committed. The administrative services fee helps offset the operational costs associated with (1) processing a student's withdrawal and (2) managing attendance with full tuition assistance. These costs include updating records, providing student support services, managing financial transactions, and preparing necessary documents. This ensures that the university can maintain its operational efficiency without affecting current students or resources.

** These fees are paid to Parchment the company that prepares such official documents for BAU.

*** Fall and Spring semesters only.

CANCELLATION AND REFUND POLICIES

If a student elects to withdraw from specific course(s) or withdraw completely from the University, the following refund schedule will be used to determine any outstanding financial obligation for which the student may be responsible. See specific policies within the undergraduate and graduate sections. Note that *fees are non-refundable*.

Fall and Spring Semester

Time of written notice of withdrawal	Tuition refund
Before the semester starts	100% of tuition paid
1 st and 2 nd week of the semester	50% of tuition paid
3 rd and 4 th week of the semester	25% of tuition paid
After 4 th week	No refund

Summer semester

Time of written notice of withdrawal	Tuition refund
Before the semester starts	100% of tuition paid
1 st week of the Semester	50% of tuition paid
2 nd week of the Semester	25% of tuition paid
After 2 nd week	No refund

Consistent with BAU's delivery of services policy, in the event that BAU determines it must suspend or alter its operations in whole or in part due to epidemic, pandemic, other public health emergency, extreme weather, natural disaster, acts, or threatened acts of terrorism or war, or any single act or combination of events beyond the University's control, BAU may suspend, reduce, terminate and/or modify its operations in whole or in part, which may or may not include offering online or other alternative learning options, in its discretion. In any such event, BAU is under no obligation to refund or credit any portion of tuition, fees, or other charges paid or owed, but it may do so in its discretion.

FINANCIAL AID

BAU does not participate in Federal Financial Aid (Title IV). However, BAU offers institutional tuition assistance and scholarship opportunities to eligible students in support of access to affordable higher education.

TUITION ASSISTANCE AND SCHOLARSHIP

BAU is committed to making higher education more affordable and accessible. To achieve this, BAU offers the following tuition assistance and scholarship programs. All programs are strictly used for tuition payments and do not cover fees

or living expenses. See the BAU website or an admissions officer for specific information, requirements, and eligibility for each program.

IMPORTANT NOTICE: *During the admission process, if we discover any instance of plagiarism, the use of AI writing assistance, or any deliberate dishonesty in any part of your application, your scholarship or tuition assistance application will be automatically rejected. Bay Atlantic University reserves the right to withdraw any previously granted tuition assistance or scholarship decision if such violations are detected at a later stage.*

TUITION ASSISTANCE

D.M.V. Tuition Assistance

Bay Atlantic University offers tuition assistance to students from the metropolitan D.C. (DMV) who are admitted to our university to support access to higher education and help reduce financial barriers.

While priority consideration is given to students from the D.C., Maryland, and Virginia (DMV) region, qualified domestic applicants nationwide may also be considered. This program reflects the University's commitment to expanding access to affordable higher education.

Merit-Based Tuition Assistance

Merit-based tuition assistance is awarded based on the overall evaluation of the applicant's academic profile and supporting materials.

Applicants may be considered based on the following components:

- Academic performance (GPA)
- Standardized test scores (SAT, ACT, GMAT, GRE – optional)
- Extracurricular activities
- Community service
- Letter of intent
- Scholarship essay
- Proof of financial need

New Generation Tuition Assistance

All students who apply to Bay Atlantic University may be automatically reviewed/verified by the Admissions Team and/or Scholarship Committee for eligibility under the New Generation Tuition Assistance.

Institutional Agreements

BAU makes agreements with governments, embassies, government offices, NGOs, private companies, and other educational institutions. During the student's application process, they can consult with the admissions officer to see if there is an institutional agreement signed with their institution.

BAU Graduates also receive tuition assistance if they pursue a second degree with BAU.

For additional information regarding tuition assistance and scholarship opportunities, applicants are encouraged to contact the Admissions Office.

SCHOLARSHIPS

Global Scholarship Exam

BAU organizes a Global Scholarship Exam (GSE) in select countries in collaboration with the related ministries and partner education institutions. The purpose of GSE is to select highly accomplished students to offer scholarships depending on exam scores.

James Wormley Scholarship

This scholarship, named after Washington DC's prominent 19th-century African American entrepreneur and educator, will be awarded to one (1) high-achieving student from DC's Public and Public Charter schools to attend Bay Atlantic University. Throughout the student's degree, they will be required to participate in the spectrum of events, academic requirements, and research required for this scholarship.

See an admissions officer for more information on all tuition assistance and scholarship programs.

TUITION ASSISTANCE RE-EVALUATION

Undergraduate students who complete 15 credits and graduate students who complete 9 credits at BAU after their initial scholarship or tuition assistance was granted can request a re-evaluation.

Submit your completed application to tuitionassistance@bau.edu by the following deadlines:

Semester	Deadline
Fall	July 1
Spring	October 1
Summer	April 1

NOTES:

- Only submit your completed application once you have collected all required documents. Incomplete applications will not be reviewed.
- If plagiarism (above 10%), AI writing assistance, or any willful dishonesty is found in the application, it will automatically be rejected.
- Each student can only apply for the tuition assistance re-evaluation **ONCE** during their program.

Disclaimer and policy:

All prospective and current students may apply for a scholarship or tuition assistance, regardless of their nationality, enrollment status (part or full-time), or academic history. In awarding scholarships, we do take financial need into consideration, but our scholarship system is based primarily on merit (demonstrated academic achievement or other personal accomplishments). Scholarships are determined by the Scholarship Committee, which meets weekly (biweekly during holiday seasons) to review applications and award scholarships for the following academic semester. Application results are emailed to all applicants.

REQUIREMENTS IN MAINTAINING TUITION ASSISTANCE AND SCHOLARSHIPS

Students who earn tuition assistance or scholarship of any category should meet the following criteria to maintain the scholarship:

- 1) Continuously enroll in courses to meet graduation requirements (unless taking an approved Leave of Absence), and
- 2) Maintain a minimum Cumulative Grade Point Average (CGPA) of 2.0 (undergraduate) 3.0 (graduate) for any semester, and
- 3) Avoid any disciplinary action for any reason.

BAU aims to use tuition assistance and scholarship funds carefully for students who need support. Therefore, if a student withdraws from the enrolled program to transfer to another institution, the student is required to pay the tuition assistance/scholarship amount back to BAU for all course credits completed so that we can allocate it for the use of other students.

GRADES

These grades denote the character of work and are assigned grade points as follows:

Letter Grade	Number Grade	GPA	Academic Standing
A	93-100	4.0	Satisfactory
A-	90-92	3.7	Satisfactory
B+	87-89	3.3	Satisfactory
B	83-86	3.0	Satisfactory
B-	80-82	2.7	Satisfactory
C+	77-79	2.3	Satisfactory
C	73-76	2.0	Satisfactory
C-	70-72	1.7	Satisfactory
D+	67-69	1.3	Satisfactory
D	60-66	1.0	Lowest
F	0-59	0.0	Unsatisfactory

Grades are due approximately one week after final examinations each semester, in accordance with the Academic Calendar.

Grade Point Average (GPA) is the total grade earned divided by the total credits attempted at the end of each semester.

Cumulative GPA (CGPA) is the overall GPA attained so far in an ongoing education period.

See the undergraduate or graduate section for specific details pertaining to that degree level.

SYMBOLS ON TRANSCRIPT

The following additional symbols may appear next to a grade or in the grade column:

AU	Audited Course
ADW	Administrative Withdrawal
CE	Currently Enrolled
IP	In-Progress
AV	Attendance Violation
S / U	Satisfactory / Unsatisfactory
TC	Transfer-in Credits
W	Withdrawal
*	Course not applicable to current degree

AUDITING COURSES (AU)

Students taking one or more courses for credit may also register to audit one additional course with the written approval of the instructor and the Academic Advisor. Eligible students may change from audit to formal enrollment until the end of the 2nd week (Add-Drop period). An auditing student is not required to take an active part in classroom activities or to complete or pass exams, quizzes, written or oral assignments, or projects. Classes taken for audit may later be repeated for credit. Because they are ungraded, audited courses do not count as credits attempted for the purpose of determining satisfactory academic progress; therefore, they have no effect on the student's GPA computation.

For enrolled students, audited classes are tuition-free. Unenrolled students must pay half of the regular tuition rate.

ADMINISTRATIVE WITHDRAWAL (ADW)

Students who fail to register for classes for two consecutive semesters (Fall and Spring semesters) and do not submit a Leave of Absence Request Form (accessible on MYBAU) will be contacted by the Registrar's Office. If unresponsive until the end of the second unregistered semester, students will automatically be administratively withdrawn from the University. Students who later wish to resume their studies must apply for re-admission.

CURRENTLY ENROLLED (CE)

The "CE" courses are the ones that the student is currently enrolled in the active semester. It means the semester is still going on and the grade will be entered when the semester ends. This status has no effect on CGPA calculations until the actual grade is entered.

IN-PROGRESS (IP)

The grade of "IP" (In-Progress) is given to a student whose work has been of passing quality but who has, for compelling reasons, been unable to complete all the required coursework by the end of the semester. The "IP" grade is not automatic. The student must request an "IP" from the course faculty and must have completed 90% of the work for the course. Students receiving a grade of "IP" will have a grace period of thirty days (consult the academic calendar for exact dates) from the end of the semester to satisfactorily complete all requirements of the course and receive a letter grade. At that time, all work for the course must have been completed and submitted to the instructor.

A grade of "IP" is not included in the calculation of GPA or CGPA but will count as credit hours attempted but not completed for the purposes of calculating the successful course completion percentage. Courses that remain as an "IP" at the end of the grace period will automatically become an "F" on the transcript and will then be

calculated in the CGPA.

The instructor must complete a Grade Change Appeal Form on or before the deadline posted on the Academic Calendar, which is directed to the Chief Academic Officer and the Registrar.

REPEAT COURSE

If a student repeats a course the following rules will apply in posting to the student's cumulative record:

- The repeated course(s), including the original attempt, must be counted toward the maximum time frame and hours completion ratio requirements, which can impact your satisfactory academic progress.
- The GPA will be based only upon the grade for the repeated course attempted.
- The first attempted grade will be flagged for exclusion from the CGPA calculation, and the repeat attempt will be flagged for inclusion in the CGPA calculation.
- No scholarship covers the cost of the Repeat Course. If a student repeats a course for any reason the student is obligated to pay for those course credits in full.

Students may repeat a course one (1) time for a new grade if a previously unsatisfactory grade of C-, D+, D, or F was earned the first time. Eligible students may register for the class without special approval needed.

A student cannot be registered for any given course more than twice, except under special circumstances approved by the Chief Academic Officer.

Undergraduates may repeat no more than 18 credits and no more than 6 credits for graduates. Additionally, if a student withdraws from all courses during a semester, those courses are not included in this limit.

SATISFACTORY/UNSATISFACTORY (S/U)

Some courses are designated for grading on a

Satisfactory/Unsatisfactory (S/U) basis. To fulfill the 120 undergraduate credits or 36 graduate credits required for graduation, all courses except CAPS 623 must be completed for a letter grade. However, if a required course is offered exclusively as S/U, it may be counted toward the credit requirement with advisor approval. Any coursework completed beyond the minimum 120/36 credit requirement may be taken on an S/U basis.

TRANSFER-IN CREDITS (TC)

When a student wishes to transfer credits from other institutions, the credits are noted with a grade of "TC", meaning *Transfer-in Credits*. Since these courses do not carry grades, they will have no effect on GPA calculations.

WITHDRAWAL (W)

Students may decide to withdraw from a course after the Mid-Terms, generally 8 weeks into the semester. The withdrawal date is specified on each year's Academic Calendar. A letter "W", indicating official withdrawal from a course will be recorded on the student's transcript. After a letter "W" is issued, the course may be repeated once. Core courses must be repeated, and elective courses can be replaced. "W" grades are not calculated in the GPA or CGPA. However, they will be considered credits attempted. "W" grades affect the successful course completion percentage.

GRADE APPEALS & GRADE CHANGE

In the academic community, grades are a measure of student achievement toward fulfillment of course objectives. The responsibility for assessing student achievement and assigning grades rests with the faculty, and, except for unusual circumstances, the course grade given is final. Bay Atlantic University's faculty members strive to conduct fair and just performance evaluations of student academic work and scholarly success.

The grade appeals system affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned because of prejudice, caprice, or other improper conditions. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty.

The only University authorities empowered to change grades are the instructor or, in the case of the faculty of record's absence, the department chair in charge of the course in question and the Chief Academic Officer.

Informal attempts must be made to resolve grade grievances and appeals at the lowest possible level - through the course instructor.

Students may request a grade change published on the official academic record within two weeks of the "grades due by faculty" date published on the academic calendar, by using the grade change appeal form. The request must be based on verifiable information that demonstrates a lack of oversight by the instructor in the grading process. The course instructor will notify the student within seven (7) business days of the decision.

The following are appropriate reasons for grade changes:

- Calculation errors or typographical errors.
- Coursework submitted was excluded in grade calculation.
- Grading appears to be based on impermissible factors such as discrimination, bias, or retaliation.

In appealing a grade, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation.

If the student is not satisfied with the course instructor's decision, the student may appeal the first decision within seven (7) business days from the date of the course instructor's written notification to the student. The request must be in appeal to the grade change appeal form writing to the Chair of the Department using the.

If the Department Chair is the faculty of record, the Chief Academic Officer will appoint another Department Chair to review the second appeal. The Department Chair will notify the students in writing within seven (7) business days of the decision. If, at that time, the instructor who originally gave the grade is not willing to initiate the recommended change, the Department Chair shall designate a qualified faculty member to review the work under appeal. The work under review must be graded within seven (7) business days. The Department Chair shall file the directed change with the registrar who shall record the new grade within three (3) business days.

If the issue is again not resolved to the student's satisfaction, the final (formal) appeal must be submitted using the formal appeal to the grade change appeal form to the Chief Academic Officer within seven (7) business days of the Department Chair's written decision notification to the student. Within seven (7) business days of the date of receipt of the Formal Appeal to the Grade Appeal Form, the Chief Academic Officer will convene a hearing of the Academic Appeals Committee and notify the student of the date, time and location of the hearing. The hearing will be scheduled not more than 14 business days after receipt of the Formal Appeal to the Grade Appeal Form. After the hearing, the Academic Appeals Committee will vote for a resolution, and both the student and the instructor of record will be notified of the decision within seven (7) business days. The decision made by the Academic Appeals Committee is final and cannot be appealed further.

When a student initiates a formal grade appeal, the student should be prepared to state in what way the grade assignment was arbitrary, capricious, or otherwise improper.

PROCEDURE FOR THE ACADEMIC APPEALS COMMITTEE

The Committee will use the preponderance of evidence standard to determine whether the grade should stand or be changed. This process

involves a review of the criteria, evidence and testimony, discussion and a vote. The Chief Academic Officer or designee will ensure that only evidence pertaining to the appeal is considered in reaching a decision and that the committee adheres to the standards of confidentiality.

The academic appeals committee will consist of an odd number of voting members to include the Chief Academic Officer, faculty and staff members. While the Chief Academic Officer may have input into the voting deliberations, the Chief Academic Officer will only vote in the case of breaking a tie.

The chairperson of the committee will be responsible for assuring adherence to established procedures, convening members, and maintaining records. The chairperson has the authority to grant a warranted time extension; however, written notification must be sent to all involved parties within 48 hours of an extension.

The hearing shall be closed, unless both parties agree in writing that it be open. The chairperson's determination of the hearing date, time, location and the number of individuals that can be conveniently accommodated shall be final. The student and the instructor are both entitled to be accompanied at the hearing by a silent observer of their choice. Because the hearings are administrative and not judicial in nature, the silent observers may not be lawyers. Each party is permitted to call a short recess to consult with their silent observer outside the hearing. The silent observer for both parties may speak only to the student or the instructor respectively; however, cannot be disruptive to the hearing, the silent observer is not to speak on behalf of the student or instructor and may not address the committee. One warning will be issued to the instructor and/or the student (each party is allowed one warning) concerning inappropriate behavior during the proceedings. Any subsequent inappropriate behavior will result in adjournment of the hearing and a ruling in favor of the other party. Both parties have the

right to present evidence and witnesses on their behalf and to confront and question opposing witnesses. Witnesses are not allowed in the closed hearing and must be invited to speak on behalf of the student or instructor. Once concluded, witnesses will be excused and asked to leave the hearing.

If the duly notified student complainant does not appear for the hearing the complaint shall be dismissed, the case closed, and these actions not subject to further hearing or appeal. If, however, a duly notified faculty member (or their designee) does not appear, the hearing will continue under the presumption that there is no desire to challenge evidence, or witnesses presented by the student. The committee will allow a 15-minute grace period after the start time for each party. If no contact is made prior to the 15-minute grace period, it will be assumed that the party not in attendance has decided not to appear.

An official audio recording shall be made of the hearing and filed by the chairperson for at least one year. The recording will be confidential and used only under compulsion by an agency such as HELC or NECHE or legal.

At the conclusion of the hearing, the participants will be excused, and in closed session, a recommendation will be rendered by a majority vote of the committee. The committee may (by a majority vote of the committee membership) recommend rejecting the appeal, in which case the original grade will stand, or to accept the appeal and change the original grade. A written report of the committee's decision shall be sent to both parties no later than seven (7) business days after the conclusion of the hearing using the academic appeals committee decision form. The committee's written recommendation must include grounds for its decision. The decision made by the Academic Appeals Committee is final and cannot be appealed further. If, at that time, the instructor who originally gave the grade is not willing to initiate a recommended change, the chairperson of the Academic Appeals Committee shall file the directed change

with the registrar who shall record the new grade. In the event of a grade change, a grade change form must be submitted to the registrar and recorded within three (3) business days.

ACADEMIC REGULATIONS FOR UNDERGRADUATE PROGRAMS

ADMISSION REQUIREMENTS

To review the general requirements, go to the "Admissions" section. To meet the Undergraduate transcript requirements the applicant must provide the documents listed in that section.

EXPLANATION FOR THE TRANSCRIPTS

The applicant must ensure that the official transcripts must comply with the following:

- The Copies of Secondary and High Secondary transcripts (in English) or a General Education Equivalency (GED) certificate with a score of 165-174.
- If the high school transcript is not in English, the applicant must provide a certified English translation.
- If the transcript does not clearly indicate high school completion, the applicant must provide a notarized copy of the high school diploma.

International students may require additional documentation. Please see "additional requirements for international students."

OSSE-DUAL ENROLLMENT AGREEMENT

Bay Atlantic University participates in the OSSE (Office of the State Superintendent of Education) Dual Enrollment Program, which offers eligible high school students in Washington, D.C. the opportunity to take college-level courses while completing their high school education. This program is designed to support academic advancement and college readiness by allowing students to earn college credit prior to high school graduation.

To be considered for the OSSE Dual Enrollment Program at BAU, applicants must submit the following:

- Online Application Form

- Copies of high school transcripts (GPA > 2.5)
- Dual Enrollment Personal statement essay
- Letter of recommendation from teacher
- Teacher recommendation form
- Student/Parent Release of Information form
- Bay Atlantic University Intent to Enroll Form

Additionally, for adult learners from DC PCS:

- GED ready or SAT/GRE/GMAT scores

INTERNATIONAL A LEVELS

A student must complete at least 2 GCE A Levels to be considered for admission. If the student receives an "A", or "B" grade on the GCE A level examinations, BAU may consider granting transfer credit toward the bachelor's degree. The exact credit amount will be determined after the student has been formally admitted and submitted an official certificate.

TRANSFER IN CREDITS

Undergraduate transfer students may transfer up to ninety (90) semester credits, representing 75% of the credits required for a bachelor's degree. Transfer credit must be applicable to the student's program of study and meet all applicable degree requirements. Only courses completed with a grade of C or higher are eligible for transfer consideration. Transfer courses must carry a minimum of three (3) semester credits.

For coursework completed at institutions outside the United States, an official credential evaluation from a university-approved evaluation service is required before transfer credit can be awarded, unless otherwise provided through an approved articulation agreement.

ENGLISH LANGUAGE REQUIREMENTS FOR INTERNATIONAL STUDENTS

Applicants whose first language is not English are required to submit scores for one of the approved English proficiency tests. The tests and scores approved by BAU are as follows:

TOEFL (PBT, CBT, IBT) : 525, 194, 70
IELTS : 5.5

TOEIC	: 650
BAU Proficiency	: 70 (offered on campus)
Duolingo	: 75
Pearson (PTE)	: 48

Mentora College Intensive English Program: Pass 400C level

Students must submit original score reports or have the results sent directly to BAU by the test provider. Scores must be no more than two years old.

Alternately, if a student earned a qualifying diploma or degree in a program where the language of instruction was English, the transcripts satisfy the English proficiency requirement. The student's transcript must explicitly state that the language of instruction for the diploma or degree was English, or the student must otherwise prove that the language of instruction was English. Finally, English language proficiency may also be demonstrated by successful completion of at least 12 semester hours with at least a C average at a U.S. postsecondary university at which the language of instruction was English.

COURSE LOAD

Full-time Study*: Undergraduate students registered for fifteen (15) or more credits in fall and spring are considered full-time students. A first-time incoming freshman with no transfer credits may take thirteen (13) credits in the first or second semester (not both). Summer session is optional.

****F-1 students must maintain full-time enrollment throughout their studies. An F-1 student entering the university in a spring or summer session must take a minimum of nine (9) credits in the summer session to be considered full time. After an F-1 student has completed two full semesters, the summer session is optional.***

Part-Time Study: All students who do not meet the criteria for full-time study (i.e., those who enroll in fewer than the minimum number of credit hours per semester prescribed above) are

considered part-time.

All students pay tuition based upon the number of credit hours for which they are enrolled.

Student Overloads: Ordinarily, a student who wishes to register for an overload beyond the full-time course load must have a satisfactory GPA preceding the overload. A minimum GPA of 3.0 is required to become eligible. Students who wish to take more than the prescribed course load must seek written approval from the Chief Academic Officer or the designated Chair.

UNDERGRADUATE STUDENT GRADES

The quality of performance in any academic course is reported by a letter grade. For BAU undergraduate programs, D is the lowest passing grade. Grades lower than a C are not accepted for transfer.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY – UNDERGRADUATE

Satisfactory Academic Progress (SAP) is the process used to determine if a student is making acceptable progress toward completing a degree. All students must maintain Satisfactory Academic Progress. SAP is defined both qualitatively and quantitatively. A student's failure to meet any of the SAP standards may result in loss of BAU scholarships, title iv federal student aid, and/or dismissal from the institution.

SAP is evaluated after the final grades are recorded at the end of fall, spring, and summer sessions. Both standards must be met.

Standard 1: A Qualitative Component which determines if students have a satisfactory cumulative grade point average (CGPA) in the program of study; and

Standard 2: A Quantitative component which determines if students are completing the courses they attempt (Pace) at a rate that will ensure completion of the program within a Maximum Timeframe (MTF) of 150% of the program length in credit hours.

STANDARD 1 QUALITATIVE COMPONENT: CGPA

At the end of every semester, BAU will evaluate the CGPA of each enrolled student.

1. Satisfactory Academic Progress requires that:
 - i. At the end of the semester in which students complete 15 credits, including transfer credits, the minimum BAU CGPA is 1.00
 - ii. At the end of the semester in which students complete 30 credits, including transfer credits, the minimum BAU CGPA is 1.50
 - iii. At the end of the semester in which students complete 45 credits, including transfer credits, the minimum BAU CGPA is 1.75
 - iv. At the end of the semester in which students complete 60 credits, including transfer credits, the minimum BAU CGPA is 2.00
2. At the end of any semester in which students do not meet the CGPA requirements above, they are placed on Academic Warning for the next semester.
3. Students on Academic Warning remain eligible, if relevant, for any BAU scholarship they received for one semester.
4. If, at the end of the Academic Warning semester, students have achieved the required CGPA they are removed from Academic Warning.
5. If they have not achieved the required CGPA at the end of the Academic Warning semester, they are placed on Academic Probation, if relevant, are no longer eligible for any BAU scholarship, and they agree to an academic plan prepared individually for them with the Academic Advisor and/or Department Chair.
6. According to the academic plan, during the Academic Probation, students are suspended from enrolling in new classes for the following semester to include fall, spring, and summer. These students may only repeat the low-grade courses taken

previously with the guidance of the Academic Advisor and/or any other course that could replace the low-grade courses as approved by the Academic Advisor in the probation semester.

7. If, at the end of the Academic Probation semester:
 - i. They have achieved the required CGPA, they are removed from Academic Probation and, if relevant, are eligible for a BAU scholarship.
 - ii. They have not achieved the required CGPA, but are meeting the requirements of the academic plan, they remain on Academic Probation for the next semester. They are still not eligible for the BAU scholarship.
 - iii. They do not meet the requirements of the academic plan; the student is dismissed from the University.
8. At the end of the semester in which students complete 60 credits, including transfer credits, the progress is reviewed and a BAU CGPA of at least 2.00 is required.

**STANDARD 2 QUANTITATIVE COMPONENT:
PACE RATE WITHIN MTF**

Students must complete the educational program in a period no longer than one and a half times the standard program length based on number of credits in a program.

A student must complete at least two-thirds (67%) of all cumulative attempted credit hours. New freshmen are required to successfully complete at least half (50%) of the credits they attempt during the first two semesters. Starting with the third semester, they are then required to successfully complete two-thirds of the credits.

The minimum grade acceptable in BAU's course completion policy is a D for undergraduate programs. Transfer credits are included in the calculation as completed and attempted credits. In-Progress grades (IP), Withdrawals (W), and course repetitions (R), are considered as

attempted, but not satisfactorily completed in the Pace of Completion calculation.

Maximum Time Frame for Program Completion (MTF) is the time (in academic credits attempted, not chronological time) allowed for a student to complete a course of study. All students at Bay Atlantic University must complete the program of study within 1.5 times the program length as measured in semester credit hours attempted. All transfer credit hours accepted from other institutions will be counted in the Maximum Time Frame.

Program of Study	Normal Program Length in Credits	MTF Allowed in Credits
Bachelor's	120	180

If a student cannot complete the program within the MTF, the student will be dismissed from the university, and the student will not be eligible to receive the original credential (e.g., bachelor's degree). Any scholarship that the student receives will be terminated when the Registrar determines it is not mathematically possible for a student to complete the student's degree program within the maximum timeframe.

1. Evaluation of progress is conducted at the end of every semester.
2. Students must successfully complete at least 67% of all credits attempted. Successful completion of a course means earning a grade of "A" through "D".
3. Students who are below the successful completion rate are placed on Academic Warning for the next semester.
4. Students on Academic Warning remain eligible, if relevant, for BAU scholarship for one semester.
5. If, at the end of the Academic Warning semester, students have achieved the required completion rate they are removed from Academic Warning.
6. If they have not achieved the required completion rate at the end of the Academic Warning semester, they are placed on Academic Probation and, if relevant, are no

longer eligible for scholarship and agree to an academic plan for success.

7. According to the academic plan, during the Academic Probation, students are suspended from enrolling in new classes for the following semester to include fall, spring, and summer. These students may only repeat the low-grade courses taken previously with the guidance of the Academic Advisor and/or any other course that could replace the low-grade courses as approved by the Academic Advisor in the Probation Semester.
8. If, at the end of an Academic Probation semester:
 - i. They have achieved the required completion rate, they are removed from Academic Probation and, if relevant, are eligible for BAU scholarship.
 - ii. They have not achieved the required completion rate, but are meeting the requirements of the academic plan, they remain on probation for the next semester. They are still not eligible for BAU scholarship.
 - iii. They do not meet the requirements of the academic plan, they are dismissed from the University.
9. If, at any time during enrollment, students can no longer graduate within the defined maximum time frame, the student is dismissed from the University.

Satisfactory academic progress is initially determined at the end of the first semester and each semester thereafter. Students are notified in writing of SAP and Scholarship status on MYBAU: warning, probation, dismissal, or having been removed from warning or probation.

APPEAL PROCESS

Students who fail to maintain SAP due to a mitigating circumstance (e.g. medical reasons, death in the family, etc.) may submit a written appeal with supportive documentation after they have received official notification of denial. Appeals will be evaluated as soon as possible. Any student submitting an appeal will receive a written response within ten (10) working days of receipt of the documentation.

An appeal for Maximum Time Frame can only be completed one time. Students must contact their advisor to determine eligibility for appeal.

Important: Students must demonstrate mitigating circumstances to be eligible for an appeal.

Examples of mitigating circumstances:

- Immediate family member (parent, spouse, sibling, child) that required extended recovery time
- Death of an immediate family member
- Significant trauma in student's life that impaired the student's emotional and/or physical health
- Withdrawal due to military service
- Other unexpected circumstances beyond the control of the student.

Note: Circumstances related to the typical adjustment to college life such as working while attending school, financial issues related to paying bills and car maintenance/travel to campus is not considered as extenuating for purposes of appealing suspension of financial aid.

The following documents and information must be completed and submitted to the Registrar:

1. Appeal Form
2. Personal statement from the student, either typed or legibly written, providing the following information:
 - a. What was the cause for not meeting SAP requirements?

- b. What has changed that will allow for satisfactory academic progress in the term of appeal?
 - c. For a maximum credit hour appeal, provide details on changes in major, including dates.
 - d. To update the previous grade, submit the appeal with a brief statement.
3. Provide supporting documentation of the cause and of any changes that will solve the issues for the term of appeal. Documents can be death certificates, birth certificates, statements from doctor or counselors, police reports, and any other pertinent documents. The documents provided must support the timeframe being reviewed.

If an appeal is successful, an academic plan may be formulated and agreed upon. The plan will be designed for meeting minimum SAP requirements within a specified timeframe. Students who do not meet the requirements are dismissed from the university.

RE-ENROLLMENT

A student who has been dismissed from the University and wishes to re-enroll must fill out the re-enrollment form. To be considered for readmission, the student must submit a written petition which describes the changes in behavior or circumstance that will result in improved academic performance.

The readmission petition must be forwarded to the Chief Academic Officer at least two weeks before the beginning of the semester for which the student requests readmission. The Chief Academic Officer and the Registrar will determine if the student has demonstrated likelihood for future success in the program of study. If not, the student will not be readmitted.

If the University determines that there is a likelihood of future success, the student will be placed on academic probation for a period of one semester. The student may then be permitted to retake previously failed, in progress, or withdrawn courses to improve a

CGPA and course completion percentage.

At the completion of this academic probationary semester, a student who increases the cumulative GPA to 2.0 will return to satisfactory academic standing.

ACADEMIC HONORS

President's List: This list is compiled at the end of each fall and spring semester to recognize Bay Atlantic University's academically high achieving students. The list consists of names of students who meet the following criteria for that semester.

GPA	3.90+
Minimum credits attempted	12
Minimum grade	A-
Other requirements	No IP, U or F

A letter from the Office of the President is sent to students noting accomplishments and placement on the list. Each semester the lists are published on Bay Atlantic University's website. If a student wishes to opt out of the published list, the request must be made to the registrar via email.

GRADUATION REQUIREMENTS

In addition to all program requirements, students must meet the following minimum requirements to qualify for a degree:

Description	Bachelor's
Minimum Passing Grade Per Course	D
CGPA*	2.00
Total Required Credits	120

* In the event a student's CGPA is less than 2.0 for undergraduate students, the student cannot graduate even if the student completes the credit requirement. The student should consult with the program chair to repeat one of the courses for which the student earned a low grade.

Please note: if a student requests to participate in the commencement ceremony and has not fulfilled all graduation requirements, the student is not eligible for graduation honors at the ceremony. Only students that have fulfilled all graduation requirements at the time of the commencement ceremony will be issued an honor designation.

GRADUATION HONORS

The University bestows academic honors on students when they graduate from Bay Atlantic University. Graduation honors are determined based on the following standards:

Summa Cum Laude (with highest distinction)	3.85+
Magna Cum Laude (with great distinction)	3.70+
Cum Laude (with distinction)	3.50+

ACADEMIC REGULATIONS FOR GRADUATE STUDENTS

ADMISSION REQUIREMENTS

To review the general requirements, see the "Admissions" section. To meet the Graduate transcripts requirements the applicant must provide the documents listed in that section.

EXPLANATION FOR THE TRANSCRIPTS

The applicant must ensure that the official transcripts and diploma must comply with the following:

- Undergraduate transcript - bachelor's transcripts along with the diploma, to complete the registration student need to submit an official or official notarized copy with a min 2.00 CGPA.
- If the bachelor's degree transcript is not in English, the applicant must provide a certified English translation.
- Applicants need to submit the original, or a notarized copy of the original, signed transcript from the university in which they are transferring.
- The issuing educational university must issue and email (admissions@bau.edu) or mail the official transcript directly to Bay Atlantic University. If the transcripts are from a foreign university, the student must also provide either an official or officially notarized evaluation of the transcripts (see below).
- **Official evaluation of transcripts:** For master's degree applicants, if the Bachelor's degree was issued by a foreign university of higher education, the applicant must provide an evaluation of the transcript by a NACES- (<http://www.naces.org/>) or AICE-member (<http://aice-eval.org/>) credential evaluation service to establish U.S. equivalency. If the evaluation shows the undergraduate degree is not equivalent to a U.S. undergraduate degree requirement, then the applicant is required to complete

the necessary credits at BAU before taking graduate level courses. The evaluation must be a course-by-course evaluation of the transcript if the student wishes to transfer credits.

If the official evaluation shows the undergraduate degree is not equivalent to a 120 US credit undergraduate degree, the student may request in writing that the evaluated international transcript be reviewed by the department chair for acceptance into the graduate program. Further documentation may be requested such as the diploma, course descriptions, etc. Requesting a review of transcripts does not guarantee acceptance in the graduate program, students may be required to take pre-requisites or be required to complete the necessary credits at BAU to complete the 120 credit US undergraduate degree.

TRANSFER IN CREDITS

For graduate transfer students, nine (9) credits may be transferred from another university. Transfer credit must be applicable to the student's program of study and meet all applicable degree requirements. Only courses completed with a grade of B or higher are eligible for transfer consideration. Transfer courses must carry a minimum of three (3) semester credits.

For coursework completed at institutions outside the United States, an official credential evaluation from a university-approved evaluation service is required before transfer credit can be awarded, unless otherwise provided through an approved articulation agreement.

ENGLISH LANGUAGE REQUIREMENTS FOR INTERNATIONAL STUDENTS

Applicants whose first language is not English are required to submit scores for one of the approved English proficiency tests. The tests and scores approved by BAU are as follows:

TOEFL (PBT, CBT, IBT)	: 550, 214, 80
IELTS	: 6.0

TOEIC	: 700
BAU Proficiency	: 75 (offered on campus)
Duolingo	: 90
Pearson (PTE)	: 53
Mentora College Intensive English Program: Pass 500C level	

Students must submit original score reports or have the results sent directly to BAU by the test provider. Scores must be no more than two years old.

Alternately, if a student earned a qualifying diploma or degree in a program where the language of instruction was English, the transcripts satisfy the English proficiency requirement. The student's transcript must explicitly state that the language of instruction for the diploma or degree was English, or the student must otherwise prove that the language of instruction was English. Finally, English language proficiency may also be demonstrated by successful completion of at least 12 semester hours with at least a C average at a U.S. postsecondary university at which the language of instruction was English.

COURSE LOAD

Full-time Study*: Graduate students registered for nine (9) or more credit hours per semester are considered full-time students. Summer session is optional.

****F-1 students must maintain full-time enrollment throughout their studies. An F-1 student entering the university in a spring or summer session must take six (6) credits in the summer session to be considered full time. After an F-1 student has completed two full semesters, the summer session is optional.***

Students may request a reduced course load during the last semester if there are fewer than 15 credits to complete the graduation requirement. In that case, the student will contact the DSO for necessary SEVIS approvals.

Part-Time Study: All students who do not meet the criteria for full-time study (i.e., those who enroll in less than the minimum number of credit

hours per semester prescribed above) are considered part-time.

All students pay tuition based upon the number of credit hours for which they are enrolled.

Student Overloads: Ordinarily, a student who wishes to register for an overload beyond the full-time course load must have a satisfactory GPA preceding the overload. A minimum GPA of 3.0 is required to become eligible. Except in extremely rare and compelling circumstances, graduate students may not enroll in overload courses beyond 12 credits. Students who wish to take more than the prescribed course load must seek written approval from the Chief Academic Officer or the designated Chair.

GRADUATE STUDENT GRADES

The quality of performance in any academic course is reported by a letter grade. For graduate programs, B- is the lowest passing grade. Grades lower than a B- are not accepted for transfer.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY - GRADUATE

STANDARD 1 QUALITATIVE COMPONENT: CGPA

At the end of every semester, BAU will evaluate the CGPA of each enrolled student. Satisfactory Academic Progress policy for graduate students requires that they maintain a cumulative grade point average of 3.00 and a completion rate of 67% at the end of each semester.

At the end of any semester in which students do not meet the CGPA or completion requirement, they are placed on Academic Warning for the next semester.

Students on Academic Warning remain eligible, if relevant, for BAU Scholarship for one semester. If, at the end of the Academic Warning semester, they have achieved the required CGPA or completion requirement, they are removed from Academic Warning and, if relevant, maintain the student's scholarship.

If they have not achieved the required CGPA at the end of the Academic Warning semester, they are placed on Academic Probation and, if relevant, are no longer eligible for any BAU scholarship and agree to an academic plan for success.

According to the academic plan, during the Academic Probation, students are suspended from enrolling in new classes for the following semester to include fall, spring, and summer. These students may only repeat the low-grade courses taken previously with the guidance of the Academic Advisor and/or any other course that could replace the low-grade courses as approved by the Academic Advisor in the Probation Semester.

If, at the end of the Academic Probation semester:

- i They have achieved the required CGPA, they are removed from Academic Probation and, if relevant, are eligible for a BAU scholarship.
- ii They have not achieved the required CGPA, but are meeting the requirements of an academic plan, the student remains on Academic Probation for the next semester. The student is not eligible for a BAU scholarship.
- iii The student is not meeting the requirements of the academic plan, the student is dismissed from the University.

At the end of the semester in which students complete 24 credits, including transfer credits, progress is reviewed and a BAU CGPA of at least 3.00 is required.

**STANDARD 2 QUANTITATIVE COMPONENT:
PACE RATE WITHIN MTF**

Students must complete the educational program in a period no longer than one and a half times the standard program length based on number of credits in a program.

The minimum grade acceptable in BAU's course completion policy is a B- for graduate programs.

Transfer credits are included in the calculation as completed and attempted credits. In-Progress grades (IP), Withdrawals (W), and course repetitions (R) are considered attempted, but not satisfactorily completed in the Pace of Completion calculation.

Maximum Time Frame for Program Completion (MTF) is the time (in academic credits attempted, not chronological time) allowed for a student to complete a course of study. All students at Bay Atlantic University must complete the program of study within 1.5 times the program length as measured in semester credit hours attempted. All transfer credit hours accepted from other institutions will be counted in the Maximum Time Frame.

Program of Study	Normal Program Length in Credits	MTF Allowed in Credits
Master's	36	54

If a student cannot complete the program within the MTF, the student will be dismissed from the university, and the student will not be eligible to receive the original credential (e.g., master's degree). Any scholarship that the student receives will be terminated when the Registrar determines it is not mathematically possible for a student to complete the student's degree program within the maximum timeframe.

1. Evaluation of progress is conducted at the end of every semester.
2. Students must successfully complete at least 67% of all credits attempted in each semester. Successful completion of a course means earning a grade of "A" through "B-".
3. Students who are below the successful completion rate are placed on Academic Warning for the next semester.
4. Students on Academic Warning remain eligible, if relevant, for BAU scholarship for one semester. Students are placed in Scholarship warning during this time.
5. If, at the end of the Academic Warning semester, students have achieved the required completion rate they are removed from Academic Warning.

6. If they have not achieved the required completion rate at the end of the Academic Warning semester, they are placed on Academic Probation and, if relevant, are no longer eligible for a scholarship and agree to an academic plan.
7. According to the academic plan that will be prepared individually for each student with the Academic Advisor and/or Chief Academic Officer, during the Academic Probation, students are suspended from enrolling in new classes for the following semester to include fall, spring, and summer. These students may only repeat the low-grade courses taken previously with the guidance of the Academic Advisor and/or any other course that could replace the low-grade courses as approved by the Academic Advisor in the Probation Semester.
8. If, at the end of an Academic Probation semester:
 - i. They have achieved the required completion rate, they are removed from Academic Probation and, if relevant, are eligible for BAU scholarship.
 - ii. They have not achieved the required completion rate, but are meeting the requirements of the academic plan, they remain on probation for the next semester but still not eligible for BAU scholarship.
 - iii. They are not meeting the requirements of the academic plan; they are dismissed from the University.
9. If, at any time during enrollment, students can no longer graduate within the defined maximum time frame, the student is dismissed from the University.

Satisfactory academic progress is initially determined at the end of the first semester and each semester thereafter. Students are notified in writing of SAP and Scholarship status in MYBAU: warning, probation, dismissal or having been removed from warning or probation.

APPEAL PROCESS

Examples of Mitigating Circumstances:

- Immediate family member (parent, spouse, sibling, child) that required extended recovery time
- Death of an immediate family member
- Significant trauma in student's life that impaired the student's emotional and/or physical health
- Withdrawal due to military service
- Other unexpected circumstances beyond the control of the student.

Note: Circumstances related to the typical adjustment to college life such as working while attending school, financial issues related to paying bills and car maintenance/travel to campus is not considered as extenuating for purposes of appealing suspension of financial aid.

An appeal for Maximum Time Frame will only be completed one time. Graduate students must contact the graduate counselor to determine eligibility for appeal.

Students who fail to maintain SAP due to a mitigating circumstance (e.g., medical reasons, death in the family, etc.) may submit a written appeal with supportive documentation after they have received official notification of denial. Appeals will be evaluated as soon as possible. Any student submitting an appeal will receive a written response within ten (10) working days of receipt of the documentation.

Important: Students who do not meet one of the above categories are not eligible for an appeal. The following documents and information must be completed and submitted to the Registrar:

1. Appeal Form
2. Personal statement from the student, either typed or legibly written, providing the following information:
 - What was the cause for not meeting SAP requirements?

- What has changed that will allow for satisfactory academic progress in the term of appeal?
 - For a maximum credit hour appeal, provide details on changes in major, including dates.
 - To update a previous grade of X, submit the appeal with a brief statement
3. Provide supporting documentation of the cause and of any changes that will solve the issues for the term of appeal. Documents can be death certificates, birth certificates, statements from doctor or counselors, police reports and any other pertinent documents. The documents provided must support the timeframe being reviewed.

If an appeal is successful, an academic plan may be formulated and agreed upon. The plan will be designed for meeting minimum SAP requirements within a specified timeframe. Students who do not meet the requirements of the academic plan will not be eligible for the scholarship.

REENROLLMENT AS A REGULAR STUDENT

A student who has been dismissed from the University may fill out the Reenrollment Form to be readmitted. To be considered for readmission, the student must submit a written petition which describes the changes in behavior or circumstance that will result in improved academic performance.

The readmission petition must be forwarded to the Chief Academic Officer at least two weeks before the beginning of the semester for which the student requests readmission. The Chief Academic Officer and the Registrar will determine if the student has demonstrated likelihood for future success in the program of study. If not, the student will not be readmitted.

If the University determines that there is a likelihood of future success, the student will be placed on academic probation for a period of one semester. The student may then be

permitted to retake previously failed, in progress, or withdrawn courses to improve his or her CGPA and course completion percentage.

At the completion of this academic probationary semester, a student who increases the cumulative GPA to 3.0 at the end of the probation semester will return to satisfactory academic standing.

ACADEMIC HONORS

President's List: This list is compiled at the end of each fall and spring semester to recognize Bay Atlantic University's academically high achieving students. The list consists of names of students who meet the following criteria for that semester.

GPA	3.90+
Minimum credits attempted	9
Minimum grade	A-
Other requirements	No IP, U or below B-

A letter from the Office of the President is sent to students noting accomplishments and placement on the list. Each semester the lists are published on Bay Atlantic University's website. If a student wishes to opt out of the published list, the request must be made to the registrar via email.

GRADUATION REQUIREMENTS

In addition to the program requirements, students should meet the following minimum requirements to qualify for a graduate degree:

Description	
Minimum Passing Grade Per Course	B-
CGPA*	3.00
Total Required Credits	36

* In the event a student's CGPA is less than 3.0 for graduate students, the student cannot graduate even if the student completes the credit requirement. The student should consult with the program chair to repeat one of the courses for which the student earned a low grade.

Please note: if a student requests to participate in the commencement ceremony and has not fulfilled all

graduation requirements, the student is not eligible for graduation honors at the ceremony. Only students that have fulfilled all graduation requirements at the time of the commencement ceremony will be issued an honor designation.

To qualify for graduation from a graduate degree program, students must earn a cumulative grade point average (CGPA) of at least 3.0 (B) on a 4.0 scale and receive a minimum grade of B- (2.7) in each course applied toward the degree.

Only graduate-level courses may be applied toward graduate degree requirements. A grade below B- (2.7) may not be applied toward degree completion and does not satisfy program requirements. Courses in which a grade below B- is earned must be repeated or replaced in accordance with university academic policies. Grades earned in all graduate courses, including grades below B-, are included in the calculation of the cumulative grade point average.

Undergraduate prerequisite courses required for admission or program preparation do not satisfy graduate degree requirements and are not count toward the minimum credits required for graduation.

GRADUATION HONORS

The University bestows academic honors on students when they graduate from Bay Atlantic University. Graduation honors are determined based on the following standards:

<i>Summa Cum Laude</i> (with highest distinction)	3.90+
<i>Magna Cum Laude</i> (with great distinction)	3.80+
<i>Cum Laude</i> (with distinction)	3.70+

UNDERGRADUATE DEGREE PROGRAMS

Bay Atlantic University offers the following bachelor's degrees:

Bachelor of Arts

- Business Administration and Management
- Economics and Finance (not enrolling new students)
- Political Science and International Relations

Bachelor of Science

- Information Technology
- Software Engineering

Minors

- Artificial Intelligence Engineering
- Business Administration and Management
- Cloud Engineering
- Information Sciences
- Software Engineering

The Bachelor's (Undergraduate) degrees are earned by completing the program course requirements of 120 credits. Of these credits, 42 credits (14 courses) are General Education courses, 60 credits (20 courses) are core courses, and 18 credits (6 courses) are elective courses. These requirements are part of all undergraduate programs.

GENERAL EDUCATION

Bay Atlantic University is committed to providing a strong general education program to its undergraduate students. BAU views general education as a significant way of providing students with the foundational skills in writing, critical thinking, ethics, technology, mathematics, and the sciences that are needed for success in careers and as global citizens.

GENERAL EDUCATION LEARNING OBJECTIVES

After completing the general education requirements, students will be able to:

1. Demonstrate effective communication in various contexts, using appropriate verbal, non-verbal and written skills, to express ideas,

exchange information and engage in meaningful interactions.

2. Develop proficiency in numerical analysis, data interpretation, and scientific and mathematical reasoning to solve problems, make informed decisions, and interpret data in different contexts.
3. Critically analyze social issues, identify personal roles and responsibilities as global citizens, and actively engage in ethical decision-making to develop an understanding of social responsibility and the importance of creating a just and sustainable society.
4. Develop and demonstrate information and digital literacy.
5. Demonstrate critical and analytical thinking skills through a comprehensive exploration of issues that engage in thoughtful analysis, evaluation, and synthesis of information, ideas, and arguments across diverse disciplines and contexts.

General Education Requirements

Breadth of knowledge is a foundational element of the American higher education tradition. As such, all BAU undergraduate students are expected to complete the following general education requirements, *in addition to* the core requirements and electives. A student's core requirements may not apply toward general education requirements.

The requirements are categorized in three broad areas: Humanities, Mathematics & Sciences, and Social Sciences. In total, these general education requirements fulfill 42 credits.

To complete the Humanities requirement, students must complete 15 credits: three (3) writing courses (ENGL 121, ENGL 122, and ENGL 123), PHIL 200 (not counted for general education credit) and two other courses selected from the cluster.

To complete the Mathematics and the Sciences requirement, students must complete 12 credits (4 courses) in this cluster. College Algebra is required in addition to 9 credits (3 courses) that

may be selected from the cluster.

To complete the Social Sciences requirement, students must complete 15 credits (6 courses) in this cluster. UNIV 100, and UNIV 400 are required, and the remaining 12 credits (4 courses) can be selected from the cluster.

General Education: Course LISTING

Humanities Cluster			
Course Code	Course Name	Pre-requisites	Credit
ENGL 121	English Composition I*		3
ENGL 122	English Composition II*	ENGL 121	3
ENGL 123	Academic Writing*	ENGL 122	3
GNAI 180	Introduction to Generative AI & Prompt Engineering	ENGL 121	3
HIST 170	U.S. History		3
HIST 180	World History and Civilizations		3
HIST 200	Political Change & Islamic Reform		3
POLS 121	US Government		3
PHIL 200	Ethics ** (cannot be counted for gen ed)		3
SPAN 101	Elementary Spanish I		3
SPAN 121	Elementary Spanish II	SPAN 101	3
TURK 101	Elementary Turkish I		3
TURK 121	Elementary Turkish II	TURK 101	3
Mathematics and Sciences Cluster			
Course Code	Course Name	Pre-requisites	Credit
BIOL 100	Introduction to Biology		3
CHEM 100	Introduction to Chemistry		3
ENVS 105	Introduction to Environmental Science		3
ENVS 220	Environmental Sustainability		3
MATH103	College Mathematics		3
MATH104	College Algebra*	MATH103 or 2 years of HS algebra with a minimum grade of C	3
MATH 110	Introduction to Statistics		3
MATH 128	Linear Algebra		3
MATH 131	Calculus 1	MATH 104	3
MATH 132	Calculus II	MATH 131	3
MATH 140	Discrete Mathematics		3
MATH 212	Numerical Analysis	MATH 132	3

ASTR 101	Introduction to Astronomy		3
PHYS 200	Introduction to Physics	MATH 103	3
Social Sciences Cluster			
Course Code	Course Name	Pre-requisites	Credit
COMM 101	Fundamentals of Public Speaking		3
COMM 220	Interpersonal Communication		3
COMM 250	Literacy in the Age of Fake News		3
PSYC 101	Introduction to Psychology		3
SOCI 101	Introduction to Sociology		3
SOCI 170	Fundamentals of Criminology		3
UNIV 100	First Year Seminar*		1
UNIV 400	Senior Seminar*		2

*denotes a required course

**requirement of all undergraduate programs

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION & MANAGEMENT

The mission of this program is to prepare career focused students with comprehensive knowledge of business principles through teaching in key content areas of management, marketing, finance, accounting, economics, and law; in addition to exposure to how technology, ethical decision-making and other business elements are transforming workplaces locally and globally.

Graduates of this program will be qualified, but not limited to, entry level and mid-career positions like the following: Advertising Manager, Promotion Manager, Budget Analyst, Budget Coordinator, Budget Examiner, Business Analyst, Business Management Analyst, Business Process Consultant, and Management Consultant.

PROGRAM LEARNING OBJECTIVES

1. Understand fundamental concepts that influence the business world.
2. Practice an awareness of sound ethical values in various cultural and social environments.
3. Recognize the role of technology and information systems in data collection and quantitative analysis for business processes.
4. Employ analytical and critical thinking skills to conduct business research that informs decision making.
5. Demonstrate the integration of knowledge and professional skills across functional areas.
6. Demonstrate professional business communication skills for a global business environment.
7. Analyze internal business functions and capacity to determine appropriate growth and management strategies.

BUSINESS ADMINISTRATION & MANAGEMENT: COURSE LISTING

Core Requirements: 60 Credits (20 courses)

Course Code	Course Name	Pre-requisite	Credit
ACCT 112	Introduction to Financial Accounting		3
ACCT 114	Introduction to Managerial Accounting		3
BUSN 101	Introduction to Business		3
BUSN 210	Business Law		3
BUSN 375	Entrepreneurship		3
ECON 101	Introduction to Microeconomics		3
ECON 111	Introduction to Macroeconomics		3
ECON 353	Globalization and the World Economy	ECON101, ECON111	3
FINC 221	Introduction to Financial Management		3
FINC 455	International Finance	FINC 221	3
INTL 220	International Human Resources Management		3
MATH 110	Introduction to Statistics	MATH104	3
MGMT 200	Introduction to Project Management		3
MGMT 201	Leadership		3
MGMT 301	Organizational Behavior		3
MGMT 325	Operations Management	Math 110	3
MGMT 337	Strategic Management		3
MGMT 453	Cross-Cultural Management		3
MKTG 201	Introduction to Marketing		3
Phil 200	Ethics		3

Electives: 18 Credits (Choose 6 courses)

Course Code	Course Name	Pre-requisite	Credit
BUSN 301	Total Quality Control		3
ECON 251	International Economics	ECON 111	3
FINC 455	International Finance	FINC 221	3
MATH 335	Business Analytics Management	MATH 110	3
MGMT 303	Communications		3
MGMT 322	Problem Solving and Decision Making for Managers		3
MGMT 325	Operations Management	MATH110	3

MGMT 335	Project Management Knowledge Areas I		3
MGMT 336	Project Management Knowledge Areas II	MGMT 335	3
MGMT 433	Negotiation		3
MGMT 453	Cross-Cultural Management		3
MKTG 321	Marketing Management	MKTG 201	3
MKTG 435	Brand Management		3
MKTG 436	Principles of Advertising		3

Economics Concentration: 18 credits

Students must take all 6 courses

Course Code	Course Name	Pre-requisite	Credit
ECON 221	Intermediate Microeconomics	ECON101	3
ECON 222	Intermediate Macroeconomics	ECON111	3
ECON 251	International Economics	ECON111	3
ECON 371	The Development of Economic Thought	ECON101, ECON111	3
ECON 437	Econometrics I	MATH110	3
ECON 440	Economics of International Development	ECON101, ECON111	3

Finance Concentration: 18 credits

Students must take all 6 courses

Course Code	Course Name	Pre-requisite	Credit
FINC 222	Financial Markets and Institutions	FINC221	3
FINC 224	Corporate Finance I	ECON101, ECON111	3
FINC 373	Monetary Theory and Policy	ECON101, ECON111	3
FINC 421	Investment Strategies	FINC221	3
FINC 431	Derivative Markets	FINC221	3
FINC 455	International Finance	FINC221	3

Information Systems Concentration: 18 credits

Students must take all 6 courses

Course Code	Course Name	Pre-requisite	Credit
CMPS 211	Computer Networks		3
CMPS 318	Database Management Systems		3
CMPS 320	Computer Forensics		3
ISIT 224	Information Systems Analysis and Design		3
ISIT 226	Management Information Systems	ISIT 224	3
ISIT 401	Information Technology Audits & Controls	ISIT 224	3

BACHELOR OF ARTS IN ECONOMICS AND FINANCE

This program does not accept new students.

Bay Atlantic University is committed to providing a strong undergraduate program in Economics and Finance that teaches students the skills and knowledge they need to succeed in the workplace. In addition, the program is designed to produce well-rounded global citizens who can function effectively and ethically in society.

Economics studies the ways in which societies allocate scarce resources among various alternatives and the consequences of these decisions. The field of Finance, in turn, is concerned with how investment decisions are made by corporations and financial intermediaries and how financial markets operate locally and globally. The areas of inquiry in the economics and finance program include money and banking, international trade and finance, labor-market analysis, the study of emerging markets, and public finance, among others.

Students following a career in the field of Economics and Finance qualify for a wide array of jobs in business or government, including Business Economist, Statistician, Financial Planner, Investment Advisor, Program Analyst, Economics Research Analyst, Financial Risk Manager, Treasury Analyst, Media Analyst, Claims Officer, Project Manager, Asset Manager, Banker, Loan Officer, Broker, Policy Analyst, and Budget Analyst. The B.A. in Economics and Finance also provides an excellent background for admission into an M.B.A., a law degree program, or graduate training in economics, finance or public policy.

PROGRAM LEARNING OBJECTIVES

1. Describe the major concepts and theories of economics and finance.
2. Demonstrate quantitative analytic skills, including statistical analysis, in decision making and policy development.

3. Recognize the role of ethical practices and values in economic and finance industries.
4. Practice clear written and oral communication skills within the disciplines.
5. Apply economic theories and financial principles to contemporary real-world social and global issues.
6. Examine complex economic and financial issues and ideas.

ECONOMICS AND FINANCE: COURSE LISTING

Core Requirements: 60 Credits

Course Code	Course Name	Pre-requisite	Credit
ACCT 112	Introduction to Financial Accounting		3
ACCT 114	Introduction to Managerial Accounting		3
ECON 101	Introduction to Microeconomics		3
ECON 111	Introduction to Macroeconomics		3
ECON 221	Intermediate Microeconomics	ECON101	3
ECON 222	Intermediate Macroeconomics	ECON111	3
ECON 251	International Economics	ECON111	3
ECON 437	Econometrics I	MATH110	3
ECON 479	Health Care Economics	ECON101	3
ECON 481	Education and Economic Development	ECON111	3
ENGL 324	Technical Writing and Presentation Skills	ENGL123	3
FINC 221	Introduction to Financial Management		3
FINC 224	Corporate Finance I	ECON101, ECON111	3
FINC 225	Corporate Finance II	FINC224	3
FINC 331	Financial Analysis	FINC221	3
MATH 110	Introduction to Statistics	MATH104	3
MATH 131	Calculus 1	MATH 104	3
	Spreadsheet Applications for Business, Accounting, and Economics		3
MATH 225	and Economics	MATH131	
MATH 335	Business Analytics	MATH110	3
PHIL 200	Ethics		3

Electives: 18 Credits (Choose 6 courses)

Course Code	Course Name	Pre-requisite	Credit
ECON 315	Political Economy	ECON111	3
ECON 336	Game Theory	ECON101, ECON111	3
ECON 353	Globalization and the World Economy	ECON101, ECON111	3
ECON 371	The Development of Economic Thought	ECON101, ECON111	3
ECON 432	Money and Markets	ECON101, ECON111	3
ECON 435	Public Finance and the Economy	ECON101, ECON111	3
ECON 438	Econometrics II	ECON437	3
ECON 440	Economics of International Development	ECON101, ECON111	3
ECON 456	International Financial Crises	ECON101, ECON111	3
ECON 473	Keynes vs Friedman	ECON101, ECON111	3
ECON 480	Labor Economics	ECON101, ECON111	3
FINC 222	Financial Markets and Institutions	FINC221	3
FINC 373	Monetary Theory and Policy	ECON101, ECON111	3
FINC 421	Investment Strategies	FINC221	3
FINC 431	Derivative Markets	FINC221	3
FINC 432	Financial Markets	FINC221	3
FINC 455	International Finance Operations	FINC221	3
MGMT 325	Management	MATH110	3
MGMT 453	Cross-Cultural Management		3

BACHELOR OF ARTS IN POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

The Political Science and International Relations program offers a diverse array of courses that cater to students with varied interests in politics, governance, diplomacy, and global affairs. From the theoretical foundations of political to practical studies in foreign policy, public affairs, security studies, and international relations, the curriculum ensures a comprehensive understanding of the political landscape. Students have the opportunity to explore regional studies, public policy, human rights, and emerging global challenges, while engaging in interdisciplinary themes that bridge history, sociology, and environmental studies. Combining scholarly rigor with practical insights, faculty equip students with the skills to critically analyze contemporary issues which present numerous political challenges.

PROGRAM LEARNING OBJECTIVES

Upon completing the program, students will be able to:

1. Identify and define major theories of political science and international relations.
2. Apply major theories of political science and international relations to real world issues
3. Analyze the interdependence between political ideas and the reality of political processes in the modern world.
4. Appraise the role played by major actors in the political process and in international affairs.
5. Evaluate complex topics by formulating fact-based opinions and judgements in written and oral form.
6. Understand the use of data in political science and international relations analysis
7. Demonstrate knowledge and capacity to engage in civic, social and political activities needed to be a responsible citizen.
8. Build an understanding of others whose identities, beliefs, behaviors, values and perspectives may differ from their own.

POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS: COURSE LISTING

Core Requirements: 60 Credits (20 Courses)

Course Code	Course Name	Pre-requisite	Credit
ECON 101	Introduction to Microeconomics		3
ECON 111	Introduction to Macroeconomics		3
ECON 315	Political Economy	ECON 101, ECON 111	3
ECON 353	Globalization and the World Economy	ECON 101, ECON 111	3
INTL 161	United States Diplomatic History		3
INTL 257	International Relations		3
INTL 270	Global Public Health		3
INTL 272	United States Foreign Policy	INTL 257	3
INTL 339	International Organizations	INTL 257	3
INTL 348	Introduction to International Human Rights		3
INTL 354	International Development and Emerging Markets		3
INTL 370	Gender Development and Globalization		3
INTL 451	World Politics and World Order	POLS 101	3
INTL 459	International Security		3
PHIL 200	Ethics		3
POLS 101	Introduction to Politics and Political Science		3
POLS 121	Government and Politics of the United States	POLS 101	3

POLS 310	Public Administration	POLS 101	3
POLS 343	Public Policy		3
POLS 380	Research and Methods in Political Science	POLS 101	3

Electives: 18 Credits (Choose 6 courses)

Course Code	Course Name	Pre-requisites	Credit
INTL 300	Cybersecurity		3
INTL 340	Transnational Corporations		3
INTL 350	US and Europe	INTL 272	3
INTL 351	US and the Middle East	INTL 272	3
INTL 352	US and ASEAN	INTL 272	3
INTL 353	US and BRIC	INTL 272	3
INTL 355	Latin American Politics	INTL 272	3
INTL 388	Transnational Threats		3
INTL 430	International Crisis Diplomacy		3
INTL 460	Global Immigration and Asylum Policy	INTL 348	3
POLS 122	US Political History	POLS 121	3
POLS 215	Political Ideologies	POLS 101	3
POLS 253	Politics of Emerging Market Societies	INTL 257	3
POLS 321	Political Parties in America	POLS 121	3
POLS 335	Environmental Politics		3
POLS 210	Political Sociology		3
POLS 432	Religion and Politics		3
POLS 453	Political Behavior	POLS 101,	3
POLS 459	Global Perspectives on Democracy	INTL 348	3

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY PROGRAM

The purpose of this program is to educate, mentor, train, and develop students that can manage and supervise using effective communication skills, knowledge of evolving technologies, efficient project planning, and implementation techniques. Students will learn various technical aspects of technology, including computer programming languages, computer network infrastructure, computer applications, data storage and systems, and information security. The program will provide students with the opportunity to attain a degree that will enhance opportunities in management and supervisory positions within the information technology field.

This major will prepare students for job positions such as Computer Network Architect, Computer Support Specialist, Database Administrator, Information Security Analyst, Software Developer, Application Developer, Application Support Analyst, Applications Engineer, Associate Developer, Chief Information Officer (CIO), Cloud Architect, Cloud Consultant, Cloud Product and Project Manager, Cloud Services Developer, Cloud System Administrator, Computer and Information Systems Manager, Computer Programmer, Computer Systems Analyst, Customer Support Administrator, Customer Support Specialist, Data Center Support Specialist, Data Quality Manager, Database Administrator, Desktop Support Manager, Desktop Support Specialist, Developer, Director of Technology.

Program Learning Objectives

1. Demonstrate proficiency in various aspects of information technology skills, including computer programming languages, computer network infrastructure, database management systems, cybersecurity principles, and software development.
2. Examine technological problems and requirements for businesses to design and implement technology solutions using theoretical and practical applications of computing and mathematical knowledge.
3. Integrate fundamental digital components and infrastructures to implement computing solutions, including standalone, web-based, and mobile applications.
4. Communicate effectively orally and in writing with technical and non-technical stakeholders to professionally present articulate information and data literacy needs.
5. Assess technical skills and knowledge to pursue various professional technology certifications globally recognizable in the industry such as Certified Professional in Python Programming, CompTIA - IT Fundamentals (ITF+), ISACA – Data Science Fundamentals, etc.
6. Understand the role of responsible citizenship in the legitimate use of technology and digital data.

MINIMUM HARDWARE REQUIREMENTS

Students must have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

- Memory/RAM (8 GB or Higher)
- Video Card
- Sound Card
- Speakers and Microphone
- Headphones (not required but recommended)
- Webcam
- USB Ports
- Network Card (10/100/1000 Mbps Ethernet)
- Wireless Network Card (2.4 and 5.0 GHz)
- Operating Systems:
 - Windows 10 64-bit or Later
 - Mac OS Catalina or Later

**INFORMATION TECHNOLOGY PROGRAM
COURSE LISTING**

Core Requirements: 60 Credits (20 courses)

Course Code	Course	Pre-requisites	Credits
CMPS 122	Introduction to Programming I		3
CMPS 202	Data Structures and Algorithms I	CMPS 122	3
CMPS 211	Computer Networks		3
CMPS 222	Programming II	CMPS 122	3
CMPS 226	Introduction to Data Science		3
CMPS 318	Database Management Systems		3
CMPS 320	Computer Forensics		3
CMPS 350	Cyber Security Law		3
ISIT 224	Information Systems Analysis and Design		3
ISIT 225	Cloud Computing		3
ISIT 226	Management Information System	ISIT 224	3
ISIT 352	Web Development		3
ISIT 354	Software Architecture		3
ISIT 356	Software Quality and Testing		3
ISIT 357	Content Management Software		3
ISIT 360	Data Mining	CMPS 226	3
ISIT 401	Information Technology Audits & Controls	ISIT 226	3
MATH 110	Introduction to Statistics		3
MATH 140	Discrete Mathematics		3
PHIL 200	Ethics		3

Electives: 18 Credits (Choose 6 courses)

Course Code	Course	Pre-requisite	Credits
CMPS 205	Data Structures and Algorithms II	CMPS 202	3
CMPS 310	Introduction to Artificial Intelligence	CMPS 202	3
CMPS 322	Machine Learning and Pattern Recognition	CMPS 202	3
CMPS 337	Information Retrieval Systems	MATH 110 & CMPS 122	3
CMPS 426	Bioinformatics	MATH 110	3
CMPS 433	Game Programming	CMPS 205	3

CMPS 438	Exploratory Data Analytics	CMPS 226	3
CMPS 477	Image Processing	CMPS 230	3
ISIT 248	Mobile Development	CMPS 122	3
ISIT 328	Data Warehouse Design	CMPS 318	3
ISIT 340	Business Intelligence		3
ISIT 350	Advanced Web Application Design	CMPS 122	3
ISIT 355	Advanced Mobile Application Development	ISIT 248 or ISIT 350 or CMPS 222	3
ISIT 362	Social Network Analysis		3
ISIT 370	Agile Project Management	MGMT 200	3
MGMT 200	Introduction to Project Management		3

BACHELOR OF SCIENCE IN SOFTWARE ENGINEERING PROGRAM

The program is designed to prepare students to become highly skilled technicians in software engineering who can produce computing solutions for various scales of software development projects. The SWE program focuses on all aspects of the Software Development Life Cycle (SDLC), including requirement analysis, design, implementation, testing, and maintenance to ensure the software and system applications' usability, operation, and security. The engineering process covers all types of software, such as standalone applications, web applications, mobile applications, etc., from small-scale software to enterprise level to ensure the effectiveness and efficiency of digital products. The market for the workforce in the industry, commercially and academically, is continually growing worldwide, which places our graduates in very high demand. BAU is in one of the largest areas for a collection of technology and software companies, which graduates will tremendously benefit from while they pursue their degrees for experiences and after graduation for job opportunities. This major will prepare students for job positions such as Software Engineer, Front-End Engineer, Back-End Engineer, Full-Stack Engineer, DevOps Engineer, Software Developer, Mobile Application Developer, Analyst/Programmer, Web Developer, Software Testers, etc.

Program Learning Objectives

1. Understand the theories and methodologies used in software engineering and architecture in various Software Development Life Cycle (SDCL) models.
2. Apply the foundation and principle of software engineering and SDLC to solve real-world problems with programmatic and computing approaches.
3. Utilize advanced tools for managing, designing, implementing, analyzing, and enhancing software solutions for various domains and industries.
4. Integrate new and advanced technological disciplines into software development, such as artificial intelligence, data mining, machine learning, the Internet of Things (IoT), etc.
5. Develop reliable and cost-effective software applications to ensure usability, availability, integrity, and security using multiple technologies, including database management systems, network and communication protocols, cloud computing, software frameworks, etc.
6. Communicate effectively orally and in writing with technical and non-technical stakeholders regarding computing solutions, project management, and ethical considerations to information systems decisions.
7. Assess technical skills and knowledge to pursue various professional technology certifications globally recognizable in the industry, such as CSSLP – Certified Secure Software Lifecycle Professional, IEEE Professional Software Developer Certification, Oracle Database SQL Certified Associate Certification, Java Certified Foundations Associate, ISACA – Data Science Fundamentals Certification etc.
8. Understand the role of responsible citizenship in the legitimate use of technology and digital data.

MINIMUM HARDWARE REQUIREMENTS

Students must have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

- Memory/RAM (8 GB or Higher)
 - Video Card
 - Sound Card
 - Speakers and Microphone
 - Headphones (not required but recommended)
 - Webcam
 - USB Ports
 - Network Card (10/100/1000 Mbps Ethernet)
-

- Wireless Network Card (2.4 and 5.0 GHz)
- Operating Systems:
 - Windows 10 64-bit or Later
 - Mac OS Catalina or Later

**SOFTWARE ENGINEERING PROGRAM
COURSE LISTING**

Core Requirements: 60 Credits (20 courses)

Course Code	Course	Pre-requisites	Credits
CMPS 122	Introduction to Programming I		3
CMPS 202	Data Structures and Algorithms I	CMPS 122	3
CMPS 205	Data Structures and Algorithms I	CMPS 202	3
CMPS 211	Computer Networks		3
CMPS 222	Programming II	CMPS 122	3
CMPS 315	Operating Systems	CMPS 122	3
	Software Design and Implementation with Object-Oriented		3
CMPS 324	Object-Oriented	CMPS 222	
CMPS 433	Game Programming	CMPS 205	3
	Advanced Web Application Design		3
ISIT 350	Application Design	CMPS 122	
ISIT 351	Software Engineering	CMPS 122	3
ISIT 352	Web Development	CMPS 122	3
	Software User Interface Analysis and Design		3
ISIT 353	Design	CMPS 122	
ISIT 354	Software Architecture		3
	Advanced Mobile Application Development		3
ISIT 355	Development	ISIT 248 or ISIT 350 or CMPS 222	
	Software Quality and Testing		3
ISIT 356	Testing	CMPS 122	
	Agile Project Management		3
ISIT 370	Management	MGMT 200	
	Introduction to Statistics		3
MATH 110	Statistics		
MATH 140	Discrete Mathematics		3
	Introduction to Project Management		3
MGMT 200	Management		
PHIL 200	Ethics		3

Electives: 18 Credits (Choose 6 courses)

Course Code	Course	Pre-requisite	Credits
	Introduction to Data Science		3
CMPS 226	Science		
	Introduction to Artificial Intelligence		3
CMPS 310	Intelligence	CMPS 202	
CMPS 320	Computer Forensics		3
	Machine Learning and Pattern Recognition		3
CMPS 322	Pattern Recognition	CMPS 202	
CMPS 350	Cyber Security Laws		3
	Information Systems Analysis and Design		3
ISIT 224	Analysis and Design		
	Management Information Systems		3
ISIT 226	Information Systems	ISIT 224	
	Cloud Data Storage Management		3
ISIT 325	Management	ISIT 225	
ISIT 335	Cloud Security	ISIT 225	3
	Content Management Software		3
ISIT 357	Software		
ISIT 360	Data Mining	CMPS 226	3

MINORS

In addition to undergraduate majors, the University offers a selection of minors designed to complement and broaden a student's primary field of study. Minors typically consist of 18 credits and must be completed in conjunction with a bachelor's degree. Minors provide an opportunity to develop additional expertise, explore interdisciplinary interests, or enhance career preparation. Students should consult with the academic advisor to ensure that course selections for a minor align with degree requirements and do not duplicate coursework in the major.

Bay Atlantic University offers the following Minors:

- Artificial Intelligence Engineering
- Business Administration and Management
- Cloud Engineering
- Information Sciences
- Software Engineering

All engineering minors have a minimum hardware requirement as listed below: Students must have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

- Memory/RAM (8 GB or Higher)
- Video Card
- Sound Card
- Speakers and Microphone
- Headphones (not required but recommended)
- Webcam
- USB Ports
- Network Card (10/100/1000 Mbps Ethernet)
- Wireless Network Card (2.4 and 5.0 GHz)
- Operating Systems
 - Windows 10 64-bit or Later
 - MacOS Catalina or Later

MINOR IN ARTIFICIAL INTELLIGENCE ENGINEERING

Minor Requirements: 18 Credits (6 courses) A minimum grade of C required for all courses including the prerequisites.

COURSE LISTING

For students enrolled outside of Information Sciences:

Core Requirements: 15 Credits (5 courses)

Course Code	Course Name	Pre-requisite	Credit
CMPS 122	Introduction to Programming I		3
CMPS 202	Data Structures and Algorithms I	CMPS 122	3
CMPS 310	Introduction to Artificial Intelligence	CMPS 202	3
CMPS 322	Machine Learning and Pattern Recognition	CMPS 202	3
CMPS 411	Fundamentals of Deep Learning	MATH 104 & CMPS 202	3

Elective Requirement: 3 Credits (1 course) Choose 1 from electives below:

Course Code	Course Name	Pre-requisite	Credit
CMPS 205	Data Structures and Algorithms II	CMPS 202	3
CMPS 337	Information Retrieval Systems	CMPS 122	3
CMPS 426	Bioinformatics	MATH 110	3
CMPS 337	Information Retrieval Systems	CMPS 122	3
CMPS 426	Bioinformatics	MATH 110	3

For students enrolled in Bachelor of Science in Information Technology:

Core Requirements: 9 Credits (3 courses)

Course Code	Course Name	Pre-requisite	Credit
CMPS 310	Introduction to Artificial Intelligence	CMPS 202	3
CMPS 322	Machine Learning and Pattern Recognition	CMPS 202	3
CMPS 411	Fundamentals of Deep Learning	MATH 104 & CMPS 202	3

Elective Requirement: 9 Credits (3 course) Choose 3 from electives below:

Course Code	Course Name	Pre-requisite	Credit
CMPS 205	Data Structures and Algorithms II	CMPS 202	3
CMPS 332	Analysis of Algorithms	CMPS 205	3
CMPS 337	Information Retrieval Systems	CMPS 122	3
CMPS 426	Bioinformatics	MATH 110	3

For students enrolled in Bachelor of Science in Software Engineering:

Core Requirements: 18 Credits (6 courses)

Course Code	Course Name	Pre-requisite	Credit
CMPS 310	Introduction to Artificial Intelligence	CMPS 202	3
CMPS 322	Machine Learning and Pattern Recognition	CMPS 202	3
CMPS 411	Fundamentals of Deep Learning	MATH 104 & CMPS 202	3
CMPS 332	Analysis of Algorithms	CMPS 205	3
CMPS 337	Information Retrieval Systems	CMPS 122	3
CMPS 426	Bioinformatics	MATH 110	3

MINOR IN BUSINESS ADMINISTRATION AND MANAGEMENT

Minor Requirements: 18 Credits (6 courses).

COURSE LISTING

For students enrolled in Political Science and International Relations:

Requirements: 18 Credits (6 courses)

Course Code	Course Name	Pre-requisite	Credit
ECON 101*	Introduction to Microeconomics		3
ECON 111*	Introduction to Macroeconomics		3
BUSN 101	Introduction to Business Administration		3
ACCT 112	Introduction to Financial Accounting		3
	200 - 300 Level Business Course		3

300 – 400 Level Business Course	3
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*Currently offered within the program. No more than 6 credits can be counted twice toward the minor.

For students enrolled in any Information Sciences program:

Requirements: 18 Credits (6 courses)

Course Code	Course Name	Pre-requisite	Credit
BUSN 101	Introduction to Business Administration		3
ECON 101	Introduction to Microeconomics		3
ECON 111	Introduction to Macroeconomics		3
ACCT 112	Introduction to Financial Accounting		3
FINC 221 or MKTG 201	Introduction to Financial Management		3
	Introduction to Marketing		3
	Any 200 – 400 Level Business Course*		3

*No more than 6 credits can be counted twice toward the minor

MINOR IN CLOUD ENGINEERING

Minor Requirements: 18 Credits (6 courses) A minimum grade of C required for all courses including the prerequisites.

COURSE LISTING

For students enrolled outside of Information Sciences:

Core Requirements: 18 Credits (6 courses)

Course Code	Course Name	Pre-requisite	Credit
CMPS 122	Introduction to Programming I		3
CMPS 225	Cloud Computing		3
CMPS 315	Operating Systems	CMPS 122	3
ISIT 325	Cloud Data Storage	ISIT 225	3
ISIT 335	Cloud Security	ISIT 225	3
ISIT 345	Cloud System Administrator	ISIT 225 & CMPS 315	3

For students enrolled in Bachelor of Science in Information Technology:

Core Requirements: 18 Credits (6 courses)

Course Code	Course Name	Pre-requisite	Credit
CMPS 315	Operating Systems	CMPS 122	3
ISIT 325	Cloud Data Storage	ISIT 225	3
ISIT 328	Data Warehouse Design	CMPS 318	3
ISIT 335	Cloud Security	ISIT 225	3
ISIT 340	Business Intelligence		3

For students enrolled in Bachelor of Science in Software Engineering:

Core Requirements: 18 Credits (6 courses)

Course Code	Course Name	Pre-requisite	Credit
CMPS 225	Cloud Computing		3
CMPS 315	Operating Systems	CMPS 122	3
ISIT 325	Cloud Data Storage	ISIT 225	3
ISIT 335	Cloud Security	ISIT 225	3
ISIT 340	Business Intelligence		3
	Cloud System	ISIT 225 &	3
ISIT 345	Administrator	CMPS 315	

MINOR IN INFORMATION SCIENCE

Minor Requirements: 18 Credits (6 courses) A minimum grade of C required for all courses including the prerequisites.

COURSE LISTING

For students enrolled outside of Information Sciences:

Core Requirements: 6 Credits (2 courses)

Course Code	Course Name	Pre-requisite	Credit
CMPS 122	Introduction to Programming I		3
CMPS 226	Introduction to Data Science		3

For students enrolled in Bachelor of Science in Software Engineering:

Core Requirements: 3 Credits (1 course)

Course Code	Course Name	Pre-requisite	Credit
CMPS 226	Introduction to Data Science		3

Elective Requirements: select the courses from the list below as electives to fulfill the 18 credits requirement of the minor:

Course Code	Course Name	Pre-requisite	Credit
CMPS 230	Information Visualization	CMPS 122	3
	Data Management		
CMPS 318	Systems		3
CMPS 426	Bioinformatics	MATH 110	3
	Exploratory Data		
CMPS 438	Analytics	CMPS 226	3
CMPS 477	Image Processing	CMPS 230	3
CMPS 480	Big Data	CMPS 318	
ISIT 328	Data Warehouse Design	CMPS 318	
ISIT 360	Data Mining	CMPS 226	

MINOR IN SOFTWARE ENGINEERING

Minor Requirements: 18 Credits (6 courses) A minimum grade of C required for all courses including the prerequisites.

COURSE LISTING

For students enrolled outside of Information Sciences:

Core Requirements: 15 Credits (5 courses)

Course Code	Course Name	Pre-requisite	Credit
CMPS 122	Introduction to Programming I		3
CMPS 222	Programming II	CMPS 122	3
ISIT 351	Software Engineering	CMPS 122	
	Software User Interface		
ISIT 353	Analysis and Design	CMPS 122	
	Software Design and Implementation with		
CMPS 324	Object-Oriented	CMPS 222	

Elective Requirements: 3 Credits (1 course) Choose 1 from electives below::

Course Code	Course Name	Pre-requisite	Credit
ISIT 248	Mobile Development	CMPS 122	3
	Advanced Web		
ISIT 350	Application Design	CMPS 122	3
	Advanced Mobile		
	Application		
ISIT 355	Development	CMPS 222	3

For students enrolled in Bachelor of Science
in Information Technology:

Core Requirements: 18 Credits (6 courses)

Course Code	Course Name	Pre-requisite	Credit
ISIT 351	Software Engineering	CMPS 122	3
ISIT 353	Software User Interface Analysis and Design	CMPS 122	3
CMPS 324	Software Design and Implementation with Object-Oriented	CMPS 222	3
ISIT 248	Mobile Development	CMPS 122	3
ISIT 350	Advanced Web Application Design	CMPS 122	3
ISIT 355	Advanced Mobile Application Development	CMPS 222	

GRADUATE DEGREE PROGRAMS

Bay Atlantic University offers the following graduate degree programs:

Master of Business Administration

Master of Science in

- Artificial Intelligence Engineering
- Big Data Analytics
- Cloud Computing Engineering
- Cybersecurity
- Data Science and Public Policy
- Software Engineering

Dual Master Program

- Big Data Analytics
- Master of Business Administration

**MASTER OF BUSINESS
ADMINISTRATION DEGREE PROGRAM**

Bay Atlantic University offers a Master of Business Administration (MBA) degree built to provide its students with the intellectual foundations, experience-driven knowledge, and problem-solving skills needed to succeed in a dynamic and global business world. The program is designed to produce ethical business leaders who can effectively manage real-world problems in an environment of teamwork and partnership.

The MBA program provides a high level of professional education, and the curriculum covers a broad range of subjects, qualifying students for diverse job opportunities.

The MBA degree is earned by completing the program course requirements of 36 credit hours (12 courses of three credit hours), of which 24 credits are core courses and 12 credits are concentration elective courses. To qualify for the MBA degree, students must meet all core and concentration elective credit requirements.

Bay Atlantic University's Master of Business Administration provides an opportunity for students to further their education by improving their professional management, leadership, and analytical skills, thus enhancing their career and earning potential. The program is intended to prepare career focused students with comprehensive knowledge of business principles.

Students are offered a comprehensive business education as they learn the key content areas of management, marketing, finance, accounting, economics, and law. The Master of Business Administration program provides high quality courses that are rigorous, transferable at the graduate level, and provided at a reasonable cost.

PROGRAM LEARNING OBJECTIVES

1. Employ advanced leadership and self-awareness to influence others.
 2. Evaluate ethical issues and dilemmas faced by business leaders and managers.
 3. Design decision-making processes using quantitative and qualitative data.
 4. Develop a global perspective and an awareness of the cultural and social nuances that impact business around the globe.
 5. Evaluate concepts from functional disciplines to identify and develop business strategies.
 6. Incorporate diversity, international, and multicultural perspectives in the decision-making process.
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**MBA
COURSE LISTING**

Core Requirements: 24 Credits (Students must complete all eight courses)

Course Code	Course Name	Pre-requisites	Credit
ACCT 507	Managerial Accounting		3
STAT 510	Data, Models, and Decisions		3
BUSN 601	Entrepreneurship		3
CAPS 623	Internship	All Cores	3
ECON 505	Economics		3
FINC 509	Financial Management		3
	Leadership and		3
MGMT 502	Organizational Behavior		3
MKTG 512	Marketing Management		3

Electives: 12 Credits (students must complete four courses)

Course Code	Course Name	Pre-requisites	Credit
BUSN 616	New Product Management	MKTG512	3
BUSN 641	Survey of Innovations around the World		3
BUSN 642	Corporate and National Security Issues		3
BUSN 644	International Patents		3
BUSN 645	Regional Trade Issues		3
BUSN 646	Competition Policy Across Nations		3
BUSN 647	Emerging Markets		3
BUSN 654	Globalization and Business Strategy		3

	Conflict Analysis, Mediation and Negotiation		3
BUSN 655	Risk Assessment in Conflict Regions		3
BUSN 659	Research Methods		3
CAPS 501	Human Resource Economics for Business	ECON505	3
ECON 580	Quantitative Methods in Business and Economics		3
ECON 605	Economics of International Development		3
ECON 655	Geographic Information Science (GIS)		3
ECON 656	International Economics	ECON505	3
ECON 657	U.S. Economic & Trade Policy		3
ECON 665	Urban Economics, Finance, and Governance		3
ECON 670	Money and Banking	ECON505	3
FINC 573	Financial Investment Strategies	ECON505	3
FINC 621	International Financial Institutions		3
FINC 647	Global Financial Markets		3
FINC 649	Global Financial Ethics		3
FINC 660	Strategic Management		3
MGMT 532	Blockchain Technology and Business Management		3
MGMT 533	Advertising Management		3
MGMT 610	The Entrepreneurial Manager		3
MGMT 611	Non-Profit Management		3
MGMT 612	Managing Innovation		3
MGMT 614	Intrapreneurship		3
MGMT 615	Marketing Analytics		3
MKTG 615	Digital Marketing, Social Media & E-Commerce		3
MKTG 618	Pricing	MKTG512	3
MKTG 622	Brand Management		3
MKTG 641	Global Affairs and Foreign Policy		3
POLS 610	International Trade		3
POLS 642	World Energy Politics		3
POLS 643	Transnational Security		3
POLS 645	International Law		3
POLS 647	Policy Formulation and Implementation		3
POLS 651	Gender, Development and Globalization		3
POLS 652	<i>International Courts, Tribunals, Commercial Arbitrations, and the WTO</i>		3

MASTER OF SCIENCE DEGREE PROGRAMS

BAU offers the following Master of Science programs:

- Artificial Intelligence Engineering
- Big Data Analytics
- Cloud Computing Engineering
- Cybersecurity
- Data Science and Public Policy
- Software Engineering

The MS degrees are earned by completing the indicated number of credit hours of coursework, including core and elective courses (see specific programs for requirements). Students enrolled in the graduate program must maintain a Cumulative Grade Point Average (CGPA) of at least 3.0 (B) out of 4.0 and earn a minimum grade of not less than 2.7 (B-) out of 4.0 on all courses to qualify to graduate.

MASTER OF SCIENCE IN ARTIFICIAL INTELLIGENCE ENGINEERING PROGRAM

Program requirement: 36 credits (21 core credits and 15 elective credits).

Artificial Intelligence Engineering is a fast-growing field in the STEM industry essential to create more robust, high-performance digital elements. The program is designed to prepare students with advanced knowledge and skills in artificial intelligence, machine learning, and deep learning in the engineering domain. The AI program consists of core courses training students to become highly skilled AI engineers who can develop and apply AI-based solutions within the engineering discipline. The program also prepares students to become leaders in applying AI and Machine Learning to their fields of expertise. This STEM program focuses on various AI engineering frameworks and representations for inventing, tuning, and specializing AI structures and algorithms. The topics of engineering include various AI aspects such as pattern recognition, machine learning, deep learning, natural language processing, computer vision, etc., fundamental to building systems that can intelligently interact with humans and other digital processes. The program will prepare students for career positions such as AI Engineer, Machine Learning Engineer, Analytics Research Scientist, Data Scientist Engineer, etc. The market for the workforce in the industry, commercially and academically, is continually growing worldwide, which places our graduates in very high demand. BAU is in one of the largest areas for a collection of technology companies, which graduates will tremendously benefit from while they pursue their degrees for experiences and after graduation for job opportunities.

PROGRAM LEARNING OBJECTIVES

1. Understand the scientific theories and methodologies of AI and Machine Learning trends used in designing and implementing AI-based processes and products.
2. Apply the foundation and models of machine learning and deep learning to create AI solutions that can overcome digital challenges in various domains.
3. Utilize various AI and Machine Learning tools for analyzing, inventing, and tuning AI Algorithms for new and existing digital products.
4. Develop reliable and scalable AI-based applications using the latest methods and technologies to ensure usability, availability, integrity, and security.
5. Communicate effectively orally and in writing with technical and non-technical stakeholders regarding computing solutions, project management, and ethical considerations to information systems decisions.
6. Assess technical skills and knowledge to pursue various professional technology certifications globally recognizable in the industry, such as Certified Artificial Intelligence Engineer (CAIE™), AIE™ Certification, etc.
7. Understand the role of responsible citizenship in the legitimate use of technology and digital data.

MINIMUM HARDWARE REQUIREMENTS

Students must have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

- Memory/RAM (8 GB or Higher)
- Video Card
- Sound Card
- Speakers and Microphone
- Headphones (not required but recommended)
- Webcam
- USB Ports
- Network Card (10/100/1000 Mbps Ethernet)
- Wireless Network Card (2.4 and 5.0 GHz)

- Operating Systems:
 - Windows 10 64-bit or Later
 - Mac OS Catalina or Later

MASTER OF SCIENCE IN ARTIFICIAL INTELLIGENCE ENGINEERING COURSE LISTING

Core requirements: 21 credits (7 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 511	Big Data Analytics	CMPS 514	3
BGDA 513	Artificial Intelligence Fundamental of Deep	BGDA 511	3
BGDA 515	Learning	BGDA 511	3
CAPS 623	Internship Management Information	All Cores	3
CMPS 514	Systems		3
CMPS 516	AI Engineering	BGDA 511 BDGA 522	3
CMPS 530	Machine Learning and Pattern Recognition	516	3

Electives: 15 credits (students must choose 5 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 510	Data Mining	CMPS 514	3
CMPS 515	Network Security & Cryptography	CMPS 514	3
CMPS 520	Database Design Concepts		3
CMPS 524	Computer Networks and Mobile Communications	CMPS 514	3
CMPS 525	Cloud Computing and Infrastructure		3
CMPS 560	Object-Oriented Software Development		3
CMPS 565	Cloud Data Storage Management		3
CMPS 570	Software Design and Architecture	CMPS 564	3
CMPS 610	Natural Language Processing	CMPS 516	3
CMPS 612	Image Processing and Computer Visualization	CMPS 516	3

MASTER OF SCIENCE IN BIG DATA ANALYTICS PROGRAM

Program requirement: 36 credits (21 core credits and 15 elective credits).

The program is designed to meet the increasing need for highly skilled data analysts who can analyze the growing amount of data confronting a variety of disciplines and transform the data into usable information for use in decision-making. To meet that objective, the program expects students to play a greater role in decision-making and strategy setting for their current or future organizations. Frameworks are used to critically look at, interpret and visualize data in order to apply that knowledge in real-world applications that will shape how 21st century business challenges are addressed.

The program will prepare students for job positions such as data analyst, database administrator, database developer, data modeler, data scientist, business intelligence analyst, database manager, data warehouse manager, data architect, big data engineer, data scientist.

PROGRAM LEARNING OBJECTIVES

1. Understand the theories and methodologies of data science applied to Big Data and Data Mining, including principles, frameworks, and models for transferring, transforming, analyzing, and interpreting data.
2. Convert a data analytic problem and related information into a proper mathematical, statistical representation, and usable contexts by using appropriate methodologies for transferring, transforming, and analyzing based on attributes of the available datasets.
3. Apply advanced and intelligent computer algorithms to produce a reliable data model and system for implementing automatic data collection and analysis using computer-programming languages for data sciences, such as Python, R, etc.

4. Demonstrate effectiveness and efficiency of operating and executing computer command-line interfaces and software applications for data organization, manipulation, and presentation, including implementations of security measures and ethical practices for collecting and storing data.
5. Communicate effectively orally and in writing with technical and non-technical stakeholders, including data collection process and summarization of results in the descriptive, numerical, and visual forms.
6. Appraise knowledge, skills, and abilities in information technology and data science of big data analytics applying to research and project beneficial to organizations, such as federal or national governments, state and local governments, nonprofits, and industries, in protecting digital resources and infrastructures.
7. Assess technical skills and knowledge to pursue various professional technology certifications globally recognizable in the industry, such as Dell Associate - Data Science Version 2.0 Certification, Dell Specialist - Data Scientist, Advanced Analytics Version 1.0 Certification, etc.
8. Understand the role of responsible citizenship in the legitimate use of technology and digital data

MINIMUM HARDWARE REQUIREMENTS

Students must have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

Memory/RAM (8 GB or Higher)

- Video Card
 - Sound Card
 - Speakers and Microphone
 - Headphones (not required but recommended)
 - Webcam
 - USB Ports
 - Network Card (10/100/1000 Mbps Ethernet)
 - Wireless Network Card (2.4 and 5.0 GHz)
 - Operating Systems:
 - Windows 10 64-bit or Later
 - Mac OS Catalina or Later
-

BIG DATA ANALYTICS COURSE LISTING

Core requirements: 21 credits (7 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 501	Introduction to Big Data		3
BGDA 510	Data Mining	CMPS 514	3
BGDA 511	Big Data Analytics	CMPS 514	3
BGDA 522	Applied Statistics		3
BGDA 555	Business Intelligence	BGDA 522	3
CAPS 623	Internship	All Cores	3
	Management Information		3
CMPS 514	Systems		

Electives: 15 credits (students must choose 5 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 513	Artificial Intelligence	BGDA 511	3
BGDA 521	Technology Management		3
	Big Data and Hadoop		3
BGDA 550	Environment	BGDA 511	
	Big Data Analytics and		3
BGDA 552	Cloud Computing	BGDA 511	
	Network Security &		3
CMPS 515	Cryptography	CMPS 514	
CMPS 517	Computer Forensics	CMPS 514	3
	Database Design		3
CMPS 520	Concepts		
	Computer Networks and		3
CMPS 524	Mobile Communications	CMPS 514	
	Cloud Computing and		3
CMPS 525	Infrastructure		
		BDGA 522	3
	Machine Learning and	or CMPS	
CMPS 530	Pattern Recognition	516	
	Information Security		3
CMPS 564	Management	CMPS 515	
MKTG 615	Marketing Analytics	BGDA 555	3

MASTER OF SCIENCE IN CLOUD COMPUTING ENGINEERING PROGRAM

Program requirement: 36 credits (21 core credits and 15 elective credits).

The program is designed to prepare students to become highly skilled in implementing and managing cloud computing technology. This STEM program focuses on engineering aspects of the cloud environment and infrastructure, including requirement analysis, design, implementation, testing, and maintenance to ensure the digital infrastructure and resources' usability, operation, and security. The engineering topics cover cloud architectures of systems and applications running on the cloud, business processes, security management, data analytics, etc., from small-scale to enterprise level to ensure the effectiveness and efficiency of the cloud technology and services. The program will prepare students for career positions such as cloud engineer, cloud architect, cloud analyst, cloud administrator, cloud developer, software engineer, network architect, etc. The market for the workforce in the industry, commercially and academically, is continually growing worldwide, which places our graduates in very high demand. BAU is in one of the largest areas for a collection of technology and cloud provider companies, which graduates will tremendously benefit from while they pursue their degrees for experiences and after graduation for job opportunities.

PROGRAM LEARNING OBJECTIVES

1. Understand the theories, methodologies, and trends used in cloud computing and on-premises infrastructure.
2. Apply the foundation and principle of cloud engineering to create cloud solutions that can overcome digital challenges.
3. Utilize advanced digital tools for managing, designing, implementing, analyzing, migrating, and enhancing digital and business processes in various domains and industries.

4. Integrate new and advanced technological disciplines into cloud development, such as artificial intelligence, data mining, machine learning, the Internet of Things (IoT), etc., to leverage cloud computing processes and extend an organizational IT environment.
5. Implement reliable and cost-effective cloud infrastructure and data storage to ensure usability, availability, integrity, and security using multiple technologies.
6. Communicate effectively orally and in writing with technical and non-technical stakeholders regarding computing solutions, project management, and ethical considerations to information systems decisions.
7. Assess technical skills and knowledge to pursue various professional technology certifications globally recognizable in the industry, such as AWS Certified Cloud Practitioner, Google Cloud Certification, etc.
8. Understand the role of responsible citizenship in the legitimate use of technology and digital data.

MINIMUM HARDWARE REQUIREMENTS

Students must have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

- Memory/RAM (8 GB or Higher)
- Video Card
- Sound Card
- Speakers and Microphone
- Headphones (not required but recommended)
- Webcam
- USB Ports
- Network Card (10/100/1000 Mbps Ethernet)
- Wireless Network Card (2.4 and 5.0 GHz)
- Operating Systems:
 - Windows 10 64-bit or Later
 - Mac OS Catalina or Later

CLOUD COMPUTING ENGINEERING COURSE LISTING

Core requirements: 21 credits (7 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 511	Big Data Analytics	CMPS 514	3
CAPS 623	Internship	All Cores	3
CMPS 514	Systems	Management Information	3
CMPS 525	Cloud Computing and Infrastructure		3
CMPS 565	Cloud Data Storage Management		3
CMPS 625	Cloud Security	CMPS 525	3
CMPS 640	Cloud System Administrator and Architect	CMPS 525	3

Electives: 15 credits (students must choose 5 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 510	Data Mining	CMPS 514	3
BGDA 513	Artificial Intelligence	BGDA 511	3
BGDA 521	Business Intelligence		3
BGDA 552	Big Data Analytics and Cloud Computing	CMPS 511	
CMPS 515	Network Security & Cryptography	CMPS 514	3
CMPS 520	Database Design Concepts		3
CMPS 524	Computer Networks and Mobile Communications	CMPS 514	3
CMPS 530	Machine Learning and Pattern Recognition	BDGA 522 or CMPS 516	3
CMPS 564	Information Security Management	CMPS 515	3
CMPS 570	Software Design and Architecture	CMPS 564	3
CMPS 627	Wireless Sensor Network	CMPS 524	3

MASTER OF SCIENCE IN CYBERSECURITY PROGRAM

Program requirement: 36 credits (21 core credits and 15 elective credits).

Focused on preparing professionals for the growing field of information systems, this graduate program teaches students how to protect the confidentiality, availability, and integrity of information and information systems that support modern organizations. The program focuses on both the fundamentals of information systems as well as exposing students to advanced topics in areas such as network security, cryptography, risk management, security governance, business continuity, security architecture, physical security and critical infrastructures.

PROGRAM LEARNING OBJECTIVES

1. Define privacy, legal and ethical concerns of information security potentially lead to technological vulnerabilities critical to an organization's digital data and resources.
2. Understand the computer network engineering and security principles mandatory for software and hardware components, including wireless/non-wireless technologies and cryptography methods.
3. Apply data collection and analysis principles in information systems and security controls for technological decision-making and problem-solving to ensure sufficient operation and protection of confidentiality, integrity, and availability regarding digital infrastructure.
4. Communicate effectively orally and in writing with technical and non-technical stakeholders regarding information security concerns and solutions, including developing reliable incident response plans and execution for a cyber-incident.
5. Assess technical skills and knowledge to pursue various professional technology certifications globally recognizable in the industry, such as CompTIA - Security+, ISC CISSP, ISACA CISM CompTIA - PenTest+, etc
6. Appraise knowledge, skills, and abilities in information technology and management in cybersecurity applying to research and project beneficial to organizations, such as federal governments, state and local governments, nonprofits, and industries, in protecting digital resources and infrastructures
7. Understand the role of responsible citizenship in the legitimate use of technology and digital data.

MINIMUM HARDWARE REQUIREMENTS

Students must have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

- Memory/RAM (8 GB or Higher)
- Video Card
- Sound Card
- Speakers and Microphone
- Headphones (not required but recommended)
- Webcam
- USB Ports
- Network Card (10/100/1000 Mbps Ethernet)
- Wireless Network Card (2.4 and 5.0 GHz)
- Operating Systems:
 - Windows 10 64-bit or Later
 - Mac OS Catalina or Later

CYBERSECURITY COURSE LISTING

Core requirements: 21 credits (7 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 522	Applied Statistics		3
CAPS 623	Internship	All Cores	3
CMPS 502	Cyber Security		3
CMPS 514	Management Information Systems		3
CMPS 515	Network Security & Cryptography	CMPS 514	3
CMPS 564	Information Security Management	CMPS 515	3
CMPS 578	Cyber Security Law		3

Electives: 15 credits (students must choose 5 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 501	Introduction to Big Data		3
BGDA 510	Data Mining	CMPS 514	3
BGDA 511	Big Data Analytics	CMPS 514	3
BGDA 513	Artificial Intelligence	BGDA 511	3
BGDA 521	Technology Management		3
CMPS 517	Computer Forensics	CMPS 514	3
CMPS 520	Database Design Concepts		3
CMPS 524	Computer Networks and Mobile Communications	CMPS 514	3
CMPS 525	Cloud Computing and Infrastructure		3
CMPS 530	Machine Learning and Pattern Recognition	BDGA 522 or CMPS 516	3
CMPS 618	Penetration Testing	CMPS 564	3
CMPS 623	Web Application Security	CMPS 564	3
CMPS 625	Cloud Security	CMPS 525	3
CMPS 627	Wireless Sensor Network	CMPS 524	3

MASTER OF SCIENCE IN DATA SCIENCE AND PUBLIC POLICY PROGRAM

Program requirement: 38 credits (32 core credits and 6 elective credits).

The use of data in formulating policies for both public and private sector organizations has always been essential in decision making processes. In recent decades, data analytics has played an ever more central role in addressing the increasingly complex issues affecting all societies. For better governance, maximizing the utility of limited resources, and ensuring that policies are having the intended effect, the merging of data science with public policy awareness has been an important innovation in the formulation of effective public policy. The use of analytics and big data are reshaping the way policymakers see the world and how they make the difficult decisions which impact society. As such, both public and private sector employers are looking for trained individuals who can conduct sophisticated analyses, draw meaningful conclusions, and present actionable findings so that leaders and policymakers can make data driven decisions. The Data Science and Public Policy Program offers students a combination of classes in the fields of data sciences and public policy where students learn the technical skills of data analytics along with courses necessary to understand how policy is formulated. In this STEM program core courses included statistics, database design concepts, data modelling, policy formulation, public management, and decision making. The program will prepare students for careers at the intersection of data science and public policy. BAU is located in the heart of one of the most significant policy centers in the world, which program students will benefit from while they pursue their degrees, and after graduation as they seek for job opportunities. These high demand jobs can be found in the public sector working in government agencies, in the private sector working for lobbying, management consulting and risk management companies, and in the non-profit sector working for NGOs in many different policy areas. The market for the

workforce in both the public and private sectors is continually growing worldwide, which places our graduates in very high demand.

PROGRAM LEARNING OBJECTIVES

1. Contribute to a greater understanding of how the use of data can drive policy making decisions.
2. Process data in various formats for analysis in the areas of public policy and governance.
3. Restructure data from different platforms into usable contexts.
4. Generate results of data analysis in written, oral, and visual forms.
5. Select the appropriate methods and tools for data analysis in the areas of public policy and governance.
6. Leverage data science to improve efficiency of government services and increase government transparency and accountability.
7. Develop an understanding of how public sector work impacts the lives of citizens on a regular basis.
8. Advocate for efficiencies in the delivery of government services for the widest possible benefit of the public.

MINIMUM HARDWARE REQUIREMENTS

Students must have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

- Memory/RAM (8 GB or Higher)
- Video Card
- Sound Card
- Speakers and Microphone
- Headphones (not required but recommended)
- Webcam
- USB Ports
- Network Card (10/100/1000 Mbps Ethernet)
- Wireless Network Card (2.4 and 5.0 GHz)
- Operating Systems:
 - Windows 10 64-bit or Later

- Mac OS Catalina or Later

DATA SCIENCE AND PUBLIC POLICY COURSE LISTING

Core requirements: 32 credits (11 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 522	Applied Statistics Fundamentals of Data		3
CMPS 501	Science Database Design		3
CMPS 520	Concepts		3
CMPS 521	Data Visualization	BGDA 522	3
CMPS 615	Advanced Data Modeling Data, Models and Decisions	CMPS 521	3
STAT 510	Public Management		3
POLS 615	Public Policy Research Project		2
POLS 620	Policy Formulation and Implementation		3
POLS 651	Economics		3
ECON 505	Research Methods		3
CAPS 501			3

Electives: 6 credits (students must choose 2 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 501	Introduction to Big Data		3
BGDA 555	Business Intelligence	BGDA 522	3
POLS 630	Strategic Planning		3

MASTER OF SCIENCE IN SOFTWARE ENGINEERING PROGRAM

Program requirement: 36 credits (21 core credits and 15 elective credits).

The program is designed to prepare students to become highly skilled leaders in software engineering who can produce computing solutions for various scales of software development projects. The SWE program focuses on all aspects of the Software Development Life Cycle (SDLC), including requirement analysis, design, implementation, testing, and maintenance to ensure the software and system applications' usability, operation, and security. The engineering process covers all types of software, such as standalone applications, web applications, mobile applications, etc., from small-scale software to enterprise level to ensure the effectiveness and efficiency of digital products. The market for the workforce in the industry, commercially and academically, is continually growing worldwide, which places our graduates in very high demand. BAU is in one of the largest areas for a collection of technology and software companies, which graduates will tremendously benefit from while they pursue their degrees for experiences and after graduation for job opportunities. This major will prepare students for job positions such as Software Engineer, Front-End Engineer, Back-End Engineer, Full-Stack Engineer, DevOps Engineer, Software Developer, Mobile Application Developer, Analyst/Programmer, Web Developer, Software Testers, including managerial and executive positions (e.g., engineering lead, director of engineering, chief technology officer, etc.).

PROGRAM LEARNING OBJECTIVES

1. Categorize the theories and methodologies used in software engineering and architecture in various Software Development Life Cycle (SDLC) models.
2. Utilize advanced tools for managing, designing, implementing, analyzing, and

enhancing software solutions for various domains and industries.

3. Combine programmatic and computing approaches of the principles of software engineering and SDLC to solve real-world problems.
4. Adapt new and advanced technological disciplines into software development, such as artificial intelligence, data mining, machine learning, the Internet of Things (IoT), etc.
5. Build reliable and cost-effective software applications to ensure usability, availability, integrity, and security using multiple technologies, including database management systems, network and communication protocols, cloud computing, software frameworks, etc.
6. Perform leadership roles in software development projects to oversee verbal, written, and technical communications with stakeholders regarding computing solutions, project management, and ethical considerations to information systems decisions.
7. Appraise technical skills and knowledge to pursue various professional technology certifications globally recognizable in the industry, such as CSSLP – Certified Secure Software Lifecycle Professional, IEEE Professional Software Developer Certification, Oracle Database SQL Certified Associate Certification, Java Certified Foundations Associate, Project Management Professional (PMP) Certification, etc.
8. Justify the role of responsible citizenship in the legitimate use of technology and digital data.

MINIMUM HARDWARE REQUIREMENTS

Students must have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

- Memory/RAM (8 GB or Higher)
 - Video Card
 - Sound Card
 - Speakers and Microphone
-

- Headphones (not required but recommended)
- Webcam
- USB Ports
- Network Card (10/100/1000 Mbps Ethernet)
- Wireless Network Card (2.4 and 5.0 GHz)
- Operating Systems:
 - Windows 10 64-bit or Later
 - Mac OS Catalina or Later

SOFTWARE ENGINEERING COURSE LISTING

Core requirements: 21 credits (7 courses)

Course Code	Course Name	Pre-requisites	Credit
CAPS 623	Internship	All Cores	3
CMPS 510	Principles and Concepts of Software Engineering		3
CMPS 560	Object-Oriented Software Development		3
CMPS 570	Software Design and Architecture		3
CMPS 580	Development of Graphical User Interface		3
CMPS 620	Software Project Management	CMPS 570	3
CMPS 635	Software Testing and Quality Assurance	CMPS 510 & CMPS 560	3

Electives: 15 credits (students must choose 5 courses)

Course Code	Course Name	Pre-requisites	Credit
BGDA 501	Introduction to Big Data		3
BGDA 510	Data Mining	CMPS 514	3
BGDA 522	Applied Statistics		3
BGDA 511	Big Data Analytics	CMPS 514	3
BGDA 513	Artificial Intelligence	BGDA 511	3
BGDA 521	Technology Management		3
CMPS 514	Information Systems Management		3
CMPS 515	Network Security & Cryptography	CMPS 514	3
CMPS 520	Database Design Concepts		3

	Computer Networks and Mobile Communications	CMPS 514	3
CMPS 525	Cloud Computing and Infrastructure		3
CMPS 565	Cloud Data Storage Management		3
CMPS 530	Machine Learning and Pattern Recognition	BDGA 522 or CMPS 516	3
CMPS 564	Information Security Management	CMPS 515	3
CMPS 618	Penetration Testing	CMPS 564	3
CMPS 623	Web Application Security	CMPS 564	3
CMPS 627	Wireless Sensor Network	CMPS 524	3

DUAL MASTER PATHWAY

BAU offers the following Dual Master Pathway:

- MSc Big Data Analytics
- Master of Business Administration

The Dual Master Program is a three-year intensive pathway to earn both a Master of Science Degree in Big Data Analytics and a Master of Business Administration. The dual master degrees are earned by completing 72 credit hours of coursework, of which 48 credit hours are core courses, 15 credit hours are electives, leaving nine credits, which are counted for both programs from the core courses. Because of the intensive nature of this program, students are admitted as a cohort in the fall and spring (no summer starts) and must follow the program plan to be successful. Students enrolled in the graduate program must maintain a Cumulative Grade Point Average (CGPA) of at least 3.0 (B) out of 4.0 and earn a minimum grade of not less than 2.7 (B-) out of 4.0 on all courses to qualify to graduate.

MASTER OF SCIENCE IN BIG DATA ANALYTICS

The program is designed to meet the increasing need for highly skilled data analysts who can analyze the growing amount of data confronting a variety of disciplines and transform the data into usable information for use in decision-making. To meet that objective, the program expects students to play a greater role in decision-making and strategy setting for their current or future organizations. Frameworks are used to critically look at, interpret and visualize data to apply that knowledge in real-world applications that will shape how 21st century business challenges are addressed.

The program will prepare students for job positions such as data analyst, database administrator, database developer, data modeler, data scientist, business intelligence analyst, database manager, data warehouse manager, data architect, big data engineer, data scientist.

Program Learning Objectives

1. Understand the theories and methodologies of data science applied to Big Data and Data Mining, including principles, frameworks, and models for transferring, transforming, analyzing, and interpreting data.
2. Convert a data analytic problem and related information into a proper mathematical, statistical representation, and usable contexts by using appropriate methodologies for transferring, transforming, and analyzing based on attributes of the available datasets.
3. Apply advanced and intelligent computer algorithms to produce a reliable data model and system for implementing automatic data collection and analysis using computer-programming languages for data sciences, such as Python, R, etc.
4. Demonstrate effectiveness and efficiency of operating and executing computer command-line interfaces and software applications for data organization, manipulation, and presentation, including implementations of security measures and ethical practices for collecting and storing data.
5. Communicate effectively orally and in writing with technical and non-technical stakeholders, including data collection process and summarization of results in the descriptive, numerical, and visual forms.
6. Appraise knowledge, skills, and abilities in information technology and data science of big data analytics applying to research and project beneficial to organizations, such as federal or national governments, state and local governments, nonprofits, and industries, in protecting digital resources and infrastructures.
7. Assess technical skills and knowledge to pursue various professional technology certifications globally recognizable in the industry, such as Dell Associate - Data Science Version 2.0 Certification, Dell Specialist - Data Scientist, Advanced Analytics Version 1.0 Certification, etc.
8. Understand the role of responsible citizenship in the legitimate use of technology and digital data

Minimum Hardware Requirements

Students must have a computer system that meets the following general requirements: (Most computers are equipped with these components.)

- Memory/RAM (8 GB or Higher)
- Video Card
- Sound Card
- Speakers and Microphone
- Headphones (not required but recommended)
- Webcam
- USB Ports
- Network Card (10/100/1000 Mbps Ethernet)
- Wireless Network Card (2.4 and 5.0 GHz)
- Operating Systems:
 - Windows 10 64-bit or Later
 - Mac OS Catalina or Later

MASTER OF BUSINESS ADMINISTRATION

The MBA program provides a high level of professional education, and the curriculum covers a broad range of subjects, qualifying students for diverse job opportunities.

Students are offered a comprehensive business education as they learn the key content areas of management, marketing, finance, accounting, economics, and law. The program also includes three major study emphases namely Entrepreneurship, Global Affairs and Economics and Finance.

Program Learning Objectives

1. Employ advanced leadership and self-awareness to influence others.
2. Evaluate ethical issues and dilemmas faced by business leaders and managers.
3. Design decision-making processes using quantitative and qualitative data.
4. Develop a global perspective and an awareness of the cultural and social nuances that impact business around the globe.
5. Evaluate concepts from functional disciplines to identify and develop business strategies.

6. Incorporate diversity, international, and multicultural perspectives in the decision-making process

Fall Start Course Listing

Core requirements: 48 credits (16 courses)

Course Code	Course Name	Pre-requisites	Credit
Fall 1			
BUSN 601	Entrepreneurship		3
BGDA 501	Introduction to Big Data		3
CMPS 514	Management Information Systems		3
Spring 1			
MKTG 512	Marketing Management		3
BGDA 511	Big Data and Analytics	CMPS 514	3
MGMT 502	Leadership & Organizational Behavior		3
Summer 1			
FINC 509	Financial Management		3
BGDA 522	Applied Statistic		3
Fall 2			
ACCT 507	Managerial Accounting		3
BGDA 555	Business Intelligence	BGDA 522	3
ECON 505	Economics		3
Spring 2			
STAT 510	Data, Models, and Decisions**		3
BGDA 510	Data Mining	CMPS 514	3
MKTG 615	Marketing Analytics**	BGDA 555	3
Summer 2			
	Elective*		3
	Elective*		3
Fall 3			
	Elective*		3
	Elective*		3
	Elective*		3
Spring 3			
CAPS 621	Capstone Project I**	All cores	3
CAPS 623	Internship	All Cores	3

*3 electives must be from Big Data

*2 electives must be from MBA

** course requirement for both degrees, and counted as two courses (9 credits)

Spring Start Course Listing

Core requirements: 48 credits (16 courses)

Course Code	Course Name	Pre-requisites	Credit
Spring 1			
CMPS 514	Management Information Systems		3
MGMT 502	Leadership & Organizational Behavior		3
MKTG 512	Marketing Management		3
Summer 1			
FINC 509	Financial Management		3
BGDA 522	Applied Statistic		3
Fall 1			
ACCT 507	Managerial Accounting		3
BUSN 601	Entrepreneurship		3
BGDA 501	Introduction to Big Data		3
Spring 2			
STAT 510	Data, Models, and Decisions**		3
BGDA 510	Data Mining	CMPS 514	3
BGDA 511	Big Data and Analytics	CMPS 514	3
Summer 2			
	Elective*		3
Fall 2			
	Elective*		3
BGDA 555	Business Intelligence	BGDA 522	3
ECON 505	Economics		3
Spring 3			
MKTG 615	Marketing Analytics**	BGDA 555	3
	Elective*		3
	Elective*		3
Summer 3			
	Elective*		3
Fall 3			
CAPS 621	Capstone Project I**	All cores	3
CAPS 623	Internship	All Cores	3

*3 electives must be from Big Data

*2 electives must be from MBA

** course requirement for both degrees, and counted as two courses (9 credits)

Electives: 15 credits (students must choose 5 courses, 3 from Big Data Analytics and 2 from MBA)

Course Code	Course Name	Pre-requisites	Credit
BGDA 513	Artificial Intelligence	BGDA 511	3
BGDA 521	Technology Management		3
	Big Data and Hadoop		3
BGDA 550	Environment	BGDA 511	3
	Big Data Analytics and		3
BGDA 552	Cloud Computing	BGDA 511	3

	Network Security & Cryptography		3
CMPS 515	Cryptography	CMPS 514	3
CMPS 517	Computer Forensics	CMPS 514	3
	Computer Networks and		3
CMPS 524	Mobile Communications	CMPS 514	3
	Information Security		3
CMPS 564	Management	CMPS 515	3
	New Product		3
BUSN 616	Management	MKTG512	3
	Survey of Innovations		3
BUSN 641	around the World		3
	Corporate and National		3
	Trade and Investment		3
BUSN 642	Security Issues		3
BUSN 644	International Patents		3
BUSN 645	Regional Trade Issues		3
	Competition Policy Across		3
BUSN 646	Nations		3
BUSN 647	Emerging Markets		3
	Globalization and		3
BUSN 654	Business Strategy		3
	Conflict Analysis,		3
	Mediation and		3
BUSN 655	Negotiation		3
	Risk Assessment in		3
BUSN 659	Conflict Regions		3
	Quantitative Methods in		3
ECON 605	Business and Economics		3
	Geographic Information		3
ECON 656	Science (GIS)		3
	U.S. Economic & Trade		3
ECON 665	Policy		3
	Urban Economics,		3
ECON 670	Finance, and Governance		3
	International Financial		3
FINC 647	Institutions		3
FINC 649	Global Financial Markets		3
FINC 660	Global Financial Ethics		3
MGMT 532	Strategic Management		3
	Blockchain Technology		3
	and Business		3
MGMT 533	Management		3
MGMT 610	Advertising Management		3
	The Entrepreneurial		3
MGMT 611	Manager		3
MGMT 612	Non-Profit Management		3
MGMT 614	Managing Innovation		3
MGMT 615	Intrapreneurship		3
MKTG 615	Marketing Analytics		3
	Digital Marketing, Social		3
MKTG 618	Media & E-Commerce		3
MKTG 622	Pricing	MKTG512	3
MKTG 641	Brand Management		3

COURSE DESCRIPTIONS

UNDERGRADUATE COURSE DESCRIPTIONS

ACCT 112: INTRODUCTION TO FINANCIAL ACCOUNTING (3 CREDITS)

The most important sources of information for analyzing an organization's financial health are the balance sheet, the income statement, and the statement of cash flows. This course examines each of these documents to determine the operational, financial, and investment decisions that the firm has made and evaluates their outcomes.

ACCT 114: MANAGERIAL ACCOUNTING (3 CREDITS)

The finances within an organization must first be understood to gain a better understanding of the business. Managerial accounting focuses on providing information to managers for use within the organization. This course will help to understand the essential financial components of businesses that are important for decision-making.

ASTR 101: INTRODUCTION TO ASTRONOMY (3 CREDITS)

This course introduces the fundamental concepts of astronomy, including the structure and formation of the universe, the solar system, stars, galaxies, and cosmic phenomena. Designed for non-science majors, this course emphasizes a conceptual understanding of astronomical principles with minimal mathematical complexity.

BIOL 100 INTRODUCTION TO BIOLOGY

This course introduces fundamental principles of Biology and the study of life. Students of Introduction to Biology will gain preliminary knowledge of the structure and function of living organisms. The aim of the course is to study and use the scientific method, scientific thinking, and quantitative reasoning to make informed decisions about experimental results in the field of Biology. Topics include (but not limited to) foundations of biochemistry, cell biology, evolution, genetics, biodiversity, ecosystems, and the interdependence of living organisms. This course includes virtual laboratory work.

BUSN 101: INTRODUCTION TO BUSINESS (3 CREDITS)

This course introduces the foundations of the forces within the business environment including the key functional areas within an organization.

BUSN 210: BUSINESS LAW (3 CREDITS)

This course provides the student with an introduction to the legal framework within which formal business organizations must operate. The course is a survey of the American legal system designed to develop a broad understanding of the fundamentals of business law including topics in law, courses and court procedures, crimes and torts, contracts, sales, and negotiable instruments.

BUSN 301: TOTAL QUALITY MANAGEMENT (3 CREDITS)

This course presents quality measurement and performance issues. The course emphasizes quality management process in business, marketing, and federal and nonprofit environment. Students learn how to manage process control, sampling plans and use of control charts. Topics in quality planning and assurance are covered.

BUSN 375: ENTREPRENEURSHIP (3 CREDITS)

Entrepreneurship is a mindset—a way of looking at things that is opportunity-focused and creative, while adding value for customers, investors, stakeholders, and society. This course introduces the fundamentals of entrepreneurship as a mindset that is practice-driven. Whether you already have an idea and are eager to start your own business, or simply want to learn more about what an entrepreneurial career would be like, this course exposes you to the challenges of entrepreneurship—from conceptualizing new ventures to developing and managing them.

CHEM 100: INTRODUCTION TO CHEMISTRY

This course introduces students to the basic principles of chemistry with an emphasis on microscopic structure and macroscopic properties of matter. Prior knowledge/study of chemistry is not required. Basic principles of chemical problem solving are introduced. These principles are shown with examples from the sciences, technology, and everyday life. Topics covered include (but are not limited to) structure of atoms, the periodic table, simple periodic properties of the elements, chemical bonding, molecular structure, properties of liquids, solutions and gases, chemical reactions. Virtual laboratory work is included.

CMPS 122: INTRODUCTION TO PROGRAMMING I (3 CREDITS)

An introductory course in programming, CMPS 122 exposes students to the concepts involved in using higher-level object-oriented programming language. The course will explain the programming process and give students lots of hands-on experience writing small programs during labs.

CMPS 202: DATA STRUCTURE & ALGORITHMS I (3 CREDITS) PREREQUISITE: CMPS 122

The objective of this course is to introduce algorithms, algorithm complexities, basic data structures, data organizations, sorting and searching algorithms. This course will also focus on the implementation details of the algorithms. Students will learn to analyze the efficiency of operations and algorithms executed on various data structures, including array, stack, queue, and linked list. The course will also cover recursion and iteration used in computer programming.

CMPS 205: DATA STRUCTURES & ALGORITHMS II (3 CREDITS) PREREQUISITE: CMPS 202

The objective of this course is to analyze the time and space requirements of important algorithms and structures. Various data structures, including trees, heaps, hash tables, and graphs will be introduced and analyzed. This course will also focus on the implementation details of the data structures and their specific algorithms.

CMPS 211: COMPUTER NETWORKS (3 CREDITS)

This course focuses on an introduction to the design and analysis of computer communication networks. Topics include application layer protocols, Internet protocols, network interfaces, local and wide area networks, wireless networks, bridging and routing, and networking frameworks (i.e., the Open Systems Interconnection (OSI) and Transmission Control Protocol/Internet Protocol (TCP/IP) models). This course prepares students with the knowledge fundamental to a career as a network administrator.

CMPS 222: PROGRAMMING II (3 CREDITS) – PREREQUISITE: CMPS 122

This course offers a continuation of the programming skills learned in CMPS 122. Students will learn more advanced applications of a programming language through lab work and independent assignments. Topics include Graphical User Interface, File I/O, Exception, Database Programming, Networking Basics, and Multi Thread Programming.

CMPS 226: INTRODUCTION TO DATA SCIENCE (3 CREDITS)

A first course in data science. Introduces data science as a field, describes the roles and services that various members of the community play and the life cycle of data science projects. Provides an overview of common types of data, where they come from, and the challenges that practitioners face in the modern world of “Big Data.” Introduces the interdisciplinary mixture of skills that the practice requires.

CMPS 230: INFORMATION VISUALIZATION (3 CREDITS) - PREREQUISITE: CMPS 122

This course introduces the foundation and the state of the art of information visualization that explores and reflects on the design, application, and evaluation of a diverse range of information systems. Students will demonstrate how a number of common types of information can be visually, intuitively and interactively represented. The course provides a first-hand experience of visualizing a variety of realistic data types.

CMPS 310: INTRODUCTION TO ARTIFICIAL INTELLIGENCE (3 CREDITS) - PREREQUISITE: CMPS 202

This course covers fundamental concepts and algorithms of artificial intelligence (AI) and its techniques, including search heuristics, knowledge representation, planning, reasoning, and learning to underline the design of intelligent computer systems. Students will learn to implement autonomous mechanisms that fully or partially observe involved factors for automatic decision-making. The course introduces students to various techniques, including search methods, machine learning, natural language processing, robotic mechanisms, and computer vision.

CMPS 315: OPERATING SYSTEMS (3 CREDITS) – PREREQUISITE: CMPS 122

This course examines the important problems in operating system design and implementation. The operating system provides an established, convenient, and efficient interface between user programs and the bare hardware of the computer on which they run. The operating system is responsible for sharing resources (e.g., disks, networks, and processors), providing common services needed by many different programs (e.g., file service, the ability to start or stop processes, and access to the printer), and protecting individual programs from interfering with one another. The course will start with a brief historical perspective of the evolution of operating

systems over the last fifty years and then cover the major components of most operating systems. This discussion will cover the tradeoffs that can be made between performance and functionality during the design and implementation of an operating system. Emphasis will be given to three major OS subsystems: process management (processes, threads, CPU scheduling, synchronization, and deadlock), memory management (segmentation, paging, swapping), and file systems; and on operating system support for distributed systems.

CMPS 318: DATABASE MANAGEMENT SYSTEMS (3 CREDITS)

Main objective is understanding database management systems and creating efficient database schemas according to normalization theory. This course covers E-R modelling, database design, relational databases, SQL, relational languages, query optimization, query processing and XML.

CMPS 320: COMPUTER FORENSICS (3 CREDITS)

Computer Forensics and Investigation presents principles and techniques of conducting computing investigations. Computer forensics involves obtaining and analyzing digital information for use as evidence in civil, criminal, or administrative cases. Topics include ethics, current computer forensics tools, digital evidence controls, processing crime and incident scenes, data acquisition, e-mail investigations, and becoming an expert witness. Hands-on experience, using a forensic software package will be part of the course.

CMPS 322: MACHINE LEARNING AND PATTERN RECOGNITION (3 CREDITS) PREREQUISITE: CMPS 202

Machine learning is one of the fastest growing areas of computer science, with far-reaching applications. The aim of this course is to introduce machine learning, and the algorithmic paradigms it offers, in a principled way. The course provides an extensive theoretical account of the fundamental ideas underlying machine learning and the mathematical derivations that transform these principles into practical algorithms. Following a presentation of the basics of the field, the course covers a wide array of central topics that have not been addressed by previous courses. These include a discussion of the computational complexity of learning and the concepts of convexity and stability; important algorithmic paradigms including stochastic gradient descent, neural networks, and structured output learning; and emerging theoretical concepts such as

the PAC-Bayes approach and compression-based bounds.

CMPS 324: SOFTWARE DESIGN AND IMPLEMENTATION WITH OBJECT-ORIENTED (3 CREDITS) PREREQUISITE: CMPS 222

This course covers in-depth object-oriented programming (OOP), including encapsulation, polymorphism, and inheritance for software design and implementation. Students will learn various advanced techniques of data abstraction, typing, access control, File/IO, exception handling, event handling, and concurrency. OOP project focuses on using advanced software design and development techniques.

CMPS 332 - ANALYSIS OF ALGORITHMS (3 CREDITS) – PREREQUISITE: CMPS 205

The objective of the course is to introduce the fundamental mathematical tools needed to analyze algorithms, basic algorithm design techniques, advanced data structures, and important algorithms from different problem domains.

CMPS 337: INFORMATION RETRIEVAL SYSTEMS (3 CREDITS) PREREQUISITES: MATH 110 & CMPS 122

The theoretical underpinnings of information retrieval are covered to give the student a solid base for further work with retrieval systems. Emphasis is given to the process of textual information for machine indexing and retrieval. Aspects of information retrieval covered include document description, query formulation, retrieval algorithms, query matching, and system evaluation.

CMPS 350: CYBER SECURITY LAW (3 CREDITS)

This course will provide a basic introduction to all aspects of cybersecurity, including business, policy and procedures, communications security, network security, security management, legal issues, political issues, and technical issues. This course serves as the introduction to the cyber security track in information security management, which allows students to recognize security frameworks, complexities of cyber laws, and various real-world implications.

CMPS 411: INTRODUCTION TO DEEP LEARNING (3 CREDITS) – PREREQUISITE: CMPS 202 & MATH 104

This course covers the context of deep learning associated with artificial intelligence and machine learning. Students will examine the theories and practices of neural networks, automatic encoders & decoders, natural language processing, and generative adversarial networks, including practicing the technical aspects of deep learning using innovative machine-learning software frameworks. The course also introduces to students various open-source tools such as Keras and TensorFlow for machine learning tasks and constructions of deep learning algorithms.

CMPS 426: BIOINFORMATICS (3 CREDITS) – PREREQUISITE: MATH 110

This course covers computational techniques for mining the large amount of information produced by recent advances in molecular biology, such as genome sequencing and microarray technologies. The methods by which computers are used to manipulate and analyze sequences and structures will also be taught. The outline of the course is arranged to give fundamental concepts of bioinformatics to the students.

CMPS 433: GAME PROGRAMMING (3 CREDITS) – PREREQUISITE: CMPS 205

This course will support students with the emerging trends, and frameworks of gamification, why it has a great potential to apply in IT projects, and how to use it effectively. The course allows students to develop a set of practical skills in using game elements using industrial case studies. Students will understand practical ways for improving a software development business particularly by understanding ways of creating an effective IT solution and exploring the intangible value in business landscapes. Unity game engine will be used as the development environment.

CMPS 438: EXPLORATORY DATA ANALYTICS (3 CREDITS) – PREREQUISITE: CMPS 226

In this course students learn the essential exploratory techniques for summarizing and analyzing data. The course discusses how to install and configure software necessary for a statistical programming environment. It covers practical issues in statistical computing, which includes programming in R and how to use R for effective data analysis. The course covers the plotting systems in R and some of the basic principles of constructing data graphics.

CMPS 477: IMAGE PROCESSING (3 CREDITS) – PREREQUISITE: CMPS 230

This course is an introduction to the fundamental concepts and techniques in basic digital image processing and their applications to solve real life problems. The topics covered include Digital Image Fundamentals, Image Transforms, Image Enhancement, Restoration and Compression, Morphological Image Processing, Nonlinear Image Processing, and Image Analysis. Application examples are also included.

CMPS 480: BIG DATA (3 CREDITS) – PREREQUISITE: CMPS 318

This course will provide insight into the basics of using "Big Data" to quantify operational implications of management choices. You will learn statistical models, mostly using R software, and analyze them to provide insight regarding the assumptions, value drivers, and risks present in a business situation. You will use your statistical models to explore different ways to think about uncertainty, guide decision-making, and persuasively communicate analytical results. Later in the course, by using the statistical tools learned, we will examine simple, introductory methods to text mining, building search engines and recommendation tools.

COMM 101: FUNDAMENTALS OF PUBLIC SPEAKING (3 CREDITS)

This foundational Public Speaking course is designed to equip students with skills and knowledge to communicate in a public setting confidently and effectively. This course provides students with the tools and techniques to deliver compelling speeches, engage audiences and convey a message with clarity and impact. Through theoretical concepts, practice exercises and interactive activities, students will learn various techniques of public speaking including speech preparation, delivery, managing stage fright, and connecting with different types of audiences.

COMM 220: INTERPERSONAL COMMUNICATION (3 CREDITS)

Interpersonal communication is a dynamic and essential skill for effective human interaction. This course is designed to provide students with a comprehensive understanding of the principles, theories, and practical applications of interpersonal communication in various contexts including the influence of technology on interpersonal communication, exploring the challenges and opportunities presented by digital communication platforms, social media, and virtual interactions.

Students will explore the fundamental components of interpersonal communication, including verbal and nonverbal communication, listening skills, perception, self-disclosure, conflict resolution and develop an awareness of how these elements influence relationships and impact the communication process. The course delves into various theoretical frameworks, such as social exchange theory, relational dialectics, and cultural perspectives equipping students to build and maintain healthy relationships, resolve conflicts constructively, adapt communication style to diverse contexts and engage in effective interpersonal communication in personal, professional, and societal settings.

COMM 250: MEDIA LITERACY IN THE AGE OF FAKE NEWS (3 CREDITS)

Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms, from print to video to the Internet. This course aims at building an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. Upon completion of the course, students are expected to become competent, critical and literate in all media forms so that they control the interpretation of what they see or hear rather than letting the interpretation control them.

ECON 101: INTRODUCTION TO MICROECONOMICS (3 CREDITS)

Microeconomics deals with the behavior of companies and individuals that determines the choices they make in the allocation of resources. This course examines the concepts of supply, demand, market equilibrium, and competition and the impact that external forces such as taxation, government policy, and globalization have on them.

ECON 111: INTRODUCTION TO MACROECONOMICS (3 CREDITS)

Macroeconomics deals with the total of all economic activity within a nation. This course examines such issues as economic growth, inflation, unemployment, savings, and investment to understand how these factors interact to impact the business cycle and overall national income.

ECON 221: INTERMEDIATE MICROECONOMICS (3 CREDITS) – PREREQUISITE: ECON 101

Building on the material covered in ECON 101, this course examines consumer behavior, production costs, and price and output analysis in both

competitive and monopolistic market situations.

ECON 222: INTERMEDIATE MACROECONOMICS (3 CREDITS) – PREREQUISITE: ECON 111

This course builds on the foundational principles of Macroeconomics to provide students with a deeper understanding of macroeconomic concepts and theories. The course provides tools of macroeconomics which are applied to the real economic policy issues. The course also examines topics such as economic growth, the monetary system, aggregate demand, and the Mundell-Fleming model to understand how macroeconomic theories are used to provide useful economic insights.

ECON 251: INTERNATIONAL ECONOMICS (3 CREDITS) – PREREQUISITE: ECON 111

Traditionally the economic relationship between nations was based on trade, but today the situation is complicated by financial (exchange rates, monetary and fiscal policies), political (protectionism, tariffs), and social (unemployment, migration) issues associated with trade. This course examines the economic impact of those factors on the economies of various nations.

ECON 315: POLITICAL ECONOMY (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

This course presents the theories and methodologies of studying the political economy alongside descriptions of relevant institutions. This course helps students understand and analyze the characteristics of domestic and global businesses, government policies, and inter-state relations and their effects on individuals, societies, and environments. The course will focus on the contemporary structure of the political economy and will discuss controversial topics, including different theories about optimal economic and social development in both mature and emerging economies.

ECON 336: GAME THEORY (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

The application of game theory to economics provides an insight into the decisions and choices that people make. This course will explore concepts such as Pareto Optimums and Nash Equilibriums that systematize the analysis of economic decision making. Basic theorems, selection strategy, rectangular games and solution techniques will be provided.

ECON 353: GLOBALIZATION & THE WORLD ECONOMY (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

This course seeks to examine the historic development of globalization and the many contemporary understandings of what exactly globalization means for the world, with a focus on economic development. The concept of globalization is a contested one, and in this course, students will learn about the different ideas and conceptualizations of globalization. The course will address the major debates relating to economic interdependence, development and growth, the patterns of international trade and investment, global financial markets, and the role of major multilateral political and economic institutions such as the UN, the World Bank and IMF in promoting globalization.

ECON 371: THE DEVELOPMENT OF ECONOMIC THOUGHT (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

The systematic analysis of the economy and the factors that affect it only dates back 250 years. This course explores the beginnings of that analysis, and the social, political, and technological factors that have shaped the thinking of economists over the past two centuries and have resulted in our current understanding of economics.

ECON 432: MONEY AND MARKETS (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

Monetary policy drives the allocation of funds to the various financial markets for bonds, stocks, and commodities; this allocation, in turn, has a determining effect on many economic parameters. This course examines how monetary policy (money supply, interest rate targets, Federal Reserve regulations) impacts GDP growth, interest rates, and inflation, and the role that monetary policy has played in recent asset price bubbles and financial crises.

ECON 435: PUBLIC FINANCE & THE ECONOMY (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

Although they may disagree about appropriate government policies, all economists would agree that those policies have an immense influence on the economy. This course examines how the methods that governments use to finance themselves (taxes, tariffs, debt) and the expenditures that they make (social spending, capital investment, and subsidies) can impact and distort a totally free-market economy

ECON 437: ECONOMETRICS I (3 CREDITS) – PREREQUISITE: MATH 110

Econometrics is a branch of economics concerned with the use of economic theory, mathematics, and statistics to estimate economic theories and test economic variables. The main objective of this course is to introduce students to econometric tools and their applications in economic analysis and policymaking. Throughout the semester, students will test economic theories, providing estimates of the coefficients of variables using real-world data. The focus of the course will be on simple Linear Regression, Multiple Linear regression, Panel Data, and Time Series analysis.

ECON 438: ECONOMETRICS II (3 CREDITS) – PREREQUISITE: ECON 437

The course deals with econometric methods and applications designed for the analysis of cross-section and panel data models. It can be viewed as a course in microeconometrics, since we cover methods that are most often used in empirical microeconomic research. The main topics covered are maximum likelihood & GMM methods, panel data models, semiparametric and nonparametric methods, limited dependent variable models, and qualitative response models. Single as well as simultaneous equations models will be treated. Important topical applications will be treated.

ECON 440: ECONOMICS OF INTERNATIONAL DEVELOPMENT (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

Developing countries have followed various paths to achieve a modern economy; some efforts (e.g. Singapore) have been extremely successful, while others (e.g. Zimbabwe) have been abject failures. This course examines those pathways to discover the institutions, policies, and practices that have determined the economic outcomes in various developing countries.

ECON 456: INTERNATIONAL FINANCIAL CRISES (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

For the past 25 years, the world seems to have lurched from one financial crisis to the next without respite. This course examines the causes and effects of some of the most dramatic past and current international financial crises: the Asian economic crisis of 1997, the Mexican economic crisis of 1982, Japan's Lost Decade, the collapse of the Russian ruble, the Great Recession, the Eurozone crisis, the Italian bank crisis, and Brexit.

**ECON 473: KEYNES VS. FRIEDMAN (3 CREDITS)
– PREREQUISITE: ECON 101 & ECON 111**

The last 100 years have seen a grand historical debate between two schools of economic thought represented by John Maynard Keynes and Milton Friedman. This course examines the origin of both schools and the cyclic ebb and flow between them: at first one side dominates but then fails to explain unprecedented economic circumstances; therefore, the other side becomes dominant, only to suffer the same fate.

ECON 479: HEALTH CARE ECONOMICS (3 CREDITS) – PREREQUISITE: ECON 101

Health policy is examined from an economic perspective. Basic economic theories and their relationships to the structure and function of the US health care system are explored. Alternative health care systems and health care reforms are also evaluated.

ECON 480: LABOR ECONOMICS– PREREQUISITE: ECON 101 & ECON 111

This course is about the study of labor markets, business-employment relations, and the different experiences of various workers based on gender, race, ethnicity, etc. Theories of labor supply, labor demand and wage determination are presented and empirical evidence on them is examined. Further topics include the determinants of wage differentials, the role of unions in wage determination, the impact of minimum wage legislation, human capital effects on employment and salaries, the economics of immigration, and how labor market discrimination affects wages and employment opportunities.

ECON 481: EDUCATION AND ECONOMIC DEVELOPMENT (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

This course is an introduction to the economics of education. The central aim of the course is to assist students in viewing the education “industry” and its educational processes through the perspective of economics. Several tools of economic analysis are used to address the links between education and economic growth, consumption, investment, employment, and equity. Students are afforded an opportunity to examine an important issue related to the economics of education, which helps them to become more knowledgeable about the economics of education literature and learn how to apply the tools of economic analysis to an important policy issue.

ENGL 095: ACADEMIC READING & SPEAKING

Academic study requires that undergraduate students read, comprehend and discuss academic texts. Students enrolled in this course will be taught how to present their own ideas clearly and concisely in an academic register. The aim of this course is to enhance/improve the reading and speaking abilities of students who are studying for an undergraduate degree at BAU. This will be accomplished by reading, analysis, discussion, and presentations by students of different types of academic texts. Course materials vary by instructor.

ENGL 121: ENGLISH COMPOSITION I (3 CREDITS)

This course teaches fundamental college writing skills in conjunction with developing the student’s ability to organize ideas and use critical thinking skills. The course will also review English grammar and writing mechanics. Students will learn to construct persuasive arguments and critical essays. The students will participate in the peer-review and editing processes; and learn proper use of APA style citations.

ENGL 122: ENGLISH COMPOSITION II (3 CREDITS) – PREREQUISITE: ENGL 121

This course is open to students with high scores on the BAU English composition test. ENGL 122 develops the student’s ability to organize ideas and use critical thinking skills. The course will also review English grammar and writing mechanics. Students will learn to construct persuasive arguments and critical essays. They will practice personal reflection; analyze literature, film, and journalism; participate in the peer-review and editing processes; and learn about proper use of citations. Course materials may vary by professor.

ENGL 123: ACADEMIC WRITING (3 CREDITS) - PREREQUISITE: ENGL 122

This course is open to students with high scores on the BAU English composition test, or students who have completed ENGL 121. Academic writing and research abilities are essential for college students and professionals. During this course, students will hone their research skills and complete a short research paper on a subject of their own choice. Throughout the course, students will participate in peer-review, learn to create research paper outlines and drafts, learn to use citations properly, and learn about research and writing resources at BAU and around D.C.

ENGL 324: TECHNICAL WRITING & PRESENTATION SKILLS FOR ECONOMICS & FINANCE (3 CREDITS) – PREREQUISITE: ENGL 123

Economists and finance managers communicate a great deal. Many are called upon to make presentations to conferences, to write opinion pieces for newspapers, and appear on television to analyze current events. In addition, they compose internal memos and reports that influence the direction of their organizations. This course is designed to familiarize students with the current communication trends in all those areas. Students will have the opportunity to develop their communication skills by learning the jargon of the discipline, focusing on real-world topics, videoing their presentations, and having their work product reviewed by peers.

ENVS 105: INTRODUCTION TO ENVIRONMENTAL SCIENCE (3 CREDITS)

According to the US National Oceanographic and Atmospheric Agency, 2016 was the warmest year on record. According to NASA, it was the warmest year for the last 125,000 years. How has human activity affected the climate so dramatically? This and other vital questions about pollution, how the environmental system operates, and the interaction between the oceans, the atmosphere, and the land will be addressed in this course.

ENVS 220: ENVIRONMENTAL SUSTAINABILITY (3 CREDITS)

There has been an increasing awareness of Environmental Sustainability. With shrinking and degrading natural resources and capital, humans face many direct and indirect consequences, such as food security, climate change, and epidemics. The solution encompasses striving for the well-being of people and the planet. Understanding why and how Environmental Sustainability can solve humanity's many challenges has become critically important. Sustainability initiatives drive social and environmental change and significantly contribute to our collective success. This course aligns with the United Nations 17 Sustainable Development Goals (SDGs). Environmental Sustainability is an applied Environmental Science course and builds on the foundational course ENVS 105: Introduction to Environmental Science. Course material will cover topics such as Trends in Human Population, Excessive Consumption and Materialism, Resilience and Socio-Ecological Systems, Ecological Overshoot and Collapse and Properties of Sustainable Societies.

FINC 221: INTRODUCTION TO FINANCIAL MANAGEMENT (3 CREDITS)

To maximize future profits, firms need to make several interrelated strategic financial decisions. This course examines the impact of decisions in corporate capitalization (debt vs. equity), operations (fixed-asset investments vs. outsourcing), budgeting of financial resources, and monitoring of assets and liabilities on the profitability of the firm.

FINC 222: FINANCIAL MARKETS AND INSTITUTIONS (3 CREDITS) – PREREQUISITE: FINC 221

This course introduces financial institutions and dynamics between the public and private sectors. It begins with an overview of the role of financial intermediation. Students learn of inherent risks and fragilities of international financial institutions, along with the safeguards that have been established to mitigate them, both nationally and internationally. It reviews the development of and interaction between international and domestic financial markets, as well as the evolving relationship between the public and private sectors.

FINC 224: CORPORATE FINANCE I (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

This is the first course of two consecutive corporate finance courses in the second year which aims to provide the student with the basic tools for making financial decisions. This course will introduce the student to basic financial theory and concepts of corporate finance. This course will also ensure an understanding of the relationship between financial theory and its practices. It will cover some of the theory and practice of decision-making within the corporation. More of the emphasis will be on financial valuation, capital budgeting and cash flow analysis.

FINC 225: CORPORATE FINANCE II (3 CREDITS) – PREREQUISITE: FINC 224

The purpose of this course is to introduce basic concepts of financial management with special attention to corporate financial decisions. The course will focus on (1) the capital budgeting process, (2) dividend and capital structure policies of the firm, (3) the basics of risk management, (4) how derivatives can be used to hedge financial risks, (5) the rationale for mergers, different types of mergers, and merger analysis, (6) the pros and cons of the hybrids from the standpoints of both issuers and investors, how to determine when to use them, and the factors that affect their values.

FINC 331: FINANCIAL ANALYSIS (3 CREDITS) – PREREQUISITE: FINC 221

An analysis of a firm's financial documents (Balance Sheet, Income Statement, Retaining Earnings and Statement of Cash Flows) can provide detailed insight into its financial health. Using this data as a platform, the course explores the use of trend analysis and financial models for financial planning to achieve greater stability, growth, and profitability insofar as share price increases.

FINC 373: MONETARY THEORY AND POLICY (3 CREDITS) – PREREQUISITE: ECON 101 & ECON 111

The objective of this course is to give students the understanding and the intuition regarding the possible monetary policy designs.

FINC 421: INVESTMENT STRATEGIES (3 CREDITS) – PREREQUISITE: FINC 221

The course is divided into two parts. The first part is an introduction to the organization and properties of international and national security markets such as NYSE, SEC, OTC and ISE (Istanbul Stock Exchange). The first part also covers short sales and margin transactions in ISE, capital increase and basic information about stock splits. The second part of the course begins with fundamental analysis, effective use of financial ratios, then puts emphasis on CAPM, APT, portfolio theory and firm valuation models. The main objective of this course is to study fundamental concepts of investment theory in financial markets and to analyze the financial statements of firms.

FINC 431: DERIVATIVE MARKETS (3 CREDITS) – PREREQUISITE: FINC 221

The main objective of this course is to provide students with a basic understanding of derivative-related financial instruments (forwards, futures and options) and their use in investment and corporate financial management.

FINC 432: FINANCIAL MARKETS (3 CREDITS) – PREREQUISITE: FINC 221

This course focuses on the role that financial markets play in business and in the economy and provides an understanding of the underlying institutions that either help financial markets work well or that interfere with the efficient performance of these markets. Topics include the valuation of various financial assets and an introduction to basic derivative markets (futures, forward, options). This course analyzes the most important factors leading to financial crises and following supervisory and

regulatory responses.

FINC 455: INTERNATIONAL FINANCE (3 CREDITS) – PREREQUISITE: FINC 221

In the age of globalization, an in-depth understanding of the international financial arena is critical to the operations of multinational corporations. This course explores various risk factors associated with foreign direct investment (FDI) activities: foreign exchange risk, political risk, and operational risk. In addition, the course examines how international capital markets, foreign government FDI regulations, international central bank policies, purchasing power parity (PPP), and Islamic banking impact FDI decisions.

FREN 101: ELEMENTARY FRENCH I (3 CREDITS)

An introduction to the French language for students with no prior experience. Students will practice reading, writing, listening, and speaking French. Cultural instruction on the Francophone world will also prove a foundational aspect of this course.

FREN 121: ELEMENTARY FRENCH II (3 CREDITS) – PREREQUISITE: FREN 101

A continuation of the reading, writing, listening, and speaking abilities introduced in FREN 101. Students will learn more about Francophone cultures. By the end of this course, students will be able to carry a conversation in French.

GNAI 180: INTRODUCTION TO GENERATIVE AI & PROMPT ENGINEERING (3 CREDITS) – PREREQUISITE: ENGL 121

This course is designed to introduce undergraduate students to the fundamental concepts and practices of Generative AI and Prompt Engineering through an active, hands-on learning approach. Students will explore the history, basic principles, and real-world applications of AI, with a focus on ethical considerations. By the end of the course, students will have developed basic skills in designing AI prompts, using AI tools, and understanding the broader implications of AI technologies in society.

HIST 170: UNITED STATES HISTORY (3 CREDITS)

This course will explore the history of the United States from its origins in the eighteenth century to 9/11. The course will explore topics such as indigenous cultures, colonialism, slavery, and immigration; the Enlightenment and early American democracy; capitalism, plantation labor, and industrialization; abolitionism, the Civil War, and Reconstruction; the World Wars, the Civil Rights Movement, and the Cold War; and, finally, the effects

of 9/11 on American society. Overall, students will leave the course with a firm understanding of the complex dynamics of race, gender, migration, politics, and economics in American society. Students will learn to think critically about primary and secondary sources, including works of writing, art, music, and literature, and will conduct independent research. They will also improve their written and oral communication abilities.

HIST 180: WORLD HISTORY AND CIVILIZATIONS (3 CREDITS)

This course develops a basic understanding of the history of major world cultures. The course provides a broad picture that deals with the nature and spread of the earliest civilizations in the Ancient Near East and the development of civilization in classical and medieval Europe, concerning their political, social, economic and religious life; focuses on the globalization process of the civilization. The course, therefore, provides an important overview of cultures and meetings between cultures and how these cultures constantly move towards an integrated society.

HIST 200: POLITICAL CHANGE & ISLAMIC REFORM (3 CREDITS)

The Islamic world particularly the Middle East has been in continuous political change for the last two decades. At the center of these dramatic changes is the challenge for Islamic reform particularly regarding how Islam plays into the daily lives of Muslim citizens. This course will review the efforts of Islamic reform from the early 19 century to the 21 century including teachings from the scholars like Muhammad Abduh in the late 19 century. The course will focus on the major three concepts advanced by Islamic thought of Equality, Freedom, and Justice. A special focus will be on how these concepts were interpreted and applied in both political and social contexts.

INTL 161: UNITED STATES DIPLOMATIC HISTORY (3 CREDITS)

Diplomacy is concerned with the management of relations between states and other non-state actors, such as international organizations, global NGOs, and more. Though diplomacy is often thought of as being concerned with peaceful activities, diplomatic activity often does occur within war or armed conflicts. The aim of this course is to introduce students to how international relations have been conducted throughout modern

history, while offering a diplomatic perspective on wars and conflicts.

The course covers major world wars and key chapters in international relations history, starting at the turn of the 20th century, and ending in present times. In this course, students will be able to analyze topics such as the Two World Wars, decolonization, the rise and fall of communism, and the Cold War.

INTL 220: INTERNATIONAL HUMAN RESOURCES MANAGEMENT (3 CREDITS)

This course surveys the principles and methods of effectively managing people in a work environment. It includes the recruitment, selection, development, utilization of, and accommodation of people by organizations. The course also focuses on how MNC manage HR and their responsibilities when doing business with their host countries. Employee motivation and contemporary personnel management issues are examined in terms of the impact they have on organizational effectiveness, goal attainment, sustainability, and overall performance.

INTL 257 INTERNATIONAL RELATIONS (3 CREDITS)

This course will introduce students to the main theories of international relations and facilitate critical applications of these theories to a range of substantive issue areas. After completing this course students will understand key concepts, theories, and empirical trends in IR. The 'map of the modern world component will ensure that students will learn political geography, including the location and capital cities of all countries of the world, and display cognizance of outstanding political/territorial disagreements and other controversies between states.

INTL 270: GLOBAL PUBLIC HEALTH (3 CREDITS)

This course introduces students to the role that public health plays in international affairs. Students will examine contemporary global health concerns and how these global health concerns affect society and politics, including infectious disease, obesity and hunger, women's reproductive health, access to medical care, and environmental factors. The course will then move on to discuss successful and unsuccessful attempts to solve these public health issues through diplomacy, foreign aid, and through the efforts of international organizations. Finally, students will conduct a research project on one global health issue and will propose a solution to that

problem.

INTL 272: UNITED STATES FOREIGN POLICY (3 CREDITS) – PREREQUISITE: INTL 257

This course will take a close look at United States foreign policy since 9/11. It will examine the United States' attitudes toward the Middle East, Asia, Africa, Europe, and Latin America, and the efforts it has made in diplomacy and through direct and proxy military engagement in Iraq, Afghanistan, Libya, Syria, and elsewhere. The course will also cover the role of the US in shaping global policies toward issues like terrorism, climate change, human rights (including women's rights and LGBT rights), illicit drug production and trades, free trade, the democratization of foreign states, and peacekeeping efforts. Students will also analyze major multilateral agreements made by the US, UN, NATO, and other nations and international organizations, such as the 2015 Iran Nuclear Deal and the 2016 Paris Climate Accord. Finally, students will gain an understanding of the transformation and continuity of foreign policy during the Bush, Obama, and Trump administrations. This course will include field trips to the US Department of State and other locations in the Washington, D.C. area.

INTL 300: CYBERSECURITY (3 CREDITS)

Cybersecurity has become a significant concern in all industries around the world. The interconnection of the Internet has provided a borderless realm of global connection, which increases possibilities of digital vulnerabilities to all entities (i.e., individuals, businesses, public and private sectors, and government agencies). International cyber security policies are essential factors that require a stable collaboration from different countries to form a robust defensive mechanism. This course focuses on conflicts and international issues regarding cyber security and explores potential strategies and policies that may encourage global entities for the development of international agreements for safer and more secure cyberspace. Students will learn various subjects from technological and policy aspects of cyber security regarding foreign affairs, including cyber warfare, cyber diplomacy, cybercrime, cyber law, and cyber intelligence, etc.

INTL 339: INTERNATIONAL ORGANIZATIONS (3 CREDITS) – PREREQUISITE: INTL 257

This course serves as an introduction to international organizations. Understanding international organizations is essential to understanding the complex interdependence of world politics. After

completing this course students will be able to: define and classify international organizations; recognize the fundamental theoretical approaches concerning the roles of international organizations in international politics; understand the historical and intellectual roots of the League of Nations and United Nations; and understand the basic organs, functions and roles of other significant international organizations, including the EU and NATO

INTL 340: TRANSNATIONAL CORPORATIONS (3 CREDITS)

Transnational corporations, which have their headquarters in one country but operate out of multiple, have been a staple of the global economy since the East India Companies of the seventeenth century. This course will consider the role of transnational corporations, such as Coca Cola, Walmart, Toyota, and others, in the modern global economy. It will also examine the political and social influence of corporations like United Fruit, which acted as agents of foreign powers.

INTL 348: INTRODUCTION TO INTERNATIONAL HUMAN RIGHTS (3 CREDITS)

This course will explore the philosophical and political meaning of fundamental human rights. It will analyze cases of human rights violations--such as jailing of journalists, dissidents and opposition leaders; genocide in the Holocaust, Rwanda, Kosovo, and Cambodia; the use and abuse of the death penalty; female genital mutilation; violations of workers' rights; and torture. It will also examine the role that states, international organizations, international tribunals, and individuals can play in ending human rights abuses. Course readings may include contemporary theories of human rights and case studies on the enforcement of rights around the world.

INTL 350: U.S. AND EUROPE (3 CREDITS) – PREREQUISITE: INTL 272

This class will examine the modern diplomatic relationship between the U.S. and Europe since the Cold War. It will consider the influence of NATO, the EU, the former Soviet Union, and the so-called "special relationship" between the US and the UK. Students will gain an understanding of the contemporary dynamics of these relationships and what predictions analysts make for the future.

**INTL 351: U.S. & THE MIDDLE EAST (3 CREDITS)
PREREQUISITE: INTL 272**

This course exams the historic and contemporary relationship between the United States and the Middle East (both as a whole and with respect to individual countries in the region), focusing on the post-World War II era. Students will gain a greater understanding of the domestic forces which contribute to the formulation of the US's Middle East policy, and will acquire a better perspective of the problems, challenges, and future potential of US-Middle East Relations, including such issues as support for the State of Israel, radical Islam, regional conflict, energy politics, and immigration and refugee crises.

**INTL 352: U.S. AND ASEAN (3 CREDITS) –
PREREQUISITE: INTL 272**

ASEAN, or the Association of Southeast Asian Nations, includes Indonesia, Malaysia, the Philippines, Singapore, Brunei, Cambodia, Thailand, Vietnam, Laos, and Myanmar. In this class, students will first learn about politics, economics, and social concerns in these up-and-coming nations, and their relationship with the United States.

**INTL 353: U.S. AND BRIC (3 CREDITS) –
PREREQUISITE: INTL 272**

Brazil, Russia, India, and China, or the “BRIC” nations, are four rapidly developing nations with major potential. In this class, students will examine the role of these nations in the modern world economy and will also understand the importance of the fall of Communism in global politics. Students will also look at the relationship of the United States with these countries.

**INTL 354: INTERNATIONAL DEVELOPMENT AND
EMERGING MARKETS (3 CREDITS)**

This course introduces the fundamentals of international development and analyzes the global environments in which this pursuit is conducted. It explores the history, evolving definitions, theories, management, and synergies of international development. This course describes the major international donors, bilateral and multilateral and their development strategies, budgets and goals. The course also explores tools of information, policy, and sustainability. Additionally, an overview of legal, ethical, and cultural competency issues in international development is provided.

**INTL 355: LATIN AMERICAN POLITICS (3
CREDITS) – PREREQUISITE: INTL 272**

In this course, students will examine the comparative politics of Mexico, Cuba, and other Latin American countries as a means of understanding the political issues of South America, Central America, and the Caribbean. Students will learn about the political structures of these countries, their economic development, migration, indigenous and women's rights, public health, Catholicism and evangelism, and other major socio-political concerns of these nations. Finally, students will learn about the roles of Mexico, Cuba, and other Latin American in non-governmental organizations like NAFTA and the UN, and their major foreign policy objectives.

**INTL 370: GENDER, DEVELOPMENT &
GLOBALIZATION (3 CREDITS)**

This course introduces major issues facing women and men around the world who are marginalized by inequitable structures and processes of globalization. Students will investigate case studies within the context of international development, drawing particularly on concepts regarding gender and development and critical globalization. Students will develop valuable social science research skills and will discuss and debate critical issues. Upon successful completion of the course students will be able to: analyze and describe dynamic relationships among global and local economies and socio-cultural processes; identify and describe processes and relationships that produce gender-based inequalities; apply key concepts in the fields of international development and gender and development; and utilize qualitative social science research methodologies.

**INTL 388 TRANSNATIONAL THREATS (3
CREDITS)**

What sorts of transnational security challenges do states face in the information age, and how do they manage these threats? Global threats such as nuclear proliferation, climate change, environmental degradation, refugee streams, or infectious diseases do not stop at national borders. Terrorist and criminal networks not only transcend international borders, but also go beyond traditional state jurisdictions and stove-piped hierarchies. This course will analyze the nature of the challenges and look at the policy, legal, and institutional mechanisms the United States and other countries have found/must find to manage and counter these threats.

INTL 430: INTERNATIONAL CRISIS DIPLOMACY (3 CREDITS)

This course will focus on the methods of crisis diplomacy by taking a close look at specific examples in the Middle East, Central America, and Southeast Asia. These crises might include political crises, terrorism, natural disasters, and economic crises. Students will learn about the practices of mitigating crises, preventing potential crises, and handling crisis aftermath through case studies, and will also learn about the potential roles of governments, non-governmental organizations, and international organizations in handling these situations. For the final exam, students will undertake a simulation to handle an international crisis.

INTL 451 WORLD POLITICS AND WORLD ORDER (3 CREDITS) – PREREQUISITE: POLS 101

World politics is the study of how states interact with each other. This course builds an understanding of our field, introducing the background, theoretical, and empirical tools necessary to understand international relations today. Students will learn about important findings in a variety of subfields, including war, international political economy, institutions, nuclear proliferation, and terrorism.

INTL 459: INTERNATIONAL SECURITY (3 CREDITS)

This course will familiarize students with some of the major theoretical issues in the study of international security, and some of the central challenges shaping current debates about security and the use of force. War and conflict have been central to international politics throughout history. The study of security investigates causes of war, strategies for avoiding conflict, and the impact of new technologies, actors, and ideas on calculations about the use of force. This course will also consider how international law has dealt with the legality of the use of force to settle international disputes. This course will give students a solid grounding in current theoretical issues and security challenges in the international arena. It will encourage them to think about how an understanding of these issues can help them address existing security problems affecting the world community.

INTL 460: GLOBAL IMMIGRATION & ASYLUM POLICY (3 CREDITS) – PREREQUISITE: INTL 348

According to the United Nations High Commission on Refugees, the 2010s have seen the highest numbers of refugees, displaced people, and stateless people in human history—nearly 80 million people total.

Whether driven by climate change, socio-political unrest, economics, or violence, these people universally have to navigate complex systems of immigration and asylum policies worldwide. For lawmakers, the influx of refugees and migrants presents the challenge of enacting swift policies that enforce human rights and transnational security. In this course, students will learn about some of the largest legal and political problems involving migrants and refugees today. In particular, the course will focus on Syrian refugees in the EU and Turkey; South Sudanese and Central African refugees in Uganda and Rwanda; Central American refugees in the US; and Rohingya refugees in Southeast Asia and Australia. Students will learn about the efforts of governments and non-governmental organizations to create and enact migration and asylum policies.

ISIT 112: INTRODUCTION TO INFORMATION TECHNOLOGY (3 CREDITS)

This course introduces basic issues in information science, including the nature of information, information technology, information security, information policy, information ethics, and the relationships between information technologies and the information context.

ISIT 224: INFORMATION SYSTEMS ANALYSIS AND DESIGN (3 CREDITS)

This course focuses on the techniques and methodologies used in Information Systems Analysis and Design to develop computer systems and applications. Students will learn and practice the four phases: planning, analysis, design, and implementation, which require students to conduct requirement analysis and build blueprints of systems according to operational and organizational technology needs. The course introduces students to the software tools and diagram representations for producing and documenting the process of system analysis and design. Students work individually and as a team to gain knowledge of change management and team collaboration.

ISIT 225: CLOUD COMPUTING (3 CREDITS)

The course examines various Application Programming Interfaces used in Amazon and Microsoft Cloud Computing, including the techniques for building, deploying, and maintaining machine images and applications. Students will learn how to use Cloud Computing as the infrastructure for existing and new services. This course will use open-source implementations of highly available clustering computational environments. Students will also learn

how to address non-trivial issues in Cloud Computing, such as load balancing, caching, distributed transactions, and identity and authorization management, hosted on Windows and Linux operating systems.

ISIT 226: MANAGEMENT INFORMATION SYSTEMS (3 CREDITS) – PREREQUISITE: ISIT 224

Managing information systems has become a task for all levels of managers and all function areas of the business. This course is designed to familiarize students with the concepts related to the utilization of information technology in business organizations. The course focuses both on technical and managerial aspects of information technology adoption in the organization. Topics such as information technology infrastructure, electronic commerce, information systems and business strategy, and ethical issues related to information systems will be covered in class.

ISIT 248: MOBILE DEVELOPMENT (3 CREDITS) – PREREQUISITE: CMPS122

This course introduces Android operating system for mobile phones and covers advanced topics of Android programming such as web services, multithreading, advanced database applications, multimedia operations, broadcast mechanism and using map services.

ISIT 325: CLOUD DATA STORAGE MANAGEMENT (3 CREDITS) - PREREQUISITE: ISIT 225

This course focuses on using technology and security to manage data storage installed on-premises and in the cloud at the enterprise level. Students will study various data storage and networking components to effectively manage data confidentiality, availability, and integrity. The course also covers using the Hadoop environment and database techniques (SQL and NoSQL) to handle massive data sets.

ISIT 328: DATA WAREHOUSE DESIGN (3 CREDITS) – PREREQUISITE: CMPS 318

This course aims to teach students with fundamental knowledge and skills in data warehouse design, including concepts, architectures, data modeling, security, and implementations. The importance of the role of the data warehouse in the decision-making based on strategic and operational objectives will be discussed. Students will also combine database and data warehouse concepts to produce valuable assets and decision support systems for an organization.

ISIT 335: CLOUD SECURITY (3 CREDITS) - PREREQUISITE: ISIT225

This course covers DevSecOps methodology to ensure and strengthen the security of digital resources and data in the cloud environment and infrastructure. Students will learn various theories and practices to assess risks associated with cloud computing and shared responsibility aspects. Activities for the course cover deployment of virtual infrastructures, execution of installation scripts, exploration of virtual switching, management of resources, maintenance of backups, and detection of fault analysis.

ISIT 340: BUSINESS INTELLIGENCE (3 CREDITS) – PREREQUISITE: ISIT 360

This course covers business intelligence concepts and methodologies including the definition of intelligent knowledge and know-how process to gain insight and perspective for businesses.

ISIT 350: ADVANCED WEB APPLICATION DESIGN (3 CREDITS) PREREQUISITE: CMPS 122

This course teaches advanced web application design using Java ServerFaces web framework. Understanding managed beans, page navigation rules, expression language, data validation and conversion, AJAX support, application security, building custom components and related topics will be covered within the scope of this course.

ISIT 351 SOFTWARE ENGINEERING (3 CREDITS) PREREQUISITE: CMPS 122

This course covers the concepts, methodologies, and digital tools for developing software systems and applications. The subjects focus on Software Development Life Cycles (SDLC) principles and Object-Oriented Software Design. Students will learn how to apply Unified Modeling Language (UML) notations and diagrams in the Software Modeling and Specifications. This course is writing intensive, which requires students to conduct a software project, including writing software documentation for developing a software application.

ISIT 352: WEB DEVELOPMENT (3 CREDITS) PREREQUISITE: CMPS 122

This course introduces essential topics of web programming using Java based technologies. Java Servlets and JavaServer Pages will be introduced for understanding the basics of web programming. After covering basic topics, Spring Web MVC framework will be introduced for more advanced tasks. JDBC based database operations will be also covered within the scope of this course. Students who successfully

complete this course will have the ability to create database driven dynamic web applications which can generate response to user requests.

ISIT 353 SOFTWARE USER INTERFACE ANALYSIS AND DESIGN (3 CREDITS) PREREQUISITE: CMPS 122

This course covers the principles and practices for Graphical User Interface (GUI) Development, including design and development. Students will learn to apply cognitive science and psychology to integrate GUI components, such as a menu, text field, checkbox, radio button, drop-down box, text area, icon, etc., that form effective and user-friendly interfaces. The course is programming intensive in GUI development for various types of software applications, including standalone user interfaces, web-based user interfaces, and mobile application interfaces, including analyzing, designing, developing, testing, and maintaining.

ISIT 354: SOFTWARE ARCHITECTURE (3 CREDITS)

This course provides students with an introduction to software architecture involving theory foundations, sub-fields, current research status, and practical methods. Students will learn the basic knowledge of software architecture to describe a system's architecture using formal language and innovative styles in developing a system and software application. The course focuses on various aspects of software architecture, such as model representation, component/interface design, architectural frameworks and patterns, and security principles. Students will learn to utilize software architecture for decision-making in choosing strategies, reusing patterns, developing a prototype, and producing documentation.

ISIT 355: ADVANCED MOBILE APPLICATION DEVELOPMENT (3 CREDITS) – PREREQUISITE: ISIT 248 OR ISIT 350 OR CMPS 222

This course covers advanced techniques in mobile applications with increasingly powerful mobile devices. Students will learn to develop applications that can run on browsers with web-enabled capabilities, compatible with the majority of mobile devices. This course will focus on modern trends, teaching students the unique design and deployment. Students will also address digital and ethical issues that must be considered when developing applications for mobile devices.

ISIT 356: SOFTWARE QUALITY AND TESTING (3 CREDITS) - PREREQUISITE: CMPS 122

This course provides an elementary introduction to software quality assurance and testing. Topics include: Why do software testing? The meaning of black-box testing and white-box testing; Software Testing throughout the Software Process; Software Testing and Extreme Programming; The Automation of Software Testing; Difficulties and Limitations of Software Testing; The Business of Software Testing; and Implementation of Automated Testing. Students gain intensive hands-on experiences as Software Tester, including planning and executing software testing projects.

ISIT 357: CONTENT MANAGEMENT SOFTWARE (3 CREDITS)

This course explores the use of the three most popular open-source web-based content management systems— WordPress, Joomla, and Drupal—to create dynamic and flexible websites and landing pages. Participants explore the fundamentals of planning dynamic websites, CMS database management, developing CSS-controlled site templates, and creating database-driven websites through the planning and creation of their own topic-based sites.

ISIT 360: DATA MINING (3 CREDITS) – PREREQUISITE: CMPS 226

Data Mining studies algorithms and computational paradigms that allow computers to find patterns and regularities in databases, perform prediction and forecasting, and generally improve their performance through interaction with data. It is currently regarded as the key element of a more general process called Knowledge Discovery that deals with extracting useful knowledge from raw data. The knowledge discovery process includes data selection, cleaning, coding, using different statistical and machine learning techniques, and visualization of the generated structures. The course will cover all these issues and will illustrate the whole process with examples. Special emphasis is on Machine Learning methods as they provide real knowledge discovery tools. Important related technologies, like data warehousing and on-line analytical processing (OLAP) will be also discussed. The students will use recent Data Mining software.

ISIT 362: SOCIAL NETWORK ANALYSIS (3 CREDITS)

The course presents mathematical methods and computational tools for Social Network Analysis (SNA). SNA was pioneered by sociologists, but recently became an interdisciplinary endeavor with contributions from mathematicians, computer scientists, physicists, economists etc., who brought in many new tools and techniques for network analysis. In this course we will start with basic statistical descriptions of networks, analyze network structure, roles and positions of nodes in networks, connectivity patterns and methods for community detection. In the second part of the course, we will discuss processes on networks and practical methods of network visualization.

ISIT 370: AGILE PROJECT MANAGEMENT (3 CREDITS) – PREREQUISITE: MGMT 200

This course covers an introduction to agile project management, including fundamental principles, frameworks, and practices of software project development. Students will learn iterative and incremental methods of development, emphasizing collaboration and adaptability. This course provides hands-on experiences via team-based projects focusing on planning, executing, and delivering software using Agile methodologies.

ISIT 401: INFORMATION TECHNOLOGY AUDITS & CONTROLS (3 CREDITS) – PREREQUISITE: ISIT 224

Management and boards continue to recognize the importance of effectively managing information technology (IT) assets — to meet business objectives and to thoughtfully manage IT related business risks. This course examines the key principles related to auditing information technology processes and related controls and is designed to meet the increasing needs of audit, compliance, security and risk management professionals.

MATH 103: COLLEGE MATHEMATICS (3 CREDITS)

Mathematical calculations underlie the development of theories, the evaluation of trends, and the assessment of progress in all aspects of society. It will cover linear, quadratic, and simultaneous equations and the graphing of lines, circles, exponential functions, and polynomial functions.

MATH 104: COLLEGE ALGEBRA (3 CREDITS) – PREREQUISITE: MATH103 OR 2 YEARS OF HIGH SCHOOL ALGEBRA WITH A C GRADE OR BETTER

This course covers matrix theory and linear algebra, emphasizing topics useful in other disciplines. Linear algebra is a branch of mathematics that studies systems of linear equations and the properties of matrices. The concepts of linear algebra are extremely useful in physics, economics and social sciences, natural sciences, and engineering. Due to its broad range of applications, linear algebra is one of the most widely taught subjects in college-level mathematics (and increasingly in high school).

MATH 110: INTRODUCTION TO STATISTICS (3 CREDITS)

This is an introductory statistics course that presents basic statistical concepts and methods in a manner that emphasizes understanding the principles of data collection and analysis rather than theory. Much of the course will be devoted to how statistics affect the business world.

MATH 128: LINEAR ALGEBRA (3 CREDITS)

Linear algebra is the study of linear systems of equations, vector spaces, and linear transformations. Solving systems of linear equations is a basic tool of many mathematical procedures used for solving problems in science and engineering.

MATH 131: CALCULUS I (3 CREDITS) – PREREQUISITE: MATH 104

This is an introductory course to provide students with an introduction to Calculus. The course covers topics such as rules of differentiation, the chain rule and implicit differentiation; derivatives of trigonometric, exponential, logarithmic, and inverse trigonometric functions; the Mean Value theorem; and indeterminate forms and L'Hopital's rule.

MATH 132: CALCULUS II (3 CREDITS) – PREREQUISITE: MATH 131

This course builds on skills learned in MATH 131. It covers subjects such as techniques in integration; applications of integration; conics, parametric curves, and polar curves; partial differentiation; and multiple integration.

MATH 140: DISCRETE MATHEMATICS (3 CREDITS)

The aim of the course is to give students the necessary background in discrete mathematical structures. Basic algorithms on discrete structures will be taught.

MATH 212: NUMERICAL ANALYSIS (3 CREDITS)**– PREREQUISITE: MATH 132**

Numerical Analysis helps in transforming functions, derivatives, integrals, and differential equations as strings of numbers that can be calculated in the computer. The most important issue in Numerical Analysis is an understanding of the speed of convergence of the series expansions for the method used to approximate or solve a problem.

MATH 225: SPREADSHEET APPLICATIONS FOR BUSINESS, ACCOUNTING & ECONOMICS (3 CREDITS) – PREREQUISITE: MATH 131

This course equips students with practical, hands-on experience in using spreadsheet software, mainly Microsoft Excel, as a valuable tool in business, accounting, and economics. The focus will be on developing proficiency in creating, formatting, analyzing, and interpreting data using spreadsheet functions and tools. The course introduces a range of topics such as data entry and validation, financial modeling, budget preparation, statistical analysis, pivot tables, charting, and decision-making tools such as what-if analysis. Throughout the semester, students will learn how to apply spreadsheet techniques to real-world business issues, including cost and benefit analysis, revenue forecasting, payroll computation, inventory management, and economic data evaluation.

MATH 335: BUSINESS ANALYTICS (3 CREDITS) – PREREQUISITE: MATH 110

Business Analytics uses data from past performance and statistical methods to inform data-driven decision making. This course explores how big data analysis and predictive modeling can drive strategic decision making for enterprise optimization and government policy decisions.

MGMT 200: INTRODUCTION TO PROJECT MANAGEMENT (3 CREDITS)

Introduction to Project Management utilizes a simulated team project to manage a project's life cycle. Emphasis is placed on activity networks, managing resources, and creating control mechanisms that minimize risk. Project leadership is explored in the context of building effective project teams and maintaining stakeholder relationships.

MGMT 201: LEADERSHIP (3 CREDITS)

A recent management theory suggests that leadership consists of three overarching functions -- vision, communication, and implementation--under which all other functions can be slotted. This course

will examine the nature of these three functions in today's business and use Abraham Zaleznik's classic paper to distinguish between the roles of leaderships and managers. Following the dictum that studying leaders illustrates leadership, the course will analyze the characteristics of many leaders from different fields-- business, government, politics, society, and religion-- to distill the essence of leadership.

MGMT 301: ORGANIZATIONAL BEHAVIOR (3 CREDITS)

This course introduces basic organizational behavior concepts and their application in contemporary organizations. The course will include conceptual frameworks, case discussions, and skill-oriented activities. Topics include diversity in organizations, attitudes and job satisfaction, emotions and moods, personality and values, the structure and culture of organizations, and organizational change.

MGMT 303: MANAGEMENT COMMUNICATIONS (3 CREDITS)

The skills taught in this course are essential for surviving and succeeding in today's corporate world. You will learn to analyze, understand and write clear and concise business communiqués, develop skills for high level interpersonal communication and strengthen your oral presentation competence. The course introduces a range of business communication methods and examines the technologies available for conveying business messages.

MGMT 322: PROBLEM SOLVING AND DECISION MAKING FOR MANAGERS (3 CREDITS)

Every day a manager will be called upon to solve a difficult problem or make a significant decision. This course presents techniques for creative problem solving and structures to assist in decision making in various business environments and situations. The course will explore biases and how they can reduce the effectiveness of the decision-making process.

MGMT 325: OPERATIONS MANAGEMENT (3 CREDITS) PREREQUISITE: MATH 110

This course provides an understanding of operations management and its role within an organization. Students will be introduced to the principles and practices involved in designing, managing, and optimizing business processes to efficiently produce goods and services.

MGMT 335: PROJECT MANAGEMENT KNOWLEDGE AREAS I (3 CREDITS)

Building on the foundational principles in the Introduction to Project Management course, this course covers the control and tracking steps to ensure a project's on-time completion and within budget. The course focuses on the management of project HR, communication, risk, quality, and procurement.

MGMT 336: PROJECT MANAGEMENT KNOWLEDGE AREAS II (3 CREDITS) – PREREQUISITE: MGMT 335

This second course is a continuation of Project Management Knowledge I and addresses the scope for a project and developing a complete project overview statement. This course addresses the following areas: Project Integration Management, Project Scope Management, Project Time Management, Project Cost Management, and Project Quality Management.

MGMT 337: STRATEGIC MANAGEMENT (3 CREDITS)

The modern theory of strategic management involves the creation of a competitive advantage over competitors; this means uniquely creating value for a customer in a way that competitors cannot. The course creates a fusion between the two major competitive advantage theories: the external theory of Michael Porter and the internal theory of Jay Barney - leading to a holistic understanding of strategic management.

MGMT 433: NEGOTIATION (3 CREDITS)

Negotiation is the art and science of securing an agreement between two or more interdependent parties. This course focuses on understanding the behavior of individuals, groups, and organizations in the context of competitive situations. The objectives of the course are to help students to develop negotiation skills experientially and to understand negotiation in useful analytical frameworks. Considerable emphasis is placed on realistic negotiation exercises and role-playing. The exercises serve as catalysts for the evaluation and discussion of different types of negotiation situations. In-class discussions and lectures supplement the exercises.

MGMT 453: CROSS-CULTURAL MANAGEMENT (3 CREDITS)

Cross Cultural Management is a collaborative research seminar that examines what constitutes "effective" leadership across cultures. The underlying theme of this course is that the skills and behaviors

that are perceived as effective leadership characteristics in one culture are not necessarily those that will be effective in a different culture. By exploring the ways in which specific characteristics are valued differently by different cultures, the students acquire frameworks for assessing how to approach a work assignment in a culture that is not their own. This course is collaborative because the students are expected to provide some of the content. The weekly readings target aspects of cultural differentiation. Working within those topics, teams of students are asked to describe aspects of leadership in particular cultures based on their research and/or personal experiences. Students use both formal presentations and informal discussions to engage each other in learning about different cultural expectations. The goal of the course is to help prepare students for business assignments outside of their native countries.

MKTG 201: INTRODUCTION TO MARKETING (3 CREDITS)

The American Marketing Association defines marketing as: "the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large." This course examines many of these marketing aspects starting with the basics of the 4 Ps (Place, Price, Product, Promotion), market segmentation, and branding. The course also explores the newest aspects of internet marketing by Amazon, Google, and Facebook.

MKTG 321: MARKETING MANAGEMENT (3 CREDITS) – PREREQUISITE: MKTG 201

The course focuses on formulating and implementing marketing management strategies and policies, a task undertaken in most companies at the strategic business unit level. The marketing management process is important at all levels of the organization, regardless of the title applied to the activity. The course provides students with a systematic framework for understanding marketing management and strategy.

MKTG 435: BRAND MANAGEMENT (3 CREDITS)

A company's brand is the most valuable asset that it owns. A recognized brand is the key to expanding sales and the product line. But brand management requires paying attention to many aspects of the product from brand recognition to brand loyalty. These various aspects add up to brand power: the ability of a company to demand and receive premium

shelf space, placement in movies, and celebrity endorsements. This course examines the different brand parameters and invokes marketing concepts to build brand power.

MKTG 436: PRINCIPLES OF ADVERTISING (3 CREDITS)

This course introduces the basic principles, theories, and applications of advertising. In addition, the course covers the foundations of integrated advertising, promotion, and marketing communication emphasizing the significance of utilizing all marketing activities in one clear message and voice. Elements of direct response, promotion, Internet, and public relations are also presented. Students will be able to demonstrate an understanding of the principles of advertising and practice creative and decision-making skills in developing an advertising campaign plan.

PHIL 200: ETHICS (3 CREDITS)

The purpose of this course is to open awareness to the complexity of ethical decision-making and prepare students to make choices from a standpoint of ethical consciousness. Students will learn to identify ethical problems in their program of study, assess the obligations of stakeholders, formulate arguments for those obligations, and propose feasible solutions to ethical problems. Diversity competence will also be stressed. Assignments, activities, and exams will cultivate reflection, analysis, creativity, and empowerment.

PHYS 200: INTRODUCTION TO PHYSICS (3 CREDITS) – PREREQUISITE: MATH 103

This course is primarily for non-science majors, a non-calculus-based introduction to Physics. The evolution of ideas, their historical continuity in the search for physical theories and worldviews of great physicists of the past are presented, together with the basic concepts of Physics. Topics include (but are not limited to) Mechanics and Thermodynamics, Electricity and Magnetism, Sound and Light, History and Methodology of Science. Virtual laboratory work is included.

POLS 101: INTRODUCTION TO POLITICAL SCIENCE (3 CREDITS)

This course is an introduction to the basic concepts and theories of political science. It begins with discussions of individual and human nature and elaborates on state and society. Some of the central themes of the course are human nature and the individual, the social contract, sovereignty, authority,

public opinion, elections, electoral systems, legislatures, executives, judiciaries, political violence, terrorism, and international relations.

POLS 121: UNITED STATES GOVERNMENT (3 CREDITS)

This course exams the theoretical influences, historical development, and political evolution of the United States of America, as they impact the governance of the country. Students will gain a greater understanding of the forces that shaped how the framework of government was established and has functioned over the past two and a half centuries. By studying the US Constitution and the structure of US government, political culture and political behavior, the development of the political party system, the role of interest groups in politics, and the relationship between the federal government and state and local governments, students will acquire a better perspective of the problems, challenges, and future potential of the US.

POLS 122: UNITED STATES POLITICAL HISTORY (3 CREDITS) – PREREQUISITE: POLS 121

Students will learn about the political history of the United States. Both domestic and international politics will be covered. Students will understand the events surrounding the creation of the United States and how the United States has maintained its democratic system for more than 200 years. Students will also understand the key events, trends, and leaders that have shaped the United States. It is important for students to understand both the domestic and international history of the United States to analyze contemporary world affairs. The United States is an important object of study both because it is one of the world's most successful democracies and because it is the world's most powerful nation. World events simply cannot be understood without knowledge of the United States and its history. This course will introduce students to the most important leaders, events, and ideas that have shaped American history and continue to influence the United States today.

POLS 210: POLITICAL SOCIOLOGY (3 CREDITS)

Political sociology is concerned with, above all, power relations in the social, political, and economic spheres. As such, we deal with different centers of power, both within the national unit and transnationally. This course introduces you to state structures, class structures and global structures. We will cover concepts such as power, representation, association, social capital, citizenship, collective action and issues such as state development, democratization, 'old' and 'new' social movements, and global networks. Equally crucial to this course is the understanding of interactions between society and polity.

POLS 215: POLITICAL IDEOLOGIES (3 CREDITS) – PREREQUISITE: POLS 101

Ideology is one of the most readily employed concepts in political science. Political ideologies originated in the modern era and have shaped our beliefs, values, and understanding of human nature, the organization of social and political institutions, and authority. This course is a survey of major political ideologies. We will examine the core concepts, assumptions, political programs, and historical development of such ideologies as: liberalism, conservatism, nationalism, socialism, communism, and fascism, among others. This course aims to help students think critically about the role ideology plays in informing political debate and assumptions concerning state and society.

POLS 251: INTRODUCTION OF COMPARATIVE POLITICS OF INDUSTRIALIZED SOCIETIES (3 CREDITS) – PREREQUISITE 101

This course provides a systematic study and comparison of political systems, with emphasis on recent trends in world politics. This course will introduce the basic concepts of comparative politics, examine liberal and illiberal regimes, and compare the governmental systems of developing, industrial, and post-industrial societies. Students will learn to identify the strengths and weaknesses of parliamentary and presidential systems of government, and of centralized, devolved, and federal state systems. We will also consider a variety of electoral systems.

POLS 253: POLITICS OF EMERGING MARKETS SOCIETIES (3 CREDITS) – PREREQUISITE: INTL 257

This course examines theoretical and empirical approaches to understanding the process of economic development. Topics include the role of the

state in alleviating or exacerbating poverty, the politics of industrial policy and planning, and the relationship between institutional change and growth. How over the past century have some of the world's poorest nations achieved wealth? How have others remained mired in poverty? What are the social consequences of alternative strategies of development? What about the quality of governance? POLS 253 will answer these questions and more.

POLS 310 PUBLIC ADMINISTRATION (3 CREDITS) – PREREQUISITE: POLS 101

This course provides an in-depth exploration of public administration, focusing on its theories, principles, and real-world applications in government and nonprofit sectors. Students will examine the role of bureaucracy, policy implementation, organizational behavior, and ethical decision-making in public service. Through case studies, discussions, and applied projects, the course emphasizes the challenges of governance, public accountability, and administrative reform. By the end of the semester, students will have a comprehensive understanding of how public administrators shape and execute policies that impact society.

POLS 321: POLITICAL PARTIES IN AMERICA (3 CREDITS) – PREREQUISITE: POLS 121

By the end of this course, students will have a deeper appreciation of the main drivers of US politics. They will have a solid understanding of the structure, operation, and definition of the US party system. They will have an appreciation for the historical origins of the two-party system. The course will also include discussions of the role of political parties on the national and state levels, party politics in the South, political machines, ethnic politics, and the national election process.

POLS 335: ENVIRONMENTAL POLITICS (3 CREDITS)

Environmental politics is a new but quickly growing field as debates about environmental degradation have intensified. Environmentalists are concerned about pollution, conservation, ecosystem destruction, natural resource depletion, and global warming which threaten our planet and future life on earth. State structures, the capitalist world economy, environmental organizations and social movements and their interaction in a global geography all affect the politics of the environment. In other words, these actors on the global scene have differing and often conflicting views on what the problem is and what to

do about it. Thus, environmental politics is controversial as well as vital. It is also global in nature as environmental problems recognize no national borders. This course will deal with all of these issues while introducing the students to relevant concepts and debates such as the tragedy of the commons, the global commons, sustainable development, ecological modernization, risk society, deep ecology, North-South issues and ideas of nature and progress.

POLS 343: PUBLIC POLICY (3 CREDITS)) – PREREQUISITE: POLS 101

Bringing together analysis of classic works alongside the most recent developments in the field, the course explores three key questions: What is public policy? Who participates in making, implementing, and assessing the impact of public policy? And when and how does public policy change over time? Course coverage includes the central institutions and actors of policy making, as well as implementation, evaluation, and governance of public policy. Discussions draw on examples from around the world to explore connections between public policy and areas like political economy and climate change, and key aspects of policy analysis.

POLS 380: RESEARCH AND METHODS IN POLITICAL SCIENCE (3 CREDITS) – PREREQUISITE: POLS 101

This course is designed to provide students with fundamental knowledge on the conduct of research in the field of political science. Students will be introduced to such topics as epistemology, research design, hypothesis development and testing, scope of research, quantitative and qualitative analysis, and their application and use in political science. The course will have a shared emphasis on both analysis and evaluation, as well as on the design of research and how scholars ask questions. Students will have multiple opportunities (in the form of weekly assignments, term project, and exams) to demonstrate their knowledge and comprehension of the material. The goal of the course is to provide students with the opportunity to create, plan, develop, and execute original research.

POLS 432: RELIGION AND POLITICS (3 CREDITS)

The aim of this course is to probe the relationship between religion and politics with a view to understanding the impact of modernization and industrialization on both. The course is composed of three parts. Part I introduces the major analytical approaches in the sociology of religion. Part II examines manifestations of the resurgence of religion

in politics in different regions of the world. Part III. Finally, focuses on Islam and politics, including the case of Turkey.

POLS 453: POLITICAL BEHAVIOR (3 CREDITS) – PREREQUISITE: POLS 101 & POLS 251

The objective of this course is to familiarize students with the factors that explain political behavior. The course is composed of three parts: the first part elaborates on the cultural approach to the formation of political interests and identities which shape political behavior; the second one will focus on the different existing theories in political science to explain voting behavior; the last part concentrates on the most significant political institutional determinants of voting behavior – party and electoral systems. The course will also focus on the influence of new social movements on political behavior.

POLS 459: GLOBAL PERSPECTIVES ON DEMOCRACY (3 CREDITS) – PREREQUISITE: INTL 348

What is democracy? Why is or is it not valuable? Why does democracy succeed in some countries and not in others? We will consider these and other major questions in POLS 459. Students will take a multidisciplinary approach by considering political philosophy, history, and political science to examine various interpretations and criticisms of democracy. In addition to comparing democratic and non-democratic structures of government and the ideas behind them, students will analyze real-world examples to assess the struggle of democratization worldwide. The course will begin with foundational discussions of Athenian democracy and American democracy. Students will spend the remainder of the course analyzing 20th and 21st century examples of the foundations of democratic and authoritarian states such as India, China, Japan, South Africa, the DR Congo, and Chile. Finally, students will compare the outcomes of the Arab Spring and contemporary threats to democracy worldwide.

PSYC 101: INTRODUCTION TO PSYCHOLOGY (3 CREDITS)

This course will provide students with an introduction to the key theories of psychology. The course will discuss topics such as neuroscience and cognition; the processes of learning, perception, and memory; language and social behavior; intelligence, personality, and development; and psychopathology.

SOCI 101: INTRODUCTION TO SOCIOLOGY (3 CREDITS)

In this introductory course, students will learn about the field of Sociology and how it helps us understand our world. We will discuss key themes of sociological study, including inequality, racism and ethnicity, gender and sexuality, age stratification, and culture. Students will also learn about a variety of research methodologies.

SOCI 170: FUNDAMENTALS OF CRIMINOLOGY (3 CREDITS)

This course provides an introduction to the field of criminology, exploring the nature, causes, and consequences of crime in society. Students will examine key criminological theories, research methods, and the role of social institutions in shaping criminal behavior. Topics include crime typologies, the criminal justice system, and contemporary issues in crime prevention and policy. Through critical analysis and discussion, students will develop a deeper understanding of the complexities of crime and justice in modern society.

SPAN 101: ELEMENTARY SPANISH I (3 CREDITS)

An introduction to the Spanish language for students with no prior experience. Students will practice reading, writing, listening, and speaking Spanish. Cultural instruction on Spain and Latin America will also prove a foundational aspect of this course.

SPAN 121: ELEMENTARY SPANISH II (3 CREDITS)**PREREQUISITE: SPAN 101**

A continuation of the reading, writing, listening, and speaking abilities introduced in SPAN 101. Students will learn more about Spanish and Latin American cultures. By the end of this course, students will be able to carry a conversation in Spanish.

TURK 101: ELEMENTARY TURKISH (3 CREDITS)

An introduction to the Turkish language for students with no prior experience. Students will practice reading, writing, listening, and speaking Turkish. Instruction on Turkish culture will also prove a foundational aspect of this course.

TURK 121: ELEMENTARY TURKISH II (3 CREDITS)**– PREREQUISITE: TURK 101**

A continuation of the reading, writing, listening, and speaking abilities introduced in TURK 101. Students will learn more about Turkish culture. By the end of this course, students will be able to carry a basic conversation in Turkish

UNIV 100: FIRST YEAR SEMINAR (1 CREDIT)**COURSE FEE: \$50.00**

UNIV 100 helps new students make a successful transition to a university campus, both academically and personally. The course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the university, develop critical thinking skills and help clarify purpose, meaning and direction.

UNIV 400: SENIOR SEMINAR (2 CREDITS)**PREREQUISITE: 90 CREDITS****COURSE FEE: \$50.00**

Senior Seminar serves as a culminating academic experience for undergraduate students across all programs at BAU. Students will demonstrate mastery of different program learning objectives and showcase their ability to apply disciplinary knowledge acquired in their course of study to real-world challenges. Students will engage in high-impact practices that include portfolio creation, a problem-solution paper and a professional presentations.

GRADUATE COURSE DESCRIPTIONS

ACCT 507: MANAGERIAL ACCOUNTING (3 CREDITS)

This course evaluates the profitability of a business using accounting analysis to address business problems. By using a problem-solving approach to achieve this goal, the course focuses not only on theory but on the practical application of accounting tools. The theoretical foundation of this class is that the art of business involves moving assets from lower-valued uses to higher-valued uses. Using this concept, the class develops students' ability to perform accounting analysis and to approach business problems from a management point of view.

BGDA 501: INTRODUCTION TO BIG DATA (3 CREDITS)

This course provides Big Data Concepts, Technology, and Architecture. The course delivers a comprehensive treatment of Big Data tools, terminology, and technology suitable to academic researchers and students. The course begins with an overview of Big Data and moves on to discuss every stage of the lifecycle of Big Data. Students will learn about the creation of structured, unstructured, and semi-structured data, data storage solutions, traditional database solutions such as SQL, data processing, data analytics, machine learning, and data mining. Students will also discover specific technologies, including Apache Hadoop, SQOOP, and Flume. This course also covers the central topic of big data visualization with Tableau and how to create various plots, such as scatter plots, histograms, bar, line, and pie charts with that software. Students will also learn the basics of R programming.

BGDA 510: DATA MINING (3 CREDITS) PREREQUISITE: CMPS 514

This course introduces data mining concepts. Basic concepts in data mining: frequent item set detection, association rules, clustering and classification are covered in depth.

BGDA 511: BIG DATA & ANALYTICS (3 CREDITS) PREREQUISITE: CMPS 514

Big data is a general term used to describe the tremendous amount of unstructured, semi-structured and textual data being created daily. Big data analytics is the process of examining large amounts of data with different types to discover hidden patterns, unknown correlations and potential

useful information. This is important for enterprises as it can provide competitive advantages over rivals and other business benefits, such as more effective marketing and increased revenue. In this course, the technologies associated with big data analytics including NoSQL databases, Hadoop and MapReduce will be covered. These technologies form the core of an open-source software framework that supports the processing of large data sets across clustered systems.

BGDA 513: ARTIFICIAL INTELLIGENCE (3 CREDITS) – PREREQUISITE: BGDA 511

The fundamentals and techniques of Artificial Intelligence are discussed in this course. The first part of the course begins with an overview of intelligent agents and agent architectures. We then introduce basic search techniques for problem solving and planning. Adversarial search and the principles of game theory are given. Knowledge representation and logical formalisms using propositional, and first order logic are explained. Planning in partial observable environments is introduced. In the second part, we first give a summary of probability theory and then explain probabilistic reasoning including Markov Decision process and Reinforcement Learning. Then some basic concepts of Machine Learning algorithms are discussed. Finally, we give examples of AI applications such as Robotics, Computer Vision and Natural Processing

BGDA 515: FUNDAMENTAL OF DEEP LEARNING (3 CREDITS) – PREREQUISITE: BGDA 511

This course covers the fundamental concepts of deep learning and its relationship to machine learning and artificial intelligence. Students will learn theories, principles, and practices of neural networks that enable deep learning applications to various domains, such as computer vision, natural language processing, text, images, videos, etc. Students will also gain practical experience in the use of deep learning algorithms, the exploration of deep learning programming frameworks, and the construction of neural networks.

BGDA 521: TECHNOLOGY MANAGEMENT (3 CREDITS)

This course is designed to lead the student to understand the importance and the nature of technological innovations, how they are integrated into business level strategies and how technological innovation process is managed. In this course, the aim is not only to understand the theories of technological innovations but also to discuss the

practice of technological innovation. Therefore, case studies are important; most of the theoretical parts are followed by case studies.

BGDA 522: APPLIED STATISTICS (3 CREDITS)

The course introduces fundamental topics in statistics and implements its applications to industrial, medical, financial, energy, and similar types of very large-size datasets to infer meaningful statistical results. The course is for graduate students with no significant background in this subject. Implementations will be performed on open-source statistical software. An introduction to R programming will be given.

BGDA 550: BIG DATA AND HADOOP ENVIRONMENT (3 CREDITS) – PREREQUISITE: BGDA 511

This course provides an overview of the fields of big data analytics and data science. Topics are covered in the context of data analytics, including the terminology and the core concepts behind big data problems, applications, and systems. In this course, students learn how to use Hadoop and related Big Data Processing tools that are used for scalable big data analysis and have made the data analysis processes and procedures more manageable and accessible.

BGDA 552: BIG DATA ANALYTICS AND CLOUD COMPUTING (3 CREDITS) – PREREQUISITE: BGDA 511

The course will cover topics in architecture, features, and benefits of Cloud Computing; Cloud Computing technologies such as Virtual Machines, SAAS, IAAS, Cloud Based Networks, Cloud Based Databases. Describe Cloud Computing solutions and identify parameters for managing and monitoring big data infrastructure. Scenarios using sample data will be conducted to develop skills using Cloud Computing Infrastructure.

BGDA 555: BUSINESS INTELLIGENCE (3 CREDITS) PREREQUISITE: BGDA 522

The content of this course is composed of introduction to business intelligence, database management systems, data warehouse models and architectures, data mining, preprocessing, driven methodology, guided algorithms and non-guided algorithms.

BUSN 601: ENTREPRENEURSHIP (3 CREDITS)

This course provides insight into the vital role played by entrepreneurs and entrepreneurship in today's global economy. Students will assess, explore,

critique, and celebrate the phenomenon of entrepreneurship. The course approaches entrepreneurship as an attitude and as a way that people think, act, and behave. It stresses how entrepreneurship is a workable process, applicable in almost any organizational setting, and it highlights how entrepreneurial behaviors can be sustained throughout the careers of individuals and the development of organizations and societies. The course focuses on new ventures, how they get started and what makes them successful. It encourages the generation of ideas and inquiry and supports student efforts to develop and support their ideas on these matters. Finally, it approaches entrepreneurship from both theoretical and practical viewpoints and draws from several academic disciplines, including sociology, psychology, and economics.

BUSN 616: NEW PRODUCT MANAGEMENT (3 CREDITS) – PREREQUISITE: MKTG 512

To remain competitive, firms must develop major innovations. Developing such innovations, however, is challenging. There has, however, recently been progress into determining how it may be possible to develop breakthroughs in a systematic fashion. Through cases and expert guest speakers, this course explores the new product management process starting with the idea generation, through product development finalizing in commercialization, while examining methodology to implement each of them.

BUSN 641: SURVEY OF INNOVATIONS AROUND THE WORLD (3 CREDITS)

This course introduces students to a variety of innovations occurring around the world through an examination of how science, technology and innovation can support economic growth in emerging economies, and how they can help those economies augment participation in the global economy. The course focuses on the phenomena of technological catch-up and leapfrogging.

BUSN 642: CORPORATE AND NATIONAL TRADE AND INVESTMENT SECURITY ISSUES (3 CREDITS)

Corporate and National Trade and Investment Security Issues analyzes and addresses the evolving nature of national trade and the current investment security issues for MBA students. In this current globalized economy, trade and investment has several challenges and lessons both students and practitioners need to learn to navigate successfully. Students will study in-depth business and country-specific case-studies for improved analysis and understanding of Corporate and National Trade and

Investment Security Issues. Students will learn the importance of trade, trade negotiations, challenges in the globalized business economy, and solutions to globalized business (in)security. Students will effectively assess quantitative and qualitative information in the global business world and improve understanding of key Corporate and National Security Trade and Investment Security Issues.

BUSN 644: INTERNATIONAL PATENTS (3 CREDITS)

This course introduces students to the basic principles and legal instruments of international intellectual property law, including examination of the Paris Convention for the Protection of Industrial Property, the Berne Convention for the Protection of Literary and Artistic Property and the WTO Agreement on Trade-Related Aspects of Intellectual Property (TRIPS). The course serves as a basic introduction to the field of intellectual property, as well as to the international dimension of the field.

BUSN 645: REGIONAL TRADE ISSUES (3 CREDITS)

This course covers the transactional approach to legal problems encountered in commercial and financial business ventures that cross national borders. Topics include form of doing business, including formation of contracts and the range of issues presented—such as choice of law, choice of forum, commercial terms, force majeure, sales, distribution and agency law, franchise, licensing arrangements, and foreign direct investments; the operations of the universities of the World Trade Organization; investment in free trade areas such as the European Union and NAFTA; and issues of transfer of intellectual property and international dispute resolution. Students will gain exposure to analyzing various international business agreements and documents including global joint venture agreements and privatization provisions, sales and letters of credit, distribution and franchise agreements, international development and investment agreements, letters of intent for mergers and acquisitions, and technology licensing agreements.

BUSN 646: COMPETITION POLICY ACROSS NATIONS (3 CREDITS)

This course introduces students to competition policy in a global context. Over 90 countries have competition policies. The focus here will be on Canada, the U.S., the E.U., China, Japan, and South Korea. Students will learn which business practices are apt to get their company in trouble in domestic

and international markets. The economic rationale for prohibiting such practices will be explained to enhance understanding of the policies that they will encounter. Strategies for avoiding antitrust violations will be discussed and evaluated. For students to get a good appreciation for international antitrust law and the economic analysis that drives it, reading includes some case excerpts as well as some economic analyses of market structure and business practices.

BUSN 647: EMERGING MARKETS (3 CREDITS)

This class introduces doing business in emerging markets. The unique aspects of emerging markets and challenges for businesses will be assessed. Having explored and examined common issues in global emerging markets, students apply and analyze these issues in different country contexts.

BUSN 654: GLOBALIZATION AND BUSINESS STRATEGY (3 CREDITS)

This course creates a political, economic and technological context for global business. This course examines the effects of globalization, how governments and universities address both positive and negative effects of globalization, how businesses organize to operate in the world, and how growth and development can be sustainable.

BUSN 655: CONFLICT ANALYSIS, MEDIATION & NEGOTIATION (3 CREDITS)

Conflict analysis, resolution and mediation presents theories, strategies and styles – within International, Organizational and employee context. In addition to the theory and exercises presented in class, students practice negotiating with role-playing simulations that cover a range of topics, including difficult situations such as cross-cultural mentoring and an emergency. The course covers conflict management as a first party and as a third party: third-party skills include helping others deal directly with their conflicts, mediation, investigation, arbitration, and helping the system change because of a dispute.

BUSN 659: RISK ASSESSMENT IN CONFLICT REGIONS (3 CREDITS)

This course is a specially designed, interactive seminar to introduce students in the field of Business Management to the impact of geopolitics on economic and financial interests and strategic investments. The seminar focuses on several regions experiencing conflicts to project the major trends to expect in the coming year and decade. It covers areas such as the Greater Middle East, North Africa, Sahel, Europe, Russia and the Caucasus as well as parts of

Latin America. The seminar will bring input and information from the field of comparative conflict to the field of economic strategic planning. A unique offering of BAU, the seminar is comprised of lectures, interactive exercises and guest speakers.

CAPS 501: RESEARCH METHODS (3 CREDITS)

This course provides students with the commonly used quantitative and qualitative research methods in social sciences. The course helps students explore the academic resources available to them through BAU and other scholarly robust platforms. Students will gain an appreciation for the scientific method and principles and develop an understanding of various research designs and their use. Students will develop an ability to identify a problem and formulate research questions; conduct a literature review and design a study; create a data collection tool; understand basic statistical concepts and their applications; collect and analyze data; read, understand and critically evaluate others' research; and write a research paper. Students will have a chance to gain hands on experience in "reading" and analyzing data from various sources. At the end of the course, students will be educated consumers of social science data.

CAPS 621: CAPSTONE PROJECT (3 CREDITS) – PREREQUISITE: ALL CORE COURSES

All graduate students are required to complete a capstone project related to the student's concentration. Each student may choose a project of his or her choice, under the guidance of a capstone advisor. The parameters of the course will be determined by the advisor and the student.

CAPS 623: INTERNSHIP (3 CREDITS) – PREREQUISITE: ALL CORE COURSES

COURSE FEE: \$1,025.00 (INTERNSHIP PLACEMENT)

The Internship is a capstone course that is designed to provide the student with an opportunity to gain knowledge and skills from a planned work experience in the student's program of study. The internship will provide graduate-level, career-related experience, and workplace competencies that employer's value when hiring new employees. The purpose of the Internship course is to provide each student with practical experience in a standard work environment.

CMPS 501: FUNDAMENTALS OF DATA SCIENCE (3 CREDITS)

This course introduces data science, describing the theories and practices of data collection, classification, processing, and analysis. Students will learn an overview of common types of data and the challenges practitioners face in the modern world of digital information and its massive forms. The course focuses on using various tools and techniques that experts in the field use to perform tasks, including computer programming languages, database systems, and system commands. Students will also learn to apply the results of data analysis for decision-making purposes.

CMPS 502: CYBER SECURITY (3 CREDITS)

This course introduces students to the field of cyber security. The goal is to educate and train students to understand general concepts and use the necessary tools to detect and prevent vulnerabilities in computer networks and systems. Students will be exposed to various cyber security tools used for the analysis, detection and prevention of threats. They will gain a thorough understanding of current cyber security technologies and ways of utilizing them to avoid attacks in the cyber world.

CMPS 510: PRINCIPLES AND CONCEPTS OF SOFTWARE ENGINEERING (3 CREDITS)

This course covers the principles, concepts, methodologies, and digital tools for developing software systems and applications. The subjects focus on the principles of Software Development Life Cycles and Object-Oriented Software Design. Students will learn to apply Unified Modeling Language (UML) notations and diagrams in the Software Modeling and Specifications. The software projects include writing software documentation as a project and developing a software application, including product integration and process development. Personal and team software processes for project management will also be mandatory for this course.

CMPS 514: MANAGEMENT INFORMATION SYSTEMS (3 CREDITS)

This course studies systems used by companies to accumulate, classify, and organize information to aid managerial decision making. It emphasizes the considerations of upper-level management concerning the development, deployment, and use of information systems.

CMPS 515: NETWORK SECURITY AND CRYPTOGRAPHY (3 CREDITS) PREREQUISITE: CMPS 514

This is an introductory course where fundamental concepts in cryptography and network security are explained. After completing the course, students will get basic understanding about encryption, decryption, stream ciphers, block ciphers, public-key cryptography, digital signatures, hash functions, 1message authentication codes and key distribution protocols.

CMPS 516: MODELS AND ALGORITHMS IN AI ENGINEERING (3 CREDITS) PREREQUISITE: BGDA 511

The course covers deterministic and stochastic AI algorithms, including the implementation, evaluation, and optimization using algorithms. Students will learn to analyze discrete and continuous problems using AI's modeling and complexity analysis of mathematical methods. The course also discusses fundamental knowledge, including discrete mathematics, mathematical logic, functional analysis, and stochastics, that enables students to comprehend more advanced AI-based algorithms, models, and systems.

CMPS 517: COMPUTER FORENSICS (3 CREDITS) PREREQUISITE: CMPS 514

This is an applied course on techniques for computer forensics in Linux and Windows based systems. In this course, the process of computer forensics investigation will be presented in detail. Details on techniques for evidence collection will be given first. Different techniques for analyzing the collected evidence will be explained. Finally, students will learn how to go over the found evidence and present it to authorities. Topics such as custody of chain, evidence preservation and verification will be explained in detail.

CMPS 520: DATABASE DESIGN CONCEPTS (3 CREDITS)

This course covers the design and manipulation of relational databases. The topics focus on data modeling of various domains and industrial applications. Students will learn key aspects of database concepts, including database design, data dictionaries, data manipulation, data normalization, data integrity, and data retrieval with the intensive use of Structure Query Language (SQL). The course also introduces students to data transfer using the Extensible Markup Language (XML) and the XML Stylesheet Language (XSL) for data transfer. Students learn to analyze business processes with data-related

issues and implement database solutions.

CMPS 521: DATA VISUALIZATION (3 CREDITS) PREREQUISITE: BGDA 522 (MSDSPP ONLY)

This course introduces the foundation and the state of the art of data visualization that explores and reflects on the design, application, and evaluation of a diverse range of quantitative data. Students will demonstrate how common types of information can be visually, intuitively, and interactively represented. The course provides a first-hand experience of visualizing various realistic data types. Students will intensively utilize a computer programming language, application programming interfaces (APIs), packages, and visual analytics platforms to explore, analyze, and produce visualization of data.

CMPS 524: COMPUTER NETWORKS AND MOBILE COMMUNICATIONS (3 CREDITS) PREREQUISITE: CMPS 514

This course provides a comprehensive overview of computer networks and mobile communications technologies. The topics include computer networks, Internet, TCP/IP, transport layer protocols, routing layer protocols, medium access control protocols, wireless channel models, packet scheduling, multimedia networks, cellular networks (GSM, GPRS, CDMA, 3G, 4G, etc.), and wireless local area networks. The course aims at equipping students with a deeper understanding of computer and mobile networking technologies and related problem-solving discipline using mathematics / engineering principles.

CMPS 525: CLOUD COMPUTING AND INFRASTRUCTURE (3 CREDITS)

The course examines cloud providers' APIs, including Amazon, Microsoft Cloud, and Google Cloud, for constructing, deploying, and maintaining systematic images and applications. Students learn to utilize and manage Cloud as the infrastructure for existing and new services. The course covers open-source implementation for clustering computation environments. Students will also analyze traditional and Cloud computing infrastructures to deploy new computer systems and applications, including load balancing, caching, distributed transactions, and identity and authorization management. Students will utilize Windows and Linux operating systems to gain experience with standard OS.

CMPS 530: MACHINE LEARNING & PATTERN RECOGNITION (3 CREDITS) PREREQUISITE: BGDA 522 OR CMPS 516

This course covers fundamental machine learning topics including pattern recognition systems and components; decision theories and classification; discriminant functions; supervised and unsupervised training; clustering; feature extraction and dimensional reduction; sequential and hierarchical classification; applications of training, feature extraction, and decision rules to engineering problems.

CMPS 560: OBJECT-ORIENTED SOFTWARE DEVELOPMENT

This course covers in-depth object-oriented programming (OOP), including encapsulation, polymorphism, and inheritance for software development. Students will learn various advanced techniques of data abstraction, typing, access control, File/IO, exception handling, event handling, databases, and concurrency. OOP project focuses on using advanced software design and development techniques. Software development projects using an OOP programming language are mandatory for this course to ensure students have the computer programming skills and experiences necessary to take a leadership role in software engineering.

CMPS 564: INFORMATION SECURITY MANAGEMENT (3 CREDITS) PREREQUISITE: CMPS 515

The aim of this course is to learn how information can be held securely in businesses and discuss information security from a managerial perspective. Moreover, the standards and approaches used for information security management are discussed. The standard of information security management, which is ISO27001 is discussed in detail.

CMPS 565: CLOUD DATA STORAGE MANAGEMENT (3 CREDITS)

This course focuses on using technology and security to manage data storage installed on-premises and in the cloud at the enterprise level. Students will study various data storage and networking components to effectively manage data confidentiality, availability, and integrity. The course also covers using the Hadoop environment and database techniques (SQL and NoSQL) to handle massive data sets. Students will take a leadership role in analyzing traditional and cloud computing infrastructures to provide a recommendation to organizations and manage a project for cloud storage installation and data

migration.

CMPS 570: SOFTWARE DESIGN AND ARCHITECTURE (3 CREDITS)

This course covers methods, processes, and notations for assessment of the design and architecture in software development. Students will practice examining digital components to explore alternatives for attributes needed to achieve the development projects. The process includes software modeling, software abstractions, design patterns, architectural designs, risk management, etc. The subjects of component reusability, availability, integrity, and security will also be discussed and practiced. Students will learn to use Object Constraint Language (OCL) to declare rules applicable to the Unified Modeling Language (UML).

CMPS 578: CYBER SECURITY LAW (3 CREDITS)

Information and communication technologies (ICT) are spreading into all aspects of our lives. Our increasing dependency on ICT is making us vulnerable to cyber-crimes committed against our information systems. This course provides the necessary knowledge to judicially assess electronic evidence and handle cybercrime incidents.

CMPS 580: DEVELOPMENT OF GRAPHICAL USER INTERFACE (3 CREDITS)

This course covers the principles and practices for Graphical User Interface (GUI) Development, including design and development. Students will learn to apply cognitive science and psychology to integrate GUI components, such as a menu, text field, checkbox, radio button, drop-down box, text area, icon, etc., that form effective and user-friendly interfaces. The course is programming intensive in GUI development for various types of software applications, including standalone user interfaces, web-based user interfaces, and mobile application interfaces, including analyzing, designing, developing, testing, and maintaining.

CMPS 610: NATURAL LANGUAGE PROCESSING (3 CREDITS) – PREREQUISITE: CMPS 516

This course covers the theories and methodologies of Natural Language Processing (NLP). The course focuses on analyzing NLP tasks (syntax and semantics) and algorithms used in AI and machine learning to solve real-world problems. Students will learn to use NLP statistical methods and neural-network learning algorithms to extract knowledge from annotated text to perform the NLP tasks. Students will gain hands-on

experience using NLP libraries and tools to implement NLP processes and applications.

CMPS 612: IMAGE PROCESSING AND COMPUTER VISUALIZATION (3 CREDITS) – PREREQUISITE: CMPS 516

This course covers computer vision and its underlying concepts in deep learning that introduce students to the computational approaches for the analysis and interpretation of digital content. The course focuses on digital image analysis techniques in 2-D and 3-D formats to solve real-world problems. Students will learn various techniques in image manipulation, including image formation, image segmentation, image restoration, and image enhancement. Students will also practice the process of object recognition and feature extraction.

CMPS 615: ADVANCED DATA MODELING (3 CREDITS) – PREREQUISITE: CMPS 521 (MSDSP ONLY)

This course focuses on advanced data modeling techniques and algorithms used in AI and Machine Learning. The topics include decision classification, supervised and unsupervised training, and natural language processing. Students will learn how to apply the models and algorithms to unstructured and massive data for predictive analytics and network analysis. The course provides students with opportunities to work with real-world case studies and utilize digital tools for processing.

CMPS 618: PENETRATION TESTING (3 CREDITS) – PREREQUISITE: CMPS 564

Penetration testing, the most indispensable component of proactive cyber security, is commonly known as the exposition of information systems to security checks by expert professionals with the purpose of determining security vulnerabilities and thus helping take necessary countermeasures ahead of their possible exploitation by cyber attackers. In this course, the students will be taught methods for detecting security vulnerabilities in information systems and possible exploitation of these vulnerabilities to penetrate computer systems. Topics covered will include network scanning, exploitation and post-exploitation, password attacks, and attacks on wireless and web applications.

CMPS 620: SOFTWARE PROJECT MANAGEMENT (3 CREDITS) – PREREQUISITE: CMPS 570

This course covers fundamental project management techniques, including prescriptive planning, budgeting, and staffing. Students will also learn risk

management techniques to mitigate potential obstacles and barriers internally and externally. The course will introduce students to digital tools like Jira Software to create a collaborative environment for assigned tasks, milestone planning, critical paths, projected estimation, progress tracking, etc. Students will learn hybrid project management methods, including traditional and agile project management, for appropriate utilization and execution of the plan and take a leadership role as a project manager.

CMPS 623: WEB APPLICATION SECURITY (3 CREDITS) – PREREQUISITE: CMPS 564

The web application technology stack contains various protocols, standards, frameworks and mechanisms at both the client and server sides. Due to these complexities and the unavoidable rapid technological shift, serious security vulnerabilities are the inevitable by-products, as encountered in insecure portals, web sites and applications. These vulnerabilities are commonly exploited by attacks such as SQL Injection, Cross Site Scripting, Cross Site Request Forgery, Session Overloading, Brute Forces, Denial of Service, Log Forging, Dangerous JavaScript Callbacks, Race Conditions, JSON Hijacking, Length Extension Attacks, Logical Attacks, etc. This course covers the common critical web application security vulnerabilities and hacking techniques exploited by malicious people. Students will learn solid defense techniques, such as input/output validation, right usages of authentication, authorization, cryptographic functions and secure configuration, to thwart these hacking attempts.

CMPS 625: CLOUD SECURITY (3 CREDITS) PREREQUISITE: CMPS 525

This course covers concepts and processes of the analysis, design, and implementation of computation and storage in Cloud environments and infrastructure. DevSecOps methodology is also discussed to ensure and strengthen the security of digital resources and data in the cloud. Students will learn various theories and practices to assess risks associated with cloud computing and shared responsibility aspects. Activities for the course cover deployment of virtual infrastructures, execution of installation scripts, exploration of virtual switching, management of resources, maintenance of backups, and detection of fault analysis. Students will also analyze security aspects between traditional and cloud computing infrastructures.

CMPS 627: WIRELESS SENSOR NETWORKS (3 CREDITS) PREREQUISITE: CMPS 524

This course provides a comprehensive overview of wireless sensor networks and their real-world applications. The topics include wireless sensor network protocols, network architectures and management, error control techniques, optimal packet size design, cross-layer communication protocol solutions, localization algorithms, ZigBee, IEEE 802.15.4, 6LowPAN, underwater and underground sensor networks, wireless sensor and actor networks, and wireless multimedia sensor networks. The course aims at equipping students with a deeper understanding of wireless sensor networking technologies and related problem-solving discipline using mathematics / engineering principles.

CMPS 635: SOFTWARE TESTING AND QUALITY ASSURANCE (3 CREDITS) PREREQUISITE: CMPS 510 & CMPS 560

This course covers the fundamentals of software testing to ensure the quality of the software application. The focus will be on implementing manual and programmatic testing processes to remove errors, mitigate risks, and reach software quality goals. The course introduces to students standard testing principles, fundamental test processes, test design techniques, and test management. Students learn to execute test plans and activities, including manual and automated testing. Automation testing tools will be intensively utilized in this course to enable students for the necessary tasks of software testers. This course is computer programming intensive.

CMPS 640: CLOUD SYSTEM ADMINISTRATION AND ARCHITECT (3 CREDITS) PREREQUISITE: CMPS 525

This course covers the intensive tasks of system administrators to maintain effective operations on modern operating systems, including Windows and Linux, that runs on-premises and in the Cloud. The activities focus on assessing system logs to identify issues, applying patches to update systems, and performing system configurations. Students will explore the aspect of DevOps methodology to perform the installation, configuration, and maintenance of hardware and software in cloud environments effectively, including task automation and shell scripting. Students will also learn to assess gaps between complex business problems and Cloud architectures to build solutions, including front-end and back-end platforms, cloud-based delivery, and network connections.

ECON 505: ECONOMICS (3 CREDITS)

This course encompasses both Microeconomics (the impact of economic decisions made by individuals and firms) and Macroeconomics (the study of large-scale economic factors). As such, the course examines (a) the concepts of supply, demand, market equilibrium, and competition and the impact that external forces such as taxation, government policy, and globalization have on them; and (b) economic growth, inflation, unemployment, savings, and investment to understand how these factors interact to impact the business cycle and overall national income.

ECON 580: HUMAN RESOURCE ECONOMICS FOR BUSINESS (3 CREDITS) – PREREQUISITE: ECON 505 ECONOMICS

This course provides a survey of the concepts and techniques for the analysis and management of human resources in business. Topics covered include: labor market analysis, labor supply and demand analysis, setting hiring standards, the hiring process, worker productivity, human capital theory and pay scales, turnover and layoffs, information and signaling, seniority and motivation, how labor market discrimination affects wages and employment and policies to deal with it, managing employee benefits, the economics of minimum wages, job evaluation and the role of unions in human resource management.

ECON 605: QUANTITATIVE METHODS IN BUSINESS AND ECONOMICS (3 CREDITS)

Introduces students to the basic concepts of statistical inference needed for a rigorous and informed analysis of business and economic decisions. It also studies how large-scale unstructured and multi-structured data sets are utilized to determine patterns and trends essential in forming better and faster business strategies. Topics include basic data analysis, random variables and probability distributions, sampling distributions, interval estimation, hypothesis testing and statistical significance, and linear regression. Examples and case studies are chosen from finance, economics, marketing and management.

ECON 655: ECONOMICS OF INTERNATIONAL DEVELOPMENT (3 CREDITS)

The course examines, at a more advanced level, macro models of development that seek to evaluate disparities in income across emerging and developing economies. The course further dissects the markets within these economies, with an emphasis on understanding market failures and potential corrective policies.

ECON 656: GEOGRAPHIC INFORMATION SCIENCE (GIS) (3 CREDITS)

Geographic Information Science (GIS) has emerged as a powerful data visualization and analysis discipline. This course investigates how GIS is currently being used and applies it to understand better and address environmental problems, as well as manage and conserve natural resources. The lectures discuss the basic and current applications of GIS using environmental datasets, maps, modeling, and analysis. It also examines impediments to GIS. Environmental GIS datasets deal with several applications, from the simple Digital Elevation Model to the Land use Land-change, or Solar Analysis. Specific topics include climate change, biodiversity conservation, forest management, soils management, agriculture, natural hazards, water resources, environmental challenges in an urban environment, and alternative energy.

ECON 657: INTERNATIONAL ECONOMICS (3 CREDITS) – PREREQUISITE: ECON 505

This course is an introduction to the field of international economics. It is designed to familiarize students with basic concepts about the international dimensions of economics in today's world. It affords a strong foundation for more advanced courses, addressing a variety of topics in international economics, including analysis of modern trade theories and issues concerning international competitive strategy. It also investigates the effect of trade patterns and commercial policy on domestic business activity and the influence of macroeconomic policies across nations. Other topics include gains from trade and their distribution; analysis of protectionism; strategic trade barriers; trade deficits vs. surpluses; exchange rate determination; and government intervention in foreign exchange markets.

ECON 665: U.S. ECONOMIC & TRADE POLICY (3 CREDITS)

This course discusses current issues of international economics and how the growing integration of national economies has changed the way the world works. The course framework is built upon theoretical models of microeconomics (and macroeconomics) to analyze some of the most important issues of the international economic environment of the past fifty years, with particular emphasis on the role of U.S. trade policy and of U.S. relations with its trade partners.

ECON 670: URBAN ECONOMICS, FINANCE AND GOVERNANCE (3 CREDITS)

Urban economics deals with a range of important questions dealing with the origin, size and performance of cities. Some of the most interesting issues include: Why do firms and human beings cluster in cities? Why do some cities grow faster than others? How has history been shaped through urbanization? What are the challenges for cities in developing and developed countries? How technology and innovation in design can solve urban problems? Why other countries and cities could not develop another Silicon Valley? What are various models of governing cities? How to make cities more competitive? This course is designed to help students to engage with these questions among others by utilizing theories and principles drawn from economics, urban policy, and urban governance. Cities are facing a set of challenges such as climate change, inequality and demography. At the same time cities are finding new ways to find solutions to these problems. The unique nature of city as a unit of policymaking makes urban economic development and governance an important area to understand these developments.

FINC 509: FINANCIAL MANAGEMENT (3 CREDITS)

Knowledge of financial principles is beneficial to managers in nearly all business settings. This course combines both conceptual and mathematical information. This course covers advanced topics in financial accounting, including financial statements; income statement items; cash and inventories; payables and receivables; property, plant and equipment, employee benefits; long term liabilities; taxes; and non-profit accounting. Students also develop skills in presenting financial reports. Through this course, students will obtain basic financial math skills and a thorough introduction to financial management concepts.

FINC 573: MONEY AND BANKING (3 CREDITS)
PREREQUISITE: ECON 505

This course provides an overview of the structure and performance of banking universities, the evolving role of central banks in monitoring and supervising financial intermediaries, and the role of money and monetary policy in influencing inflation, interest rates, and the economy. The changing structure and regulation of financial systems will be discussed as well as the challenges faced by the financial system in the aftermath of the Great Recession. The various objectives of central banking are analyzed, including regulatory functions, monetary policy, and exchange rate policy. The nature of --and impact of-- money on the economy is explained and the effects of money demand and supply on inflation and aggregate demand are introduced using macroeconomic models.

FINC 621: FINANCIAL INVESTMENT STRATEGIES (3 CREDITS) – PREREQUISITE: ECON 505

The main objective of this course is to study fundamental concepts of investments in financial markets. The course provides a survey of the theory and evidence relevant to investment strategies. Topics include asset allocation and portfolio diversification, long-short strategies, margin transactions, factor models, long-horizon investing, hedge funds, mutual funds, behavioral finance, performance evaluation, trading, models, valuation of assets, and the pricing of financial instruments, including derivatives.

FINC 647: INTERNATIONAL FINANCIAL INSTITUTIONS (3 CREDITS)

This course examines international financial institutions and dynamics between the public and private sectors. It begins with an overview of the role, mechanics and main channels of financial intermediation. It then turns to developing student understanding of inherent risks and fragilities of international financial institutions, along with the safeguards that have been established to mitigate them, both nationally and internationally. It reviews the development of and interaction between international and domestic financial markets, as well as the evolving relationship between the public and private sectors. It examines how several financial crises, particularly that of 2007, have made people rethink macroeconomics and modify the system of international financial institutions.

FINC 649: GLOBAL FINANCIAL MARKETS (3 CREDITS)

The purpose of this course is to extend the principles of finance from a single country setting to a multinational setting. This includes foreign exchange (spot, forward and futures) transactions, swaps, and synthetic securities. International and global banking institutions will be surveyed and their role in domestic and global financial intermediation examined. International parity relationships will be studied, including interest rate and purchasing power parities. The role of political risk and default risk in international finance will also be discussed. The role of global financial markets in accomplishing an optimal allocation of economic resources around the world is a central issue covered throughout the course. Case studies, group work and interactive class discussions will be emphasized. Throughout the course, relevant current events are examined and used to illustrate and reinforce discussion points.

FINC 660: GLOBAL FINANCIAL ETHICS (3 CREDITS)

This course covers the financial code of ethics and addresses sustainable financing, socially responsible investment (SRI) issues, ethical banking, and legal and practical aspects of integrating environmental, social, and governance (ESG) issues to institutional investment. The course gives a detailed overview of major institutional actors, key players in global networks in the field of banking and sustainable financing, and the international standards in the fight against tax avoidance and money-laundering.

MGMT 502: LEADERSHIP AND ORGANIZATIONAL BEHAVIOR (3 CREDITS)

This course explores a framework for competing and winning in a world of constant turbulence and disruption and also delves into understanding why change is so hard. Modifying an organization's structure and operations is difficult enough, but to bring about real change you need to also affect people's behavior. And that is never easy. To bring theory to life, the course utilizes real-life stories of how successful organizations were able to connect with people's emotions, help them to think and feel differently, and inspire them to achieve shared goals.

MGMT 532: STRATEGIC MANAGEMENT (3 CREDITS)

The performance of firms is rarely uniform. Some do better than others. Strategy differences help explain this phenomenon. The scope of a firm's operations (that is, its product and service markets) and how it competes within that scope are two issues relating to its strategy. This course is a theoretical, quantitative exploration of industry structure, industry dynamics, and business and corporate strategy. It evaluates firm competition, strategy, and performance from a firm-centric perspective, and it assumes a familiarity with finance, accounting, information technology, and marketing. Grounded in economics and quantitative analysis, this course uses concepts such as supply and demand, marginal, average, and total costs and revenues as a conceptual framework for understanding strategy in modern, for-profit firms.

MGMT 533: BLOCKCHAIN TECHNOLOGY AND BUSINESS MANAGEMENT (3 CREDITS)

A blockchain is a growing list of records, called blocks, which are linked using cryptography. By allowing digital information to be distributed but not copied, blockchain technology created the backbone of a new type of internet. Originally devised for the digital currency, Bitcoin, the new technology is being applied in a variety of contexts to facilitate business organization and management as well as policy institutions. It eliminates intermediaries, reduces transaction costs and improves efficiency enormously. This course introduces blockchains and applies it in a variety of business and policy contexts.

MGMT 610: ADVERTISING MANAGEMENT (3 CREDITS)

This course is an introductory study of advertising from the specific point of view of Account Management within the advertising agency. It involves the understanding and appreciation of proper strategies--Advertising, Creative and Media as bases for correct, effective and efficient advertising campaigns in the Philippines. It also examines fully the roles played by the different departments of an agency and the various segments of the advertising industry that pertain to each of them. This course will benefit future advertising practitioners whether as account managers in ad agencies, or as advertising or brand managers of clients, or as heads of their own companies.

MGMT 611: THE ENTREPRENEURIAL MANAGER (3 CREDITS)

This course helps students increase their understanding of entrepreneurship and small business management. It investigates the management of startups and small companies. Particularly useful to those seeking to start a new business, work within an entrepreneurial firm, or invest in or advise entrepreneurial endeavors, it addresses aspects of entrepreneurship such as identifying strong business opportunities, obtaining funding for and starting a new endeavor, growing a company and maximizing rewards. The course also investigates how entrepreneurial endeavors can benefit society.

MGMT 612 : NON-PROFIT MANAGEMENT (3 CREDITS)

This course is a graduate level general introduction to the theory and practice of effective management of nonprofit organizations, with a heavy emphasis on practical application. Real world examples and experiences will be used to ensure that the academic lessons translate to the nonprofit experience. We will address some of the pertinent management issues of the often-overlooked trillion-dollar nonprofit sector (also known as the Third Sector) that includes education, research, health care, art, culture, religion, communications, social welfare and services, advocacy, legal services, international assistance, foundations and mutual benefit professional and trade associations.

MGMT 614: MANAGING INNOVATION (3 CREDITS)

This course introduces students to the dynamics of industries driven by technological innovation. It enables students to think strategically about technological innovation and new product development and deployment. The course addresses topics such as fiercely competitive industries; choosing optimal innovation projects; choosing between remaining independent or forming partnerships, along with considerations for developing the best strategies for collaboration; choosing between protecting proprietary technologies or promoting rapid dissemination in order to take advantage of potential accompanying benefits; the advantages and limitations of increasing flexibility and, thereby, responsiveness; and improvement of new product development capabilities.

MGMT 615: INTRAPRENEURSHIP (3 CREDITS)

This course considers the rising practice of *Intrapreneurship*, which, in general terms, is the application of entrepreneurship to developing new ventures within an existing firm. Examining Intrapreneurship as a corporate strategy, the course relates Intrapreneurship to other functions such as Corporate Venturing, New Product Development (NPD), Research & Development (R&D) and Corporate Labs; examines Entrepreneurship for clues to the successful practice of Intrapreneurship; explores actual Intrapreneurial ventures with practicing executives; and helps students develop an "Intrapreneurial Toolset."

MKTG 512: MARKETING MANAGEMENT (3 CREDITS)

This course is designed to introduce students to the principles and practices of marketing. After completing this course students will be to: assess market opportunities by analyzing customers, competitors, collaborators, context, and the strengths and weaknesses of a company; develop effective marketing strategies to achieve organizational objectives; and design a strategy implementation program to maximize success.

**MKTG 615: MARKETING ANALYTICS (3 CREDITS)
PREREQUISITE: BGDA 555 (BIG DATA MAJORS)**

This course will focus on developing marketing strategies and resource allocation decisions driven by quantitative analysis. Topics covered include market segmentation, market response models, customer profitability, social media, paid search advertising, product recommendation systems, mobile geo-location analysis, media attribution models, and resource allocation. The course will draw on and extend student understanding of issues related to integrated marketing communications, pricing, digital marketing, and quantitative analysis. The course will use a combination of cases, lectures, and a hands-on project to develop these skills.

MKTG 618: DIGITAL MARKETING, SOCIAL MEDIA & E-COMMERCE (3 CREDITS)

The course explores the fundamentals of digital marketing and e-commerce and aims to help students interpret and analyze the development and implementation of digital marketing strategies. The course also explores the fundamental concepts of e-commerce through different platforms such as websites, mobile sites, and apps. The students will also be able to discuss and criticize ethical, social, and political issues in e-commerce throughout the course.

**MKTG 622: PRICING (3 CREDITS) –
PREREQUISITE: MKTG 512**

Smart pricing is a critical aspect of a company's efforts to create value for the customer. It is a matter of significant importance to marketing executives. A thorough understanding of pricing strategies constitutes critical knowledge for anyone interested in running their own business or pursuing a career in product management, financial management, or various other areas. Through case analysis and real-world pricing problems, this course addresses the practical needs of the marketing manager.

MKTG 641: BRAND MANAGEMENT (3 CREDITS)

This class provides students with a fundamental understanding of how to build, measure, and manage a brand. After completing this course students will be able to overcome the situations and challenges frequently encountered by brand managers, they will be informed about the concepts and analytical techniques commonly used by brand managers, and they will be able to develop and implement new brand strategies effectively.

POLS 610 GLOBAL AFFAIRS & FOREIGN POLICY (3 CREDITS)

This course will introduce students to techniques and theories for analyzing and understanding how governments make foreign policy decisions. The course will survey the leading theories on foreign policy decision-making to provide an avenue for addressing questions such as: What role do personalities play in the process? Does bureaucracy have an impact? Where do questions of national identity and ambition fit in? How does the form of political regime - democratic or authoritarian - impact the decision-making process? What impact do external factors and structural constraints have on foreign policy decision-making? The course will also focus on participation and application of the theories.

POLS 615 PUBLIC MANAGEMENT (3 CREDITS)

This course introduces students to the conceptual background and practical tools necessary to effectively work in public (government) organizations or organizations which function directly with governments at various levels (non-governmental organizations or NGOs). The course will introduce public management concepts so students may gain the competencies required to address management challenges. Important questions related to the management of public sector organizations include (1) What makes an organization public? (2) How does the internal and external operating environment of

public organizations affect management? (3) How is the performance of public organizations measured? (4) What makes for an effective public manager? This is accomplished through exploration and application of theory and concepts through practical exercises and activities. From a managerial perspective, the course focuses on the structure and function of local, state, and federal agencies. Due to the increasingly complex nature of public service delivery, how the private and nonprofit sectors interact with public organizations to provide public services will also be addressed.

POLS 620 PUBLIC POLICY RESEARCH PROJECT (3 CREDITS)

This course is designed as a capstone course to provide students with the opportunity to demonstrate mastery of skills learned during their study in the MSDSPP program. Students will produce a research project utilizing the knowledge, tools, and experiences they have acquired studying in the program.

POLS 630 STRATEGIC PLANNING (3 CREDITS)

This course focuses on the role of public/non-profit organizations in society. It highlights the changes that have occurred in public expectations and public policies toward these organizations and the need for the development of strategic planning skills in order to ensure effectiveness, transparency, and continued support. This course examines the fundamental aspects of strategic planning, how public and non-profit organizations can utilize strategic planning to take advantage of opportunities and challenges found in the public policy arena, and how application of these principles creates positive change in the delivery of public services.

POLS 642: INTERNATIONAL TRADE (NAFTA/EUROZONE/ASEAN/MERCOSUR) (3 CREDITS)

Students will learn of the origins, evolution, complexities and trends in international trade agreements and organizations. This necessarily requires an analysis of how trade negotiations are carried out and their objectives, the role of regional versus multilateral trade agreements, the World Trade Organization and other international institutions, and trends in globalization. Students will utilize case studies to examine both nations and institutions.

POLS 643: WORLD ENERGY POLITICS (3 CREDITS)

This course addresses the economics and politics of energy globally. Using case studies, students will look at both national energy resources, policies and trends but also regional and international policies and trends that affect energy supply and demand. The course will pay particular attention to traditional energy supplies, renewables, and uses of energy supplies politically.

POLS 645: TRANSNATIONAL SECURITY (3 CREDITS)

What sorts of transnational security challenges do states face in the information age, and how do they manage these threats? Global threats such as nuclear proliferation, climate change, environmental degradation, refugee streams, or infectious diseases do not stop at national borders. Terrorist and criminal networks not only transcend international borders, but also go beyond traditional state jurisdictions and stove-piped hierarchies. This course will analyze the nature of the challenges and look at the policy, legal, and institutional mechanisms the United States and other countries have found/must find to manage and counter these threats.

POLS 647: INTERNATIONAL LAW (3 CREDITS)

This course is an introduction to the field of international law. It is designed to familiarize students with basic concepts about the international dimensions of law in today's world. It affords a strong foundation for more advanced courses, addressing a variety of topics in public international law, private international law, and comparative law. Students learn about the sources of international law and issues relating to the use of force and international human rights. The course also investigates the matters of international business transactions, international economic and environmental law, and how issues of international law play out in domestic courts.

POLS 651: POLICY FORMULATION & IMPLEMENTATION (3 CREDITS)

This course focuses on how to form and implement policies. Students will learn about the creation of laws, how they are carried out, and specifically how they apply to business and economics.

POLS 652: GENDER, DEVELOPMENT & GLOBALIZATION (3 CREDITS)

This course introduces major issues facing women and men around the world who are marginalized by inequitable structures and processes of globalization. Students will investigate development case studies within the context of global gender policies and social issues, especially by looking at the way women are impacted by issues related to education, health care, local and global economies, and the environments. Students will develop valuable quantitative and qualitative social science research skills and will discuss and debate critical issues. Upon successful completion of the course students will be able to: analyze and describe ways in which gender plays a role in economics, social inequality, and development; and use quantitative and qualitative research methods.

POLS 659: INTERNATIONAL COURTS TRIBUNAL, COMMERCIAL ARBITRATIONS, AND THE WTO (3 CREDITS)

This course explores the rules, practice, and jurisprudence of various international courts and tribunals. It reviews key commonalities and differences with a view to better understanding and evaluating current and possible future courts and tribunals. It also focuses on the legal obligations and policy underpinnings of the World Trade Organization and its agreements. It concentrates on the substance of WTO agreements while examining the context in which they were negotiated and discussing cases in which WTO provisions have been interpreted and applied.

STAT 510: DATA, MODELS, AND DECISIONS (3 CREDITS)

This course is designed to introduce first-year MBA students to the fundamental techniques of using data. In particular, the course focuses on various ways of modeling or thinking structurally about decision problems to make informed management decisions.

POLS 652: GENDER, DEVELOPMENT & GLOBALIZATION (3 CREDITS)

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POLS 659: INTERNATIONAL COURTS TRIBUNAL, COMMERCIAL ARBITRATIONS, AND THE WTO (3 CREDITS)

This course explores the rules, practice, and jurisprudence of various international courts and tribunals. It reviews key commonalities and differences with a view to better understanding and evaluating current and possible future courts and tribunals. It also focuses on the legal obligations and policy underpinnings of the World Trade Organization and its agreements. It concentrates on the substance of WTO agreements while examining the context in which they were negotiated and discussing cases in which WTO provisions have been interpreted and applied.

STAT 510: DATA, MODELS, AND DECISIONS (3 CREDITS)

This course is designed to introduce first-year MBA students to the fundamental techniques of using data. In particular, the course focuses on various ways of modeling or thinking structurally about decision problems to make informed management decisions.

ACADEMIC CALENDAR

FALL 2026

Fall term advising period begins	July 27
Fall registration opens	August 3
University Day (all faculty back on campus)	August 18
New Student Orientation	August 19
Last day to register without a late fee	August 21
Summer IP grade change due to Registrar by 5pm	August 24
FIRST DAY OF CLASS	August 24
Last day to add/drop	September 4
Labor Day Holiday (BAU Closed)	September 7
Professional Hybrid Residency Weekend	October 2-4
Mid-semester evaluations (new faculty)	October 5-9
Last day to withdraw with a W	October 23
Thanksgiving break (no classes)	November 24-25
Thanksgiving Holiday (BAU closed)	November 26-27
End of semester evaluations	November 30 - December 11
Last day of instruction	December 4
Finals	December 7-11
Grades due by faculty to MYBAU by 5pm	December 17
Spring term advising period begins	December 15
Christmas Holiday (BAU closed)	December 25
Fall IP grade changed due to Registrar by 5pm	January 16

SPRING 2027

Spring term advising period begins	December 15, 2026
New Year's Holiday (BAU closed)	January 1
Spring registration opens	January 4
New Student Orientation	January 12
Last day to register without a late fee	January 15
Fall IP grade change due to Registrar by 5pm	January 16
Martin Luther King Jr. Holiday (BAU closed)	January 18
FIRST DAY OF CLASS	January 19
Last day to add/drop	February 1
Professional Hybrid Residency Weekend	February 26-28
Spring break (no classes)	March 8-12
Mid-semester evaluations (new faculty)	March 15-19
Last day to withdraw with a W	March 26
End of semester evaluations	April 21-30
Summer term advising period begins	April 28
Last day of instruction	May 3
Finals	May 5 - 11
Summer registration opens	April 30
Grades due by faculty to MYBAU by 5pm	May 14

COMMENCEMENT CEREMONY	May 21
Spring IP grade changed due to Registrar by 5pm	June 9

SUMMER 2027

Summer term advising period begins	April 30
Summer registration opens	May 17
New Student Orientation	May 25
Last day to register without a late fee	May 28
Memorial Day Holiday (BAU closed)	May 31
FIRST DAY OF CLASS	June 1
Last day to add/drop	June 7
Spring IP grade change due to Registrar by 5pm	June 9
Mid-semester evaluations (new faculty)	June 22-25
Professional Hybrid Residency Weekend	June 25-27
Last day to withdraw with a W	June 25
Independence Day Holiday (BAU closed)	July 5
End of semester evaluations	July 13-16
Last day of instruction	July 16
Finals	July 20-23
Grades due by faculty to MYBAU by 5pm	July 30
Fall term advising period begins	July 23
Fall registration opens	August 9
Summer IP grade changed due to Registrar by 5pm	August 29

FALL 2027

Fall term advising period begins	July 23
Fall registration opens	August 9
University Day (all faculty back on campus)	August 17
New Student Orientation	August 18
Last day to register without a late fee	August 20
FIRST DAY OF CLASS	August 23
Summer IP grade changes due to Registrar by 5pm	August 29
Last day to add/drop	September 3
Labor Day Holiday (BAU Closed)	September 6
Professional Hybrid Residency Weekend	September 24-26
Mid-semester evaluations (new faculty)	October 4-8
Last day to withdraw with a W	October 22
Thanksgiving break (no classes)	November 23-24
Thanksgiving Holiday (BAU closed)	November 25-26
End of semester evaluations	November 29 - December 10
Last day of instruction	December 3
Finals	December 6-10
Final Grades due to MY BAU by 5pm	December 16
Spring term advising period begins	December 14
Christmas Holiday (BAU closed)	December 25
Fall IP grade changes due to Registrar by 5pm	January 15

 SPRING 2028

Spring term advising period begins	December 14, 2026
New Year's Holiday Observed (BAU closed)	December 31, 2026
Spring registration opens	January 3
New Student Orientation	January 12
Last day to register without a late fee	January 14
Fall IP grade changes due to Registrar by 5pm	January 15
Martin Luther King Jr. Holiday (BAU closed)	January 17
FIRST DAY OF CLASS	January 18
Last day to add/drop	January 31
Professional Hybrid Residency Weekend	February 25-27
Spring break (no classes)	March 6-12
Mid-semester evaluations (new faculty)	March 13-17
Last day to withdraw with a W	March 24
End of semester evaluations	April 17-28
Summer term advising period begins	April 24
Last day of instruction	May 1
Summer registration opens	May 1
Finals	May 2 - 8
Final Grades due to MY BAU by 5pm	May 11
COMMENCEMENT CEREMONY	May 12
Spring IP grade changes due to Registrar by 5pm	June 10

 SUMMER 2028

Summer term advising period begins	April 24
Summer registration opens	May 1
New Student Orientation	May 17
Last day to register without a late fee	May 19
FIRST DAY OF CLASS	May 22
Last day to add/drop	May 26
Memorial Day Holiday (BAU closed)	May 29
Professional Hybrid Residency Weekend	June 9-11
Spring IP grade changes due to Registrar by 5pm	June 10
Mid-semester evaluations (new faculty)	June 12-16
Last day to withdraw with a W	June 23
Independence Day Holiday (BAU closed)	July 4
End of semester evaluations	July 3-13
Last day of instruction	July 11
Finals	July 12-13
Grades due by faculty to MY BAU by 5pm	July 18
Fall term advising period begins	July 21
Fall registration opens	August 7
Summer IP grade changes due to Registrar by 5pm	August 17

HOLIDAYS

The University acknowledges the following holidays. These days there will be no classes and administrative offices will be closed:

- New Year's Day (January 1st)
- Martin Luther King, Jr. Day (the third Monday in January)
- Memorial Day (the last Monday in May)
- Independence Day (July 4th)
- Labor Day (the first Monday in September)
- Thanksgiving Day (the fourth Thursday in November)
- The day after Thanksgiving
- Christmas Day (December 25th)

During the Winter Break and the Spring Break, there will be no classes, but the administrative offices will be open.

INCLEMENT WEATHER POLICY

1. **Day Classes:** If inclement weather forces the cancellation of daytime classes or requires a delay in the opening of the University, announcements will be made by email to all concerned students and faculty, on the University's website, and through BAU's LMS. A makeup class will be scheduled by the instructor.
2. **Midday Closing:** A decision to close the University during the day will be made when conditions include a forecast that would make travel to and from campus unreasonably dangerous. Classes underway at the time a closing announcement is made will be dismissed. If students are engaged in important test-taking or other time-sensitive activities, a class may continue until its scheduled end, if doing so will be fairer to the students. In all cases, the instructor's good sense should prevail. A makeup class will be scheduled by the instructor.

ACADEMIC REGULATIONS FOR NON- DEGREE PROGRAMS

Mentora College

Mentora College is the English Language and Continuing Education division of Bay Atlantic University, located within the same academic campus and institutional environment in Washington, D.C. This close integration allows students to benefit from the university's academic atmosphere, student services, and international learning community while building a strong pathway toward future undergraduate, graduate, and professional studies.

Bay Atlantic University is dedicated to providing high-quality education through career-oriented programs that support students in achieving their academic and professional goals. In alignment with this mission, Mentora College is committed to offering rigorous English language study, guiding students through a challenging curriculum led by effective educators, and inspiring them to take responsibility for their own learning.

We are dedicated to maintaining the highest standards of academic excellence and fostering an environment where faculty, staff, and students from diverse international cultures and experiences contribute to the development of the knowledge, attitudes, and skills essential for lifelong learning.

MENTORA COLLEGE VALUES

Mentora College reflects the core values of Bay Atlantic University:

- Respect for diverse perspectives and backgrounds
- Academic achievement through continuous learning and effort
- Diversity as the foundation of a global academic community
- Integrity in both academic and personal conduct

These values guide all aspects of student life, academic expectations, and institutional practices.

MENTORA COLLEGE GOALS

Mentora College is committed to the following goals:

- To support students in achieving the English proficiency levels required for academic studies and professional environments
- To promote learner autonomy with Information and Communication Technology (ICT) tools both inside and outside the classroom
- To develop students' understanding of global issues by encouraging critical thinking and meaningful communication
- To equip students with practical skills through collaborative tasks and project-based learning experiences

Through its English language and continuing education programs, Mentora College provides students with a supportive, multicultural, and student-centered environment where language learning is connected to real-world application, academic success, and global opportunities.

MENTORA COLLEGE PROGRAMS OVERVIEW

Mentora College offers a variety of English language and continuing education programs designed to support students with different academic, professional, and personal goals. Our programs are structured to provide flexible pathways for students seeking university preparation, career advancement, improved workplace communication, and greater confidence in everyday life situations. Whether students are preparing for academic degree programs, professional development opportunities, or personal growth, Mentora College provides practical and goal-oriented learning experiences. Programs offered include:

- Intensive English Program
- Semi-Intensive English Program
- Continuing Education Programs
- Teaching English as a Foreign Language (TEFL) Certificate Program
- Foreign Language Program

Each program is designed to strengthen English proficiency, critical thinking, communication skills, and cultural understanding while supporting students in adapting successfully to academic and professional environments in the United States.

Through multiple learning formats, experienced faculty, and personalized academic support, Mentora College helps students progress with clarity, confidence, and purpose.

ADMISSIONS AND ENROLLMENT POLICIES

For all programs at Mentora College, the application process is conducted online and begins with completing the official Application Form available on <https://bau.edu>.

An application will not be considered complete and therefore will not be reviewed until all required application materials and supporting documents have been submitted through the application system.

Admission requirements may vary depending on the selected program, student type, and visa status. International students applying for F-1 status must comply with all applicable institutional and U.S. immigration requirements related to Form I-20 issuance, SEVIS regulations, financial documentation, enrollment verification, and maintenance of status.

Applicants are responsible for submitting complete, accurate, and authentic documentation, completing all pre-registration requirements, and meeting all deadlines established by the Admissions, Academic, and Finance Departments. Bay Atlantic University reserves the right to deny admission, revoke an admission decision, cancel enrollment, or terminate participation if false, altered, misleading, or incomplete information is identified at any stage of the process.

Application materials for applicants who are not admitted, who do not complete pre-registration requirements, or international students who are unable to obtain a visa will be retained in

accordance with the University's record-keeping policies.

Mentora College reserves the right to place students in the appropriate program or proficiency level based on placement testing, academic evaluation, English proficiency assessment, or prior academic history.

Final admission is granted only after all required documents have been reviewed, all applicable fees have been paid, and the student has received official enrollment confirmation from Mentora College.

Students are responsible for complying with all institutional policies, academic regulations, attendance requirements, financial obligations, and student conduct expectations established by Mentora College and Bay Atlantic University.

RE-ENROLLMENT APPLICATION

A student is considered a Re-Enrollment student when they were previously enrolled in a Mentora College program, discontinued their studies due to withdrawal, transfer out, authorized leave, or any other enrollment interruption, and later decide to return to the same program to continue their studies.

Regardless of the length of time away from the institution, all re-enrollment students must complete an application process through the Admissions Office and clearly indicate that they are applying as a Re-Enrollment student.

Academic records, financial standing, and previous enrollment history will be reviewed before approval of re-enrollment. Additional documentation or an updated English placement test may be required depending on the program and the student's previous academic standing.

International students seeking re-enrollment must also comply with all applicable immigration and SEVIS requirements prior to returning to classes.

DOCUMENT PROCESSING FEE

The Document processing fee is required to complete the admission process and is non-refundable regardless of whether the student completes registration or later decides to withdraw. All fees at BAU are non-refundable.

If the applicant fails to complete the document processing fee payment by the stated deadlines, Bay Atlantic University reserves the right to revoke any admission offer and I-20 previously issued.

In the event that the applicant is unable to complete registration for the session applied for, Bay Atlantic University will retain the Document processing fee for up to one year. After this time, if the applicant wants to defer the application and receive a new I-20, the student must submit a new non-refundable \$125 Document processing fee, along with any other necessary steps to complete your admission process or deferral.

DEFERRAL PROCESS FOR INTERNATIONAL STUDENTS

International applicants to the Intensive ESL Program who wish to request a deferral must submit the following documents and information:

- Updated financial statement issued within the last three (3) months
- Updated sponsorship letter (if applicable)
- Payment of a non-refundable \$45 deferral fee or confirmation of an upcoming visa appointment
- SEVIS Form I-901 payment confirmation

Mentora College retains the Document Processing Fee for up to one (1) year for students who are unable to complete registration for the intended session. After this period, students requesting a new Form I-20 must submit a new non-refundable \$125 Document Processing Fee

and complete any additional admission or deferral requirements, as applicable.

The Document Processing Fee is required to secure a student's place in the program and remains non-refundable regardless of whether the student completes registration or later withdraws. All fees at Bay Atlantic University and Mentora College are non-refundable.

Applicants are encouraged to submit all required deferral documents to the Admissions Office as soon as possible to ensure timely review and processing of the request.

STUDENT ORIENTATION

Bay Atlantic University and Mentora College are committed to supporting new students as they begin their academic journey and integrate into the university community. To support this transition, a mandatory Student Orientation program is provided at the beginning of each academic session or term.

The purpose of Orientation is to introduce students to institutional policies and procedures, academic expectations, student responsibilities, and the resources available to support their academic success throughout the program.

During Orientation, students receive information about:

- Program structure and academic expectations
- Attendance policies and satisfactory academic progress requirements
- Use of the MyBAU Student Portal and academic procedures
- General campus rules and student conduct expectations
- Student services, academic support, and institutional resources
- Introduction to faculty, administrative staff, and student support teams
- Campus life, local transportation, banking, and daily life resources for students studying in Washington, D.C.

For students attending in-person classes, Orientation is conducted on campus and includes a general presentation of the program, campus facilities, and student services.

Students enrolled in online classes receive a virtual orientation session that provides a general introduction to the program, institutional expectations, communication procedures, and academic support services.

Student Orientation also includes a special component for F-1 international students to ensure they understand their additional immigration responsibilities, SEVIS compliance requirements, and the expectations for maintaining valid student status while studying in the United States.

STUDENT RIGHTS AND RESPONSIBILITIES

Students enrolled at Mentora College are expected to maintain academic responsibility, professional behavior, and compliance with all institutional policies throughout their enrollment.

Students have the right to study in a respectful, inclusive, and academically supportive environment that promotes learning, fairness, and equal access to institutional services and opportunities.

Students also have the responsibility to actively participate in their academic experience and comply with all academic, administrative, financial, and immigration requirements applicable to their program and student category.

STUDENT RIGHTS

Students have the right to:

- Receive fair and respectful treatment from faculty, staff, and fellow students
- Access academic advising, student services, and institutional support resources
- Receive clear information regarding academic policies, attendance

requirements, tuition obligations, and program expectations

- Submit formal complaints, grievances, or academic concerns through appropriate institutional procedures
- Protection of educational records and privacy in accordance with institutional policy and applicable regulations
- Learn in an environment free from discrimination, harassment, intimidation, or retaliation

STUDENT RESPONSIBILITIES

Students are responsible for:

- Attending classes regularly and participating actively in academic activities
- Completing assignments, coursework, and program requirements on time
- Maintaining satisfactory academic progress and attendance compliance
- Reviewing official institutional communications through MyBAU, email, and administrative notices
- Meeting all tuition, fee, and financial obligations by established deadlines
- Following academic integrity standards and avoiding plagiarism, cheating, or unauthorized assistance
- Respecting faculty, staff, classmates, campus facilities, and institutional policies
- Maintaining valid immigration status and compliance with F-1 regulations, when applicable

Students are expected to review both the Academic Catalog and the applicable Student Handbook for complete institutional policies and program-specific requirements.

COMMUNICATION POLICY

Mentora College communicates with students primarily through official institutional channels to ensure that all academic, administrative, financial, and immigration-related information is delivered accurately and on time.

The primary methods of communication include:

- Institutional email account (normally issued as `namelastnames@stu.bau.edu`)
- Personal email address provided during registration, when an institutional email account is not available
- MyBAU Student Portal
- Official institutional announcements and administrative notices
- Official social media channels, including academic updates and institutional announcements when applicable

Important information regarding class placement, schedules, attendance warnings, academic progress, financial obligations, registration deadlines, institutional events, and immigration compliance may be communicated through these official channels.

Students are responsible for checking their institutional email, personal email, and MyBAU Student Portal regularly and responding to official communications within required deadlines.

Failure to review official communications does not exempt students from institutional deadlines, attendance requirements, financial obligations, or academic responsibilities.

Students are encouraged to maintain updated contact information with the Administrative Office to ensure uninterrupted communication throughout their enrollment.

STUDENT CONDUCT AND ACADEMIC INTEGRITY

Students enrolled at Mentora College are expected to maintain the highest standards of academic honesty, professional conduct, and respectful behavior throughout their studies.

Academic integrity is essential to the learning process and applies to all academic work, classroom participation, assessments, projects, and institutional interactions.

These expectations apply to all learning environments, including in-person classes, online classes, hybrid instruction, institutional

events, and all academic activities conducted through digital platforms.

Students must complete all academic work honestly and independently unless otherwise communicated by the instructor.

Academic dishonesty includes, but is not limited to:

- Cheating on quizzes, exams, assignments, or academic activities
- Plagiarism, including the use of another person's work, ideas, or words without proper acknowledgment
- Unauthorized collaboration or assistance during assessments
- Use of unauthorized materials, tools, or resources during evaluations
- Submission of work that is not the student's own

Plagiarism includes copying content from books, websites, academic sources, artificial intelligence tools, or other materials without proper citation or instructor authorization.

Students enrolled in online or hybrid courses must also comply with participation requirements, identity verification procedures, camera policies when required, and professional conduct expectations during virtual instruction.

Failure to comply with online participation standards may affect attendance records, academic standing, and disciplinary review.

Students are also expected to maintain respectful classroom behavior and professional conduct at all times by:

- Treating faculty, staff, classmates, and guests with respect
- Following reasonable instructions from faculty and administrative staff
- Maintaining a respectful and inclusive learning environment
- Avoiding disruptive, threatening, offensive, or inappropriate behavior
- Using campus facilities, online platforms, and institutional resources responsibly

Violations of academic integrity or student conduct policies may result in disciplinary action including warnings, grade penalties, academic probation, financial penalties, removal from class, dismissal from the program, termination of Form I-20 for F-1 students when applicable, and reporting to appropriate authorities when required.

For complete behavioral expectations and disciplinary procedures, students must also review the BAU Student Code of Conduct Handbook and the applicable Mentora College Student Handbook.

MENTORA STUDENT RECORDS AND RELEASES OF INFORMATION (FERPA)

Mentora College and Bay Atlantic University are committed to protecting the privacy and confidentiality of student educational records in accordance with the Family Educational Rights and Privacy Act (FERPA) and applicable institutional policies.

Student educational records include, but are not limited to:

- Admission and application documents
- Academic records, transcripts, grades, and attendance records
- Financial records related to tuition and fees
- Immigration documentation for F-1 students
- Disciplinary records and official institutional communications

Educational records are considered confidential and will not be released to third parties without the student's written authorization, except when disclosure is permitted or required by law, institutional policy, accreditation requirements, or government regulations.

Students have the right to review their own educational records, request corrections of inaccurate information when appropriate, and authorize the release of records to designated individuals or organizations through the proper institutional procedures.

If a student wishes to authorize Mentora College or Bay Atlantic University to release academic,

financial, enrollment, or immigration-related information to a parent, sponsor, employer, attorney, or any other third party, the student must complete and submit the official FERPA Release Authorization Form.

Information will only be shared with the individuals specifically listed on the form and only within the scope of the authorization provided by the student.

Verbal authorization, email requests without formal verification, or third-party requests without an approved FERPA Release Form cannot be accepted.

Requests for official documents such as transcripts, enrollment verification letters, status letters, diplomas, and other academic records must be submitted through the official student request process, including the MyBAU Student Portal when applicable.

Mentora College reserves the right to verify student identity before releasing any academic, financial, or immigration-related documentation to ensure confidentiality and institutional compliance.

ACADEMIC RECORDS RETENTION AND DOCUMENT DESTRUCTION

Mentora College and Bay Atlantic University maintain academic, admissions, financial, and institutional records in accordance with internal policies, accreditation standards, and applicable legal and regulatory requirements.

Mentora student records are securely stored for the required retention period based on the type of document and institutional compliance obligations. Records may be maintained in physical or electronic format, and hard-copy documents may be converted to secure digital records for long-

term storage and institutional access.

Examples of records maintained by the institution include:

- Academic records, transcripts, grades, and attendance records
- Admission and application records, including passport information, visa documents, financial statements, credential evaluations, and test scores
- Financial records, sponsorship documentation, and payment history
- Class rolls, grade sheets, and academic evaluations
- Disciplinary records and official institutional communications

Permanent academic records, including official transcripts and core academic records, are maintained as part of the student's permanent academic history.

Physical student files and supporting documentation are generally retained for up to three (3) years after the student graduates, withdraws, transfers, or is no longer actively enrolled at the institution.

After this retention period, physical records may be securely destroyed in accordance with institutional document destruction procedures.

Students may still request official academic information after this period, such as transcripts, enrollment verification, or status letters, when such records remain available in the institutional system. However, original physical documents and certain supporting records may no longer be accessible once secure destruction has been completed.

Confidential documents are destroyed using secure confidential destruction procedures to protect student privacy, institutional compliance, and data security at all times.

MENTORA GENERAL REFUND POLICY

Students enrolled at Mentora College are subject to the institutional refund policies established by Bay Atlantic University and applicable District of Columbia regulations governing Postsecondary Non-Degree Schools.

Notification of Cancellation and/or Refund Requests must be submitted through the official Refund Request Form and may be delivered in person, mailed to: 1510 H Street, NW, Washington, DC 20005, or emailed to refund@bau.edu.

Refunds are issued only by check directly to the person or organization that originally made the payment, or to a third party formally authorized by the original payer.

Refund processing may take up to 45 business days after the initial submission of the Refund Request Form. The institution is not required to honor refund requests submitted more than ninety (90) days after payment is received.

In accordance with Title 5-A8119 of the D.C. Regulations governing Postsecondary Non-Degree Schools under OSSE, the Cancellation and Refund Policy applies as outlined in this Academic Catalog.

REFUND ELIGIBILITY

a. Visa Denial: Paid tuition, excluding all fees and deposits, is fully refundable if a student is denied a U.S. visa after receiving the Form I-20 and submits official visa denial documentation within the required timeframe.

If the student plans to reapply, Mentora College may hold the payment for future enrollment according to institutional policy.

b. Student Rescinds Application: Students may cancel their application within seventy-two (72) hours (three business days, excluding weekends and holidays). In this case, paid tuition, excluding all fees, is fully refundable.

c. Terminated I-20: If a student's Form I-20 is terminated, no refund will be issued.

d. Student Withdrawal from Class: If a student chooses to withdraw from a class on or before the first week of the module or term may be eligible for a 75% tuition refund and an

Administrative Cancellation Fee of \$150 will apply.

If a student withdraws after the first week of the module, no refund will be issued.

Please note: This policy applies to students who voluntarily withdraw and is not related to school transfers or Termination/Administrative withdrawal.

The withdrawal must be formally communicated in writing to the administrative office.

e. Deposits and Fees: All deposits, administrative fees, document processing fees, and institutional fees are non-refundable.

Consistent with the institutional delivery of services policy of Bay Atlantic University, in the event that the University determines it must suspend, reduce, modify, or alter its operations in whole or in part due to epidemic, pandemic, public health emergencies, extreme weather, natural disasters, acts or threatened acts of terrorism or war, or any other event beyond the institution's reasonable control, the University reserves the right to modify academic delivery methods and institutional operations as necessary.

Such modifications may include temporary campus closures, schedule adjustments, delayed academic sessions, remote instruction, online learning alternatives, or other operational changes determined necessary by the institution.

In such circumstances, Bay Atlantic University and Mentora College are not obligated to provide refunds, credits, or reductions of tuition, fees, or other institutional charges already paid or owed, although such adjustments may be considered at the sole discretion of the institution.

MENTORA GENERAL FINANCIAL POLICIES

Students enrolled in programs at Mentora College are responsible for maintaining good financial standing throughout their enrollment. Tuition, mandatory fees, deposits, and all required institutional payments must be completed according to the deadlines established by Bay Atlantic University.

Failure to meet financial obligations may affect class registration, academic progression, access to student services, eligibility for institutional requests, and, for F-1 students when applicable, maintenance of valid immigration status.

TUITION AND ENROLLMENT POLICY

Each academic module and term includes tuition and mandatory institutional fees required to secure enrollment and class placement. All tuition and fees must be paid in full before the start of the student's scheduled academic session unless otherwise approved by the Finance Office.

Students who fail to complete payment by the established deadline may not be enrolled in class and may experience delays in class registration, attendance issues, restricted access to institutional services, and possible academic or administrative consequences according to institutional policy.

UNDERSTANDING TUITION, FEES, AND DEPOSITS

It is important to understand the difference between tuition, mandatory fees, and deposits:

- **Tuition:** The cost of instruction per module
- **Mandatory Fees:** Additional required charges for student services, materials, and administrative processing
- **Deposit:** A payment held to secure enrollment, typically made at admission or in advance for a future module

Tuition and Fees

Each program at Mentora College may include tuition, mandatory fees, and additional administrative fees depending on the student's status, selected program, and services requested.

Detailed tuition tables, program-specific fees, and additional administrative charges are published under each individual program section of this Academic Catalog

DESCRIPTION	PRICE
Application/Admissions Fees (Non-refundable)	
Document Processing Fee	\$125
Deferral Fee	\$45
Mandatory Module fee for Intensive ESL Program (All modalities)	
Intensive ESL Tuition (F1 students)	\$550
Intensive ESL Tuition (Domestic)	\$450
Student Services Fee	\$30
ESL Course Materials Fee	\$40
Mandatory Module fee for Semi-Intensive ESL Program (All modalities)	
Semi-Intensive ESL Tuition	\$450
Student Services Fee	\$30
ESL Course Materials Fee	\$40
Mandatory Term Tuition and fees for Continuing Education Program	
Course prices and durations may vary, please visit the website for the most updated course information	Mentora Continuing Education Program
Mandatory Term Tuition and fees for TEFL Program	
TEFL In-person and Hybrid	\$1,350
TEFL Online	\$1,000
Mandatory Term Tuition and fees for Youth Program	
Youth program	\$4,100
Mandatory One-Time Fee (Non-Refundable) All Programs	
Student ID Card Fee	\$22
As-applicable Fees	
International Postage and Shipping (there is an additional service fee for sensitive documents)	\$130

Domestic Postage and Shipping (there is an additional service fee for sensitive documents)	\$85
English Proficiency Test Fee	\$150
Make-up Exam Fee	\$60
Airport Pick-Up	\$200
Time-off/Vacation fee	50% tuition per module of time off + 1 module tuition deposit
Certificate Fee (ESL Programs and TEFL)	\$100
Transcript Fee	\$30
U-pass Fee (per semester*)	\$135
Returned Check Fee	\$45
Program-Specific Administrative Fee (BESL)	\$1,520
BESL Shipment Fee	\$65
Late Document Processing Fee	\$640
Administrative Services Fee	\$1,650
Administrative Cancellation Fee	\$100
Administrative Fee (Degree to ESL)	\$500
Late Payment Fee	\$80

*The U-Pass Fee applies per Fall and Spring semester. ESL students follow the same semester-based U-Pass Fee policy as degree students.

Additional fees such as Time-Off, Transfer-Out, postage, transportation, and program-specific administrative fees may apply according to institutional policy.

All fees are subject to change based on institutional review and administrative approval.

Payment Deadlines

Payment deadlines are established by the Administrative and Finance Departments. Students must complete payment before the first week of each new class module or term.

Failure to complete payment on time may result in:

- Delayed enrollment
- Inability to access classes
- Registration holds
- Late payment fees
- Attendance issues caused by delayed registration

Students are responsible for monitoring payment deadlines through the MyBAU Student Portal and official institutional communications.

Payment Methods

Payments may be completed through approved institutional methods including the MyBAU Student Portal, BAU official website, Zelle, wire transfer, cash, and check according to Finance Office procedures.

Students are encouraged to contact the Finance Office directly for payment assistance and financial guidance.

Late Fee Policy

A Late Tuition Payment Fee may apply to payments received after the first week of the class module or term. Late payments may also affect enrollment confirmation, class access, attendance records, and academic progression for F-1 students.

Discounts and Promotions

Mentora College may offer occasional discounts for early registration, multi-session payments, or promotional enrollment periods.

Discounts must be applied at the time of payment and cannot be granted retroactively.

STUDENT SERVICES AND SUPPORT

Mentora College and Bay Atlantic University are committed to supporting students throughout their academic journey by providing access to academic guidance, administrative assistance, institutional resources, and student support services that promote student success and personal development.

Students have access to support services designed to assist with academic progression, enrollment management, institutional processes, and adjustment to student life in the United States.

Available services may include:

- Academic advising and program guidance
- Class registration and schedule support
- Attendance monitoring and academic progress assistance
- English placement guidance
- Transcript requests, enrollment verification, status letters, and official document requests
- Immigration support for eligible F-1 students through the Designated School Official (DSO) team
- Time-off requests, transfer-out guidance, and change of program support
- Student orientation and transition assistance
- Campus resource information, including transportation, housing guidance, and local student support resources
- Referral to additional university services when applicable

Students are encouraged to communicate regularly with the Administrative Office, Academic Department, and student support teams to ensure timely assistance and proper compliance with academic and institutional requirements.

Official requests for documents and administrative processes should be submitted through the MyBAU Student Portal whenever applicable.

Student services are provided to help students succeed academically while maintaining clear communication, institutional compliance, and access to the resources necessary for a successful educational experience.

COMPLAINT, GRIEVANCE, AND RESOLUTION PROCEDURES

Mentora College and Bay Atlantic University are committed to maintaining a fair, respectful, and professional academic environment where students may raise concerns and seek resolution through appropriate institutional procedures.

Mentora students have the right to report academic concerns, administrative issues, student service complaints, or situations involving inappropriate conduct, discrimination, harassment, or institutional policy concerns without fear of retaliation.

Whenever possible, students are encouraged to first seek informal resolution by communicating directly with the appropriate instructor, staff member, department, or administrative office involved.

If the issue cannot be resolved informally, students may submit a formal complaint through the official institutional complaint process.

Formal complaints may include, but are not limited to:

- Academic concerns related to grading, attendance, or classroom issues
- Administrative concerns related to registration, payments, or institutional services
- Student conduct concerns involving inappropriate behavior or misconduct
- Harassment, discrimination, Title IX concerns, or safety-related issues
- Immigration-related concerns requiring institutional review when applicable

Students may be required to complete the official Complaint Form through the BAU website, MyBAU Student Portal or submit written documentation to the appropriate administrative office for review.

All complaints are reviewed according to institutional policy, confidentiality standards, and applicable federal and state regulations. Resolution timelines may vary depending on the nature and complexity of the concern.

The institution reserves the right to request supporting documentation and to involve the

appropriate academic, administrative, compliance, or Title IX personnel when necessary to ensure a fair and appropriate resolution process.

NON-DEGREE PROGRAMS

MENTORA COLLEGE INTENSIVE ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

The Intensive English as a Second Language (ESL) Program at Mentora College is designed for students who seek to develop strong English language proficiency for academic, professional, and personal success. The program provides full-time English language instruction that supports students in reading, writing, listening, speaking, grammar, pronunciation, and academic communication.

This program is intended for international students preparing for undergraduate or graduate studies in the United States, as well as for individuals seeking to improve their English skills for professional development and everyday communication.

The curriculum supports student progression through multiple levels of English proficiency, from foundational language development to advanced academic readiness. Instruction emphasizes practical communication skills, critical thinking, and real-world language application in both academic and professional settings.

As a full-time program, the Intensive ESL Program supports students requiring F-1 visa eligibility and compliance. Students receive academic advising, attendance monitoring, and institutional support to maintain satisfactory academic progress and immigration requirements.

Courses are delivered by qualified faculty using student-centered teaching methods in a multicultural learning environment. Students also benefit from access to the academic resources of Bay Atlantic University and a clear pathway toward future university studies and professional opportunities.

The program is continuously evaluated through academic performance, student and faculty feedback, and student needs assessments to ensure academic quality, curriculum

improvement, and alignment with institutional standards.

PROGRAM OBJECTIVES

Upon successful completion of the Intensive English as a Second Language (ESL) Program, students are expected to:

- Develop the English proficiency required for academic studies and professional environments
- Improve listening, speaking, reading, writing, grammar, vocabulary, and pronunciation skills across progressive CEFR levels
- Demonstrate learner autonomy through the use of Information and Communication Technology (ICT) tools both inside and outside the classroom.
- Apply critical thinking and effective communication skills when discussing academic, professional, and global topics
- Participate successfully in collaborative tasks, presentations, projects, and real-life communication situations
- Build confidence and readiness for university study, workplace communication, and daily life in English-speaking environments

These objectives support students in achieving academic success, professional growth, and long-term language development within a multicultural and global learning environment.

PROGRAM STRUCTURE

The Intensive English as a Second Language (ESL) Program operates in four-week academic modules designed to provide full-time English language instruction and continuous academic progression.

Each module consists of:

- Four (4) weeks of instruction (1 module)
- Eighteen (18) scheduled hours of class per week
- A total of seventy-two (72) scheduled hours per module, including exams and academic evaluations

- Continuous academic assessment and weekly progress checks
- Final evaluations and progress review

Students are required to participate in structured classroom learning, skills-based assessments, collaborative activities, presentations, and real-life language practice opportunities such as academic field trips and speaking-based assignments.

Students progress through multiple CEFR levels from beginner (A1) to advanced proficiency (C2) based on academic performance, attendance compliance, and successful completion of each module.

The program may be completed in approximately 24 modules depending on initial placement level, academic progress, attendance compliance, and individual student goals.

The Intensive ESL Program qualifies as a full-time course load for eligible F-1 students and supports students maintaining full-time enrollment requirements for immigration compliance.

The program is offered in multiple class schedules based on availability and institutional planning, including:

- Morning Classes
- Afternoon Classes
- Evening Classes
- Full day Two-Day Classes

Instructional modalities include:

- In-Person
- Online
- Hybrid

Students maintaining F-1 status must be enrolled in the In-Person modality as their primary full-time course of study in order to comply with U.S. immigration regulations and SEVIS requirements.

Each module is considered part of the student's academic progression, and successful completion is required for advancement to the next level.

Continuous enrollment is required for students maintaining active F-1 status unless officially approved for authorized time-off or leave.

ENGLISH PROFICIENCY LEVELS

The Intensive English as a Second Language (ESL) Program follows the Common European Framework of Reference for Languages (CEFR) and provides progressive English language instruction from beginner to advanced proficiency levels.

Students are placed according to their English proficiency level through placement testing and academic evaluation and progress through the program by successfully completing each module.

The program is structured across progressive CEFR levels, allowing students to develop English proficiency from foundational communication skills to advanced academic and professional language use.

CEFR LEVEL	IEP LEVELS	DESCRIPTION
A1	100A 100B 100C	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	200A 200B 200C	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her

		background, immediate environment and matters in areas of immediate need.
B1	300A 300B 300C	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	400A 400B 400C	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	500A 500B 500C	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing a controlled use of organizational patterns, connectors and cohesive devices.
C2	600+	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments,

and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Levels from A1 to C1 are divided into three progressive modules (A, B, and C), allowing students to gradually build grammar, vocabulary, reading, writing, listening, speaking, pronunciation, and academic communication skills according to CEFR standards.

Students who successfully complete advanced levels may continue into specialized C2 elective courses (ESL 600+), which provide advanced academic and professional English preparation through focused academic pathways, including:

- Language Skills
- Test Preparation
- American History, Literature, and Culture
- Business and Professional Success
- Health
- Digital and Media Literacy

Students must successfully complete each level before progressing to the next stage. Progression is determined by academic performance, attendance compliance, instructor evaluation, and satisfactory academic standing.

APPLICATION FOR ADMISSION

The application process is conducted online and starts with completing the online Application Form available on <https://bau.edu>. An application will not be considered complete, and thus will not be reviewed, until all application materials have been uploaded to the application system.

Application materials for applicants who are not admitted, who do not complete pre-registration requirements, or international students who are unable to obtain a visa will be retained in accordance with the University's record-keeping

policies.

GENERAL ADMISSIONS REQUIREMENTS – ESL INTENSIVE ENGLISH PROGRAM

To complete the application, the applicant must submit one of the following:

Valid Government-Issued Identification

Provide a clear photocopy of one of the following:

- U.S. Driver's License or State ID
- Passport (mandatory for international students)
- U.S. Permanent Resident Card (Green Card)

ADDITIONAL DOCUMENTS REQUIRED FOR INTERNATIONAL APPLICANTS APPLYING FOR A F-1 VISA

International applicants requiring an F-1 visa must provide additional documents during the application process. These documents include the following:

- Financial statement demonstrating adequate financial resources to cover tuition, living expenses, and travel.
- A sponsorship letter with the sponsor's contact information if the financial statement is not in the applicant's name.
- If the financial statement is from a company, the applicant must provide proof of ownership, tax returns or any other legal document that links the sponsor with the financial statement.
- The Form I-20 will only be issued after the Document Processing Fee has been received and processed by the Finance Office.
- Only the Intensive ESL Program is eligible for F-1 visa. Semi-intensive and continuing education programs are not eligible for issuance of a I-20 Form.

F-1 TRANSFER APPLICANTS (WITHIN THE U.S.)

If the applicant is Applicants currently in the United States under F-1 status and who wishes

to transfer to Mentora College at Bay Atlantic University, they must meet all international student admission requirements and submit the following additional documents:

Current Immigration Documents

- I-20 Form (Continued Attendance from current institution)
- Copy of Visa / Notice of Action or Adjustment of Status or Notice of Action (if applicable)
- I-94 Form

BAU SEVIS Transfer Form

Student must complete "Part 1" of the [BAU SEVIS Transfer Form](#) and submit it to their current Designated School Official (DSO).

Once the DSO) at the current institution returns the complete SEVIS Transfer Form and releases the SEVIS record to BAU, the student will receive a new Form I-20 from BAU.

Once the applicant receives academic admission admitted to BAU, the applicant is required to complete the Admission Confirmation deposit Document Processing Fee payment to accept the admission offer. Students must then request the SEVIS transfer record to BAU by submitting the [BAU SEVIS Transfer Form](#) along with BAU admission letter to the applicant's current institution.

CHANGING TO F-1 STATUS (WITHIN THE U.S.)

If the applicant is Applicants currently in the United States under a different immigration status who wish to and is applying apply for a Change of Status to F-1 through USCIS, they must meet all international student admission requirements and submit the following additional documents:

- Copy of Visa
- Copy Of DS 2019 Form (for applicants currently or previously in J-1 status) Only if applicant hold a J-1)
- I-94 Form

DOCUMENT PROCESSING FEE

The Document processing fee is required to complete the admission process and is non-refundable regardless of whether the student completes registration or later decides to withdraw. All fees at BAU are non-refundable.

If the applicant fails to complete the document processing fee payment by the stated deadlines, Bay Atlantic University reserves the right to revoke any admission offer and I-20 previously issued.

In the event that the applicant is unable to complete registration for the session applied for, Bay Atlantic University will retain the Document processing fee for up to one year. After this time, if the applicant wants to defer the application and receive a new I-20, the student must submit a new non-refundable \$125 Document processing fee, along with any other necessary steps to complete your admission process or deferral.

DEFERRAL PROCESS FOR INTERNATIONAL STUDENTS – INTENSIVE ESL PROGRAM

International applicants to the Intensive ESL Program who wish to request a deferral must submit the following documents and information:

- Updated financial statement issued within the last three (3) months
- Updated sponsorship letter (if applicable)
- Payment of a non-refundable \$45 deferral fee or confirmation of an upcoming visa appointment
- SEVIS Form I-901 payment confirmation

Mentora College retains the Document Processing Fee for up to one (1) year for students who are unable to complete registration for the intended session. After this period, students requesting a new Form I-20 must submit a new non-refundable \$125 Document Processing Fee

and complete any additional admission or deferral requirements, as applicable.

The Document Processing Fee is required to secure a student's place in the program and remains non-refundable regardless of whether the student completes registration or later withdraws. All fees at Bay Atlantic University and Mentora College are non-refundable.

Applicants are encouraged to submit all required deferral documents to the Admissions Office as soon as possible to ensure timely review and processing of the request.

ENGLISH PLACEMENT TEST

Applicants enrolling in English language programs may be required to complete an English Placement Test administered by the Academic Department prior to the start of classes. The purpose of the placement test is to assess the student's current English proficiency level and determine appropriate course placement.

Students must coordinate with the Academic Department to schedule the placement test prior to enrollment. Applicants with extenuating circumstances who are unable to attend the scheduled testing times should contact the department to make alternative arrangements.

CERTIFICATE OF COMPLETION

Students who successfully complete each level of the Intensive English as a Second Language (ESL) Program may request a Certificate of Completion as official academic recognition of their progress and successful fulfillment of program requirements.

Certificates may be requested by students who:

- Successfully complete the required coursework and academic evaluations for the assigned level
- Meet the minimum passing grade and satisfactory academic progress requirements

- Comply with attendance expectations and institutional academic standards
- Fulfill all financial obligations related to tuition, fees, and program enrollment

Successful completion of each level allows students to advance progressively from beginner (A1) through advanced proficiency levels (C2), following the program's academic structure and CEFR standards.

Students who complete advanced levels may continue into specialized ESL 600+ courses or pursue academic pathways into undergraduate or graduate degree programs at Bay Atlantic University, depending on their academic goals and admission eligibility.

Certificates are issued upon student request and are subject to the applicable Certificate Fee established by Mentora College. The certificate reflects the student's academic achievement and English language development and may support future academic, professional, and personal opportunities.

ACADEMIC REGULATIONS

Academic Regulations for the Intensive English as a Second Language (ESL) Program establish the academic standards, evaluation methods, attendance expectations, and institutional policies that support student success and progression throughout the program.

These regulations are designed to ensure academic quality, maintain consistency across all levels of instruction, and help students meet the requirements necessary for successful completion of each module and advancement to higher levels of English proficiency.

Students are expected to remain informed of all academic policies and to maintain satisfactory academic progress, attendance compliance, and financial responsibility throughout their enrollment at Mentora College.

ASSESSMENT AND GRADING

Students complete three quizzes during each module:

- Quiz 1: Grammar and Vocabulary
- Quiz 2: Speaking (individual presentation or collaborative task)
- Quiz 3: Writing

These assessments help monitor student progress before final evaluations and provide opportunities for continuous academic improvement.

Final Evaluations

- **Writing Exam (20%):** Students complete a writing task using the format and language skills taught during the module.
- **Speaking Exam (20%):** Students complete an individual or group speaking activity depending on the level.
- **Module Exam (50%):** Students are evaluated on grammar, vocabulary, reading, and listening covered during the module.

Assessment for ESL 600+ specialized courses may vary depending on the course content and academic objectives.

The minimum passing grade for each module is **70%**. Students must complete all required assessments and demonstrate satisfactory academic progress to advance to the next level.

Attendance alone does not guarantee promotion; both academic performance and attendance compliance are required for successful progression.

ACHIEVEMENT SCALE AND PASSING REQUIREMENTS

The minimum passing grade for each module in the Intensive English as a Second Language (ESL) Program is 70%.

Students must complete all required assessments and demonstrate sufficient

academic progress to advance to the next level. Successful progression depends on final grade, attendance compliance, instructor evaluation, and satisfactory academic progress (SAP).

Attendance alone does not guarantee promotion.

Student achievement is evaluated according to the following scale:

Final Grade	Achievement Scale	Interpretation
Above 80%	Merit Pass	Demonstrates strong achievement of the level objectives, high academic performance, and full readiness to continue to the next level.
70% - 80%	Average Pass	Demonstrates satisfactory achievement of the level objectives and sufficient preparation for progression to the next level.
65% - 69%	Borderline Pass	Demonstrates partial achievement of course objectives. Students may be reviewed for a possible Conditional Pass (CP) with additional academic support requirements.
1% - 64%	Failure	Indicates insufficient

achievement of the level objectives. Students are required to repeat the same level.

0%	Incomplete	Indicates that required assessments were not completed, often due to lack of attendance or insufficient academic participation. Students must repeat the level.
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Conditional Pass (CP)

Students with a final grade between 65% and 69% may be reviewed for a possible Conditional Pass (CP). A Conditional Pass is not automatic and is determined by the Academic Team based on attendance record, class participation, academic effort, teacher recommendations, and potential for success in the next level.

Students who receive a CP may be required to attend tutorials, complete supplementary assignments, or follow additional academic support measures as part of their progression plan.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students enrolled in the Intensive English as a Second Language (ESL) Program must maintain Satisfactory Academic Progress (SAP) throughout their studies to remain in good academic standing and continue progressing through the program.

Satisfactory Academic Progress includes:

- Meeting minimum passing grade requirements for each module

- Maintaining the required attendance percentage established by the program
- Completing all required assessments, assignments, and academic activities
- Demonstrating consistent academic improvement and participation in class
- Successfully progressing through program levels based on academic performance and instructor evaluation

Students who fail to maintain SAP may be required to:

- Repeat the same level
- Attend tutorials or academic support sessions
- Follow an academic remediation plan
- Meet with the Academic Team for academic review
- Be placed on Academic Probation

Repeated failure to maintain satisfactory academic progress may result in formal academic action depending on the student's enrollment status.

For students maintaining F-1 status, satisfactory academic progress is also required to remain in compliance with SEVIS regulations and institutional enrollment requirements. Failure to maintain SAP may affect academic standing, enrollment continuation, and immigration status.

ATTENDANCE REQUIREMENTS

Attendance is mandatory for all students enrolled in the Intensive English as a Second Language (ESL) Program.

To remain in good academic standing, students must maintain a minimum of 80% attendance during each four-week module. Students may not be absent for more than 20% of the total class during one module.

Students are expected to:

- Arrive on time
- Attend all scheduled classes
- Remain for the full class period

- Be prepared with required books and materials
- Participate actively in class activities

Attendance is required for both academic progression and enrollment continuation. Attendance alone does not guarantee promotion to the next level, but failure to meet attendance requirements may affect academic standing, satisfactory academic progress (SAP), and program continuation.

Teachers are required to record attendance daily in the student information system, and students are responsible for monitoring their attendance throughout the module.

Late arrivals, early departures, and missed class time are included in the attendance calculation and may result in attendance warnings or academic action.

Students who reach between 10% and 20% absences during a module may receive an Attendance Warning Letter as official notice that they are approaching the maximum number of allowed absences.

Students who exceed 20% absences may be subject to formal academic action depending on their student status. For students maintaining F-1 status, this may include termination notice, I-20 termination, SEVIS termination, and possible loss of immigration status. Domestic or International Online Students may be subject to administrative withdrawal, loss of class placement, or the requirement to re-register for future enrollment.

For long-term illness, serious injury, or major emergencies, students must provide valid medical documentation. Medical excuses must be official, verifiable, and submitted according to institutional deadlines for review.

TUTORIALS AND ACADEMIC SUPPORT

Mentora College provides academic support systems to help students maintain satisfactory academic progress and successfully complete each level of the Intensive English as a Second Language (ESL) Program.

Students who need additional academic support are encouraged to participate in tutorial sessions and other academic reinforcement opportunities designed to strengthen performance and improve learning outcomes.

Academic support may include:

- Weekly tutorial sessions
- Additional reinforcement in grammar, writing, speaking, and exam preparation
- Peer mentoring and supplementary academic activities
- Academic remediation plans for students experiencing academic difficulties
- Additional meetings with instructors or the Academic Team for progress review

Tutorials are especially recommended for students who are repeating a level, receiving a Conditional Pass (CP), placed on Academic Probation, or requiring additional reinforcement to meet program expectations.

Participation in tutorials and support activities may be required as part of an academic improvement plan or remediation process.

Students are strongly encouraged to use these support systems early to support their academic success and progression throughout the program.

TIME-OFF POLICY

The Time-Off Policy applies primarily to students maintaining F-1 status and is designed to support compliance with U.S. immigration regulations and SEVIS requirements while allowing authorized academic breaks.

F-1 students may be eligible for up to one full academic session (three modules) of authorized Time-Off within a 12-month period. Time-Off is not cumulative and may not be taken in the middle of a session.

First Time-Off Eligibility

Students become eligible for their first Time-Off period after successfully completing six (6) consecutive academic modules, equivalent to two full academic sessions.

Once eligible, students may choose one of the following options:

- One (1) module of Time-Off, which must be taken as Module 1 of the next session, or
- One full academic session (three consecutive modules) of Time-Off, beginning with Module 1 of the next session

Students may not complete part of a session and begin Time-Off later within that same session.

Subsequent Time-Off Eligibility

After returning from approved Time-Off:

- Students who take one (1) module of Time-Off may request another one-module Time-Off after completing three (3) consecutive study modules
- Students who take one full session (three modules) of Time-Off may request another full session Time-Off after completing six (6) consecutive study modules

All Time-Off periods remain subject to a maximum of three (3) Time-Off modules within any 12-month period.

To qualify for Time-Off, students must maintain:

- Good academic standing
- Good attendance
- Good financial standing
- Compliance with institutional and immigration requirements

All Time-Off requests must be submitted through the MyBAU Student Portal and

approved before the student stops attending classes. Approved requests require payment of the applicable Time-Off Fee according to institutional policy.

Failure to obtain approval before stopping attendance may result in academic consequences and, for F-1 students, possible I-20 termination, SEVIS termination, and loss of immigration status.

Approved Time-Off requests require payment of the applicable Time-Off Fee. The Time-Off Fee includes 50% of the tuition for each module taken as Time-Off, plus a one-module tuition deposit paid in advance.

This payment helps secure the student's place for future enrollment after the approved Time-Off period and confirms the student's intention to continue studying at Mentora College. It also supports compliance with institutional enrollment policies and F-1 student SEVIS requirements.

The tuition deposit will be applied toward the student's tuition when the student returns from the approved Time-Off period.

Students who do not complete the required payment by the institutional deadline must continue enrollment in the following module.

CHANGE OF PROGRAM (MENTORA TO DEGREE PROGRAM)

This policy applies primarily to students maintaining F-1 status who use the Intensive English as a Second Language (ESL) Program at Mentora College as an academic pathway toward undergraduate or graduate degree programs at Bay Atlantic University.

Students who wish to transition from the Intensive ESL Program to a Bachelor's or Master's degree program must submit the official Change of Program Request Form and meet the academic and admissions

requirements established by the university for their intended program of study.

Program transition may include:

- Review of English language proficiency and academic readiness
- Evaluation of academic records and placement history
- Completion of admissions requirements for the selected degree program
- Submission of required academic and immigration documentation, when applicable
- Coordination with the Admissions Office and Academic Departments for final approval

Current ESL students may apply to change their education level to a degree program at any time and may be permitted to take Time-Off during semester gaps for up to a maximum of five (5) months, depending on academic standing and institutional approval.

If a student plans to begin a degree program and the new semester starts in less than one month, the student is not required to return to Mentora College before beginning the degree program.

If the degree semester begins within one (1) to three (3) months, the student must return to Mentora College for at least one module before completing the change of level.

Completion of the Intensive ESL Program does not guarantee automatic admission into a degree program. Admission decisions are based on the specific academic requirements of each undergraduate or graduate program.

Academic advising is available to support students throughout this transition process and to help identify the most appropriate pathway based on individual academic goals and professional objectives.

TRANSFER-OUT POLICY

This policy applies primarily to students maintaining F-1 status who wish to transfer from the Intensive English as a Second Language (ESL) Program at Mentora College to another SEVP-certified institution in the United States.

Students may transfer to another institution if they wish to continue their studies elsewhere; however, specific academic, financial, and immigration requirements must be met to maintain valid F-1 status and complete the SEVIS transfer process correctly.

Transfer-Out Eligibility

To be eligible for Transfer-Out, students must:

- Complete their initial academic session (first three modules) at Mentora College
- Maintain good academic standing
- Maintain good attendance
- Maintain good financial standing with no outstanding balances
- Be actively enrolled in classes and not be in an approved Time-Off period
- Maintain valid F-1 status and continue attending classes until the official transfer release date

Failure to maintain F-1 status or to follow the required transfer procedures may result in loss of eligibility to transfer in active status.

Required Documents

Students requesting Transfer-Out must submit the official Transfer-Out Request through the MyBAU Student Portal and provide all required supporting documentation, including:

- Completed Transfer-Out Request Form
- Official acceptance letter from the new institution
- Transfer-Out Verification Form from the new institution, when applicable

Additional academic or immigration documentation may be required depending on the student's case.

All required documents must be submitted within institutional deadlines. Incomplete or late submissions may delay processing and may result in a Late Document Processing Fee according to institutional policy.

Early Transfer and Administrative Services Fee

Students are expected to complete their first academic session (three modules) before becoming eligible for Transfer-Out.

Students requesting an early transfer before completing their first session may still be considered, but they must complete all required transfer documentation and pay the applicable Administrative Services Fee.

Students returning from approved Time-Off must complete one full academic session (three modules) before becoming eligible to transfer in active status. Students who choose to withdraw before completing this requirement may also be subject to the Administrative Services Fee and additional transfer review.

The Administrative Services Fee reflects the institutional resources required to process early withdrawals, transfer coordination, and SEVIS record management.

Fee Coexistence Clause

When a Transfer-Out request meets the conditions for both the Late Document Processing Fee and the Administrative Services Fee, only the Administrative Services Fee will apply. This includes cases in which a student submits transfer documents after the institutional deadline while also requesting an early Transfer-Out subject to the Administrative Services Fee

REFUND AND TUITION POLICY

The Intensive English as a Second Language (ESL) Program at Mentora College follows the general Tuition, Fees, and Refund Policies established by Mentora College and outlined in the Mentora General Refund and Tuition Policies section of this Academic Catalog.

All students enrolled in the Intensive ESL Program are responsible for maintaining good financial standing throughout their enrollment. Tuition, mandatory fees, deposits, and all required institutional payments must be completed according to the deadlines established by the University.

Failure to meet financial obligations may affect class registration, academic progression, access to student services, eligibility for institutional requests, and for F-1 students, maintenance of valid immigration status.

New students are required to pay a tuition deposit upon initial enrollment to secure their class placement and enrollment in the program. Deposits made for future academic sessions are only applied toward tuition and mandatory fees after formal registration for the intended module.

All deposits are non-refundable and cannot be transferred to other charges, services, or future administrative requests unless otherwise approved by institutional policy.

Program-specific tuition amounts, mandatory fees, administrative charges, and additional service fees applicable to the Intensive ESL Program are listed in the Tuition and Fees Table for this program.

MENTORA COLLEGE SEMI-INTENSIVE ENGLISH AS A SECOND LANGUAGE (ESL)

The Semi-Intensive English as a Second Language (ESL) Program at Mentora College is designed for students who seek to improve their English language proficiency through a flexible academic schedule while balancing work, university studies, and personal responsibilities. The program provides structured English language instruction that supports students in reading, writing, listening, speaking, grammar, pronunciation, and academic communication.

This program is intended for students seeking English improvement for academic preparation, workplace communication, professional development, personal growth, and everyday communication in English-speaking environments. It is also suitable for students who wish to strengthen their English skills while maintaining full-time enrollment in another academic institution.

The curriculum supports student progression through multiple levels of English proficiency, from beginner (A1) to advanced proficiency (C2), according to the Common European Framework of Reference for Languages (CEFR). Instruction emphasizes practical communication skills, critical thinking, and real-world language application in both academic and professional settings.

The Semi-Intensive ESL Program is a non-degree English language program and does not qualify as a full-time standalone program for initial F-1 visa issuance or Form I-20 sponsorship. However, F-1 students who are already maintaining full-time enrollment through another eligible academic program may participate in the Semi-Intensive Program as supplemental English study, subject to institutional approval and immigration compliance.

Courses are delivered by qualified faculty using student-centered teaching methods in a multicultural learning environment. Students also benefit from academic support, flexible scheduling options, and access to the academic resources of Bay Atlantic University.

The program is continuously evaluated through academic performance, student and faculty feedback, and student needs assessments to ensure academic quality, curriculum improvement, and alignment with institutional standards.

PROGRAM OBJECTIVES

The Semi-Intensive English as a Second Language (ESL) Program at Mentora College is designed to support students in developing practical and academic English language skills while providing the flexibility needed to balance work, university studies, and personal responsibilities.

The main objectives of the program are:

- To strengthen students' proficiency in speaking, listening, reading, and writing in English across academic, professional, and everyday communication settings
- To improve grammar, vocabulary, pronunciation, and overall language accuracy through structured classroom instruction and continuous practice
- To develop students' confidence in using English independently in real-life situations, workplace communication, and academic environments
- To support students in achieving the English proficiency levels necessary for professional development, university preparation, and personal growth
- To promote learner autonomy through active participation, collaborative learning, and the use of educational technology and academic resources
- To encourage critical thinking, cultural awareness, and effective communication in a diverse and multicultural learning environment

The program prepares students to use English more effectively and confidently while supporting long-term academic success and professional advancement.

PROGRAM STRUCTURE

The Semi-Intensive English as a Second Language (ESL) Program at Mentora College is organized in eight-week academic levels designed to provide structured English language instruction with a flexible weekly schedule.

Each level consists of:

- Eight (8) weeks of instruction (1 module)
- Nine (9) scheduled hours of class per week
- A total of seventy-two (72) scheduled instructional hours per level, including academic evaluations and progress assessments
- Continuous academic assessment and instructor feedback throughout the course
- Final evaluations and level progression review

Students participate in structured classroom learning, language practice activities, presentations, collaborative work, and skills-based assessments focused on reading, writing, listening, speaking, grammar, and vocabulary development.

The program is offered in multiple class schedules based on availability and institutional planning, including:

- Morning Classes
- Evening Classes
- Weekend Classes
- Two-Day Weekly Classes

Instructional modalities may include:

- In-Person
- Online
- Hybrid

Each level is considered part of the student's academic progression, and successful

completion is required for advancement to the next level.

Because the Semi-Intensive Program is not a full-time standalone F-1 program, students participating under F-1 status must maintain full-time enrollment through another eligible academic program in order to remain in immigration compliance.

ENGLISH PROFICIENCY LEVELS

The Semi-Intensive English as a Second Language (ESL) Program follows the Common European Framework of Reference for Languages (CEFR) and provides progressive English language instruction from beginner to advanced proficiency levels.

Students are placed according to their English proficiency level through placement testing and academic evaluation and progress through the program by successfully completing each module.

The program is structured across progressive CEFR levels, allowing students to develop English proficiency from foundational communication skills to advanced academic and professional language use.

CEFR LEVEL	IEP LEVELS	DESCRIPTION
A1	100A 100B 100C	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	200A 200B 200C	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping,

local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B1	300A 300B 300C	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	400A 400B 400C	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	500A 500B 500C	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing a controlled use of organizational patterns, connectors and cohesive

		devices.
C2	600+	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Levels from A1 to C1 are divided into three progressive modules (A, B, and C), allowing students to gradually build grammar, vocabulary, reading, writing, listening, speaking, pronunciation, and academic communication skills according to CEFR standards.

Students who successfully complete advanced levels may continue into specialized C2 elective courses (ESL 600+), which provide advanced academic and professional English preparation through focused academic pathways, including:

- Language Skills
- Test Preparation
- American History, Literature, and Culture
- Business and Professional Success
- Health
- Digital and Media Literacy

Students must successfully complete each level before progressing to the next stage. Progression is determined by academic performance, attendance compliance, instructor evaluation, and satisfactory academic standing.

APPLICATION FOR ADMISSIONS

Admission to the Semi-Intensive English as a Second Language (ESL) Program is subject to review and approval by the Admissions Office.

An application will not be considered complete, and therefore will not be reviewed until all

required application materials have been submitted.

The Semi-Intensive Program is a non-degree English language program and does not qualify for initial F-1 visa or Form I-20 issuance.

However, students already maintaining valid F-1 status through another eligible full-time academic program may enroll in the Semi-Intensive Program as supplemental English study, subject to institutional approval and immigration compliance.

Application materials are retained in accordance with the institutional record retention policies of Bay Atlantic University.

GENERAL ADMISSIONS REQUIREMENTS – SEMI-INTENSIVE PROGRAM

To complete the Application Form available on <https://bau.edu> applicants must submit the following:

- U.S. Driver's License or State ID
- Passport
- U.S. Permanent Resident Card (Green Card)

Applicants must complete Document processing Fee and the English placement test prior to enrollment to determine the appropriate proficiency level and must attend to the orientation.

The Semi-Intensive ESL Program is a non-degree English language program and is not eligible for international students under F-1 visa or issuance of a Form I-20. Programs may be offered in-person, online, or in hybrid formats depending on the course schedule and academic term.

Admission to the Semi-Intensive ESL Program is subject to review and approval by the Admissions Office.

CERTIFICATE OF COMPLETION

Students who successfully complete each level of the Semi-Intensive English as a Second Language (ESL) Program may request a Certificate of Completion as official academic recognition of their progress and successful fulfillment of program requirements.

Certificates may be requested by students who:

- Successfully complete the required coursework and academic evaluations for the assigned level
- Meet the minimum passing grade and satisfactory academic progress requirements
- Comply with attendance expectations and institutional academic standards
- Fulfill all financial obligations related to tuition, fees, and program enrollment

Successful completion of each level allows students to advance progressively from beginner (A1) through advanced proficiency levels (C2), following the program's academic structure and CEFR standards.

Students who complete advanced levels may continue into specialized ESL 600+ courses or pursue academic pathways into undergraduate or graduate degree programs at Bay Atlantic University, depending on their academic goals and admission eligibility.

Certificates are issued upon student request and are subject to the applicable Certificate Fee established by Mentora College. The certificate reflects the student's academic achievement and English language development and may support future academic, professional, and personal opportunities.

ACADEMIC REGULATIONS

Academic Regulations for the Semi-Intensive English as a Second Language (ESL) Program establish the academic standards, evaluation methods, attendance expectations, and institutional policies that support student

success and progression throughout the program.

These regulations are designed to ensure academic quality, maintain consistency across all levels of instruction, and help students meet the requirements necessary for successful completion of each module and advancement to higher levels of English proficiency.

Students are expected to remain informed of all academic policies and to maintain satisfactory academic progress, attendance compliance, and financial responsibility throughout their enrollment at Mentora College.

ASSESSMENT AND GRADING

Students complete three quizzes during each module:

- Quiz 1: Grammar and Vocabulary
- Quiz2: Speaking (individual presentation or collaborative task)
- Quiz 3: Writing

These assessments help monitor student progress before final evaluations and provide opportunities for continuous academic improvement.

Final Evaluations

- **Writing Exam (20%):** Students complete a writing task using the format and language skills taught during the module.
- **Speaking Exam (20%):** Students complete an individual or group speaking activity depending on the level.
- **Module Exam (50%):** Students are evaluated on grammar, vocabulary, reading, and listening covered during the module.

Assessment for ESL 600+ specialized courses may vary depending on the course content and academic objectives.

Attendance alone does not guarantee promotion; both academic performance and

attendance compliance are required for successful progression.

ACHIEVEMENT SCALE AND PASSING REQUIREMENTS

The minimum passing grade for each module in the Semi-Intensive English as a Second Language (ESL) Program is 70%.

Students must complete all required assessments and demonstrate sufficient academic progress to advance to the next level. Successful progression depends on final grade, attendance compliance, instructor evaluation, and satisfactory academic progress (SAP).

Student achievement is evaluated according to the following scale:

Final Grade	Achievement Scale	Interpretation
Above 80%	Merit Pass	Demonstrates strong achievement of the level objectives, high academic performance, and full readiness to continue to the next level.
70% - 80%	Average Pass	Demonstrates satisfactory achievement of the level objectives and sufficient preparation for progression to the next level.
65% - 69%	Borderline Pass	Demonstrates partial achievement of course objectives. Students may

be reviewed for a possible Conditional Pass (CP) with additional academic support requirements.

1% - 64% Failure

Indicates insufficient achievement of the level objectives. Students are required to repeat the same level.

0% Incomplete

Indicates that required assessments were not completed, often due to lack of attendance or insufficient academic participation. Students must repeat the level.

Conditional Pass (CP)

Students with a final grade between 65% and 69% may be reviewed for a possible Conditional Pass (CP). A Conditional Pass is not automatic and is determined by the Academic Team based on attendance record, class participation, academic effort, teacher recommendations, and potential for success in the next level.

Students who receive a CP may be required to attend tutorials, complete supplementary assignments, or follow additional academic support measures as part of their progression plan.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students enrolled in the Semi-Intensive English as a Second Language (ESL) Program must maintain Satisfactory Academic Progress (SAP) throughout their studies to remain in good academic standing and continue progressing through the program.

Satisfactory Academic Progress includes:

- Meeting minimum passing grade requirements for each module
- Maintaining the required attendance percentage established by the program
- Completing all required assessments, assignments, and academic activities
- Demonstrating consistent academic improvement and participation in class
- Successfully progressing through program levels based on academic performance and instructor evaluation

Students who fail to maintain SAP may be required to:

- Repeat the same level
- Attend tutorials or academic support sessions
- Follow an academic remediation plan
- Meet with the Academic Team for academic review
- Be placed on Academic Probation

Repeated failure to maintain satisfactory academic progress may result in formal academic action depending on the student's enrollment status.

ATTENDANCE REQUIREMENTS

Attendance is mandatory for all students enrolled in the Semi-Intensive English as a Second Language (ESL) Program.

To remain in good academic standing, students must maintain a minimum of 80% attendance during each four-week module. Students may not be absent for more than 20% of the total class during one module.

Students are expected to:

- Arrive on time
- Attend all scheduled classes
- Remain for the full class period
- Be prepared with required books and materials
- Participate actively in class activities

Attendance is required for both academic progression and enrollment continuation. Attendance alone does not guarantee promotion to the next level, but failure to meet attendance requirements may affect academic standing, satisfactory academic progress (SAP), and program continuation.

Teachers are required to record attendance daily in the student information system, and students are responsible for monitoring their attendance throughout the module.

Late arrivals, early departures, and missed class time are included in the attendance calculation and may result in attendance warnings or academic action.

Students who reach between 10% and 20% absences during a module may receive an Attendance Warning Letter as official notice that they are approaching the maximum number of allowed absences.

Students who exceed 20% absences may be subject to formal academic action and may be subject to administrative withdrawal, loss of class placement, or the requirement to re-register for future enrollment.

For long-term illness, serious injury, or major emergencies, students must provide valid medical documentation. Medical excuses must be official, verifiable, and submitted according to institutional deadlines for review.

TUTORIALS AND ACADEMIC SUPPORT

Mentora College provides academic support systems to help students maintain satisfactory academic progress and successfully complete each level of the Semi-Intensive English as a Second Language (ESL) Program.

Students who need additional academic support are encouraged to participate in tutorial sessions and other academic reinforcement opportunities designed to strengthen performance and improve learning outcomes.

Academic support may include:

- Weekly tutorial sessions
- Additional reinforcement in grammar, writing, speaking, and exam preparation
- Peer mentoring and supplementary academic activities
- Academic remediation plans for students experiencing academic difficulties
- Additional meetings with instructors or the Academic Team for progress review

Tutorials are especially recommended for students who are repeating a level, receiving a Conditional Pass (CP), placed on Academic Probation, or requiring additional reinforcement to meet program expectations.

Participation in tutorials and support activities may be required as part of an academic improvement plan or remediation process.

Students are strongly encouraged to use these support systems early to support their academic success and progression throughout the program.

TUTORIALS AND ACADEMIC SUPPORT

The Semi-Intensive English as a Second Language (ESL) Program at Mentora College follows the general Tuition, Fees, and Refund Policies established by Mentora College and outlined in the Mentora General Refund and Tuition Policies section of this Academic Catalog.

All students enrolled in the Semi-Intensive ESL Program are responsible for maintaining good financial standing throughout their enrollment. Tuition, mandatory fees, deposits, and all required institutional payments must be completed according to the deadlines established by the institution.

Failure to meet financial obligations may affect class registration, academic progression, access to student services, eligibility for institutional requests, and continued enrollment in the program.

Program-specific tuition amounts, mandatory fees, administrative charges, and additional service fees applicable to the Semi-Intensive ESL Program are listed in the Tuition and Fees Table for this program.

YOUTH PROGRAM

Bay Atlantic University, through Mentora College, offers the Youth Program as a short-term English language immersion and cultural experience for international students between the ages of 11 and 17.

The program combines English language instruction, supervised activities, cultural exploration, and optional student housing to help students improve their speaking, grammar, vocabulary, pronunciation, reading, writing, and communication skills while experiencing American culture through daily field trips and interactive learning.

The Youth Program promotes confidence, leadership, teamwork, and cross-cultural understanding in a safe and supervised environment led by experienced instructors specialized in teaching young learners.

For more information, please visit <https://bau.edu/mentora-programs/#youth-programs>

PROGRAM OBJECTIVES

The main objectives of the program are to:

- Improve students' speaking, listening, reading, and writing skills in English
- Strengthen grammar, vocabulary, pronunciation, and communication confidence
- Encourage students to use English in real-life situations through cultural immersion
- Foster leadership, teamwork, compassion, and cross-cultural understanding
- Promote curiosity and appreciation for new cultures and global perspectives
- Support students in developing independence, responsibility, and academic engagement

The program emphasizes experiential learning through classroom instruction, field trips, supervised housing, and daily interaction within an English-speaking environment.

Mentora College's Youth Program aims to instill in students a love and respect for language learning while supporting personal growth and international cultural awareness.

PROGRAM STRUCTURE

The Youth Program is a short-term summer program that runs for three (3) weeks and combines English instruction, supervised activities, housing, and cultural immersion.

Students participate in a full-day academic and activity schedule that includes:

- Morning ESL classes
- Afternoon field trips and cultural activities
- Daily meals
- Residential supervision
- Weekend chaperone supervision

Generic Daily Schedule

Activity	Time
Breakfast	8:40 AM – 9:00 AM
ESL Class	9:00 AM – 12:30 PM
Lunch	12:30 PM – 1:00 PM
Field Trip	1:00 PM – 5:00 PM
Dinner	5:00 PM

The program is offered fully in person only, as students are expected to participate in all academic, residential, and cultural activities under staff and chaperone supervision.

This structure allows students to practice English continuously both inside and outside the classroom while experiencing American culture directly.

ENGLISH PROFICIENCY LEVELS

Students are placed into classes based on:

- Age group
- English proficiency level (If applicable)
- Pre-arrival English assessment (If applicable)

Mentora College offers two levels of General English for the Youth Program across two age groups.

Ages 11–14

CEFR Level

A1 - B1

B2 - C2

Ages 15–17

CEFR Level

A1 - B1

B2 - C2

The placement process ensures that students are assigned to an age-appropriate group first. Then students are grouped according to each proficiency level using informal assessments.

GENERAL ADMISSIONS REQUIREMENTS – YOUTH ESL PROGRAM

To complete the Application Form available on <https://bau.edu> applicants must submit the following:

- Valid passport copy
- Completed Parent/Guardian Information Form
- Emergency contact information for a parent, guardian, or authorized family member

All submitted documents must be clear, complete, and legible.

ADDITIONAL REQUIREMENTS FOR INTERNATIONAL STUDENTS

1. International students applying for an F-1 visa must also submit:

- Financial statement demonstrating sufficient financial resources to cover tuition, housing, living expenses, and travel costs
- Sponsorship letter if the financial statement is not in the student's name

Financial documents must be recent and comply with the requirements established by the Admissions Office.

The Form I-20 will only be issued after all required admission documents have been received and processed by the University.

2. International students who already have a U.S. visa must also submit:

- Copy of valid U.S. visa (if applicable)

As soon as the student is admitted to the program, an invitation letter to participate in the program will be issued.

PARENT/GUARDIAN RESPONSIBILITIES

Students under the age of 18 must have a parent or legal guardian complete all required

authorization and emergency contact forms prior to participation in the program.

Parents or guardians are responsible for ensuring the accuracy of all submitted information and for maintaining communication with the University regarding the students' participation and travel arrangements.

APPLICATION REVIEW AND PARTICIPATION

Admission to the Youth Program is subject to review and approval by the Admissions Office. Submission of an application does not guarantee admission.

Students admitted to the program must complete all required pre-registration steps and submit all required documents prior to the start of the program.

CHAPERONE

Student safety and supervision are essential components of the Youth Program.

Students who travel individually and are not part of an organized group are required to have an approved Chaperone. Chaperones are responsible for providing supervision, support, and ensuring students follow all program rules throughout the duration of the program.

For students arriving as part of organized school groups or institutional delegations, the accompanying group leaders or designated adults may serve as the official chaperones. Mentora College requires 1 chaperone per ten (10) students and/or a chaperone to accommodate each gender.

Chaperones are responsible for:

- Providing supervision during activities, residence, and field trips
- Monitoring student safety and well-being at all times
- Ensuring attendance and punctuality for all scheduled program activities
- Enforcing program rules, curfews, and behavioral expectations

- Communicating with the administrative team in case of emergencies or important situations
- Supervising students during weekends and off-campus activities

Students are not permitted to stay with relatives, family friends, or outside individuals during the program unless officially approved in writing by Mentora College administration.

Mentora College prioritizes student safety and requires all chaperone arrangements to comply with institutional supervision policies.

CERTIFICATE OF PARTICIPATION

Students enrolled in the Youth Program who actively participate in the program and remain in attendance through the final day of classes and activities will receive a Certificate of Participation issued by Mentora College.

The Certificate of Participation confirms the student's attendance, participation, and successful completion of all required academic and program activities.

The certificate is included in the program tuition and fees; therefore, no additional payment is required for its issuance.

Students who withdraw from the program before its completion, are dismissed for disciplinary reasons, or fail to meet the program requirements may not be eligible to receive the Certificate of Participation.

This certificate serves as official documentation of the student's participation in the Youth Program and reflects their academic and cultural immersion experience at Mentora College.

ACADEMIC EXPECTATIONS AND REGULATIONS

The Youth Program is a non-credit English language and cultural immersion program where students are expected to maintain active participation, regular attendance, and respectful behavior throughout the program.

Students must:

- Attend all classes and activities on time
- Participate actively in lessons, group work, and field trips
- Complete assigned classwork, presentations, and portfolio activities
- Use English as much as possible during class time
- Follow teacher instructions and program schedules
- Respect teachers, classmates, staff, and the learning environment
- Maintain academic honesty and complete their own work independently

Although students do not receive traditional academic grades, attendance, participation, portfolio completion, and the final speaking assessment are expected to complete the program and receive the Certificate of Participation.

YOUTH PROGRAM ADDITIONAL CONDUCT AND BEHAVIORAL EXPECTATIONS

Students in the Youth Program must follow all supervision, safety, and behavioral rules throughout the program. Because this is a fully supervised program for minors, students are not permitted to act independently outside of authorized activities.

Students are not permitted to:

- leave the dormitories, classes, field trips, or program activities without permission from their chaperone or Mentora staff.
- stay with relatives, family friends, or outside individuals unless officially approved in writing by Mentora College.
- travel alone or leave campus without supervision.
- possess or use alcohol, cigarettes, vaping devices, drugs, weapons, fireworks, or any prohibited items.
- enter rooms assigned to the opposite gender without permission.

- change rooms, receive unauthorized visitors, or violate housing curfews.
- engage in bullying, fighting, harassment, violence, or disruptive behavior.
- cause intentional damage to school property, housing facilities, or student property.

Students must follow all instructions from teachers, staff, school housing personnel, and chaperones at all times.

Student safety and supervision are the highest priorities of Mentora College, and all participants are expected to fully comply with these policies throughout the program.

STUDENT HOUSING

If a student participates in the school housing option offered through the Youth Program, supervised housing arrangements are provided by Mentora College as part of the program experience.

School housing is designed to ensure student safety, comfort, and full participation in all academic and cultural activities. Residential supervision is provided by Mentora College staff and approved chaperones, who support students throughout their stay and help maintain a safe and structured environment.

Students staying in school housing are expected to comply with residence hall policies, daily schedules, curfews, and general housing guidelines established by the institution. Housing supervision includes room checks, attendance monitoring, behavioral support, and coordination during weekends and off-campus activities.

Because the Youth Program serves minor students, all housing arrangements prioritize safety, responsibility, and continuous supervision during the entire program period.

STUDENT HOUSING

Field trips and cultural activities are an essential part of the Youth Program and are designed to

support English language learning through real-life experiences and cultural immersion.

Students participate in supervised daily field trips that allow them to practice English outside the classroom while exploring important cultural, historical, and social aspects of the United States, especially in Washington, D.C.

Examples of field trips and activities may include visits to:

- Museums and cultural centers
- National monuments and memorials
- Government and historical landmarks
- Universities and educational institutions
- Parks, recreational areas, and local attractions
- Shopping and everyday life practice activities

These experiences help students improve communication skills, build confidence, and better understand American culture in practical settings.

All field trips are supervised by Mentora College staff, teachers, and approved chaperones.

Participation in scheduled activities is considered part of the academic program, and students are expected to attend and behave responsibly during all off-campus activities.

HEALTH INSURANCE AND EMERGENCY PROCEDURES

Students participating in the Youth Program are strongly encouraged to have valid health insurance during their stay in the United States. Medical care and prescription services in the U.S. can be expensive, and health insurance helps protect students in case of illness, injury, or emergency.

Mentora College recommends that students and parents arrange health insurance coverage before arrival or immediately after entering the United States.

In case of illness, injury, or medical emergencies, Mentora College staff and chaperones will follow

the institution's emergency response procedures to ensure student safety and appropriate care.

For serious medical emergencies requiring immediate attention, emergency services (911) will be contacted, and parents or legal guardians will be notified as soon as possible.

All students must complete the required informed consent and emergency contact documentation prior to participation in the program. These documents allow Mentora College to respond appropriately in emergency situations and support student well-being throughout the program.

REFUND POLICY

The Youth Program follows the general Tuition, Fees, and Refund Policies established by Mentora College and outlined in the Tuition, Fees, and Refund Policy section of this Academic Catalog.

Students and parents are responsible for reviewing all institutional policies regarding tuition payments, withdrawals, cancellations, administrative fees, and refund eligibility prior to enrollment.

Any applicable refunds are processed according to institutional policy and District of Columbia regulations governing post-secondary non-degree institutions.

TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) CERTIFICATE PROGRAM

The TEFL (Teaching English as a Foreign Language) Certification Program at Mentora College is designed to prepare students for teaching English in international and multilingual environments. The program focuses on teaching methodology, classroom management, lesson planning, language acquisition, and practical instructional skills.

The TEFL Certification Program is intended for students and professionals seeking professional certification and is not considered a degree program.

For additional program information, please visit: <https://bau.edu/tefl-certification-exam/>

PROGRAM OBJECTIVES

The TEFL Program aims to:

- Provide a comprehensive theoretical foundation for global educators
- Develop practical classroom management and instructional skills
- Cultivate reflective teaching practices in professional environments
- Prepare candidates to meet international teaching standards through rigorous academic assessment
- Build confidence in lesson planning, classroom delivery, and student engagement strategies

PROGRAM STRUCTURE

The curriculum follows a sequential progression model to ensure candidates successfully build foundational knowledge before advancing to practical teaching application.

THEORETICAL INPUT SESSIONS

Candidates must successfully complete all theoretical sessions before progressing to the practical teaching phase.

PRACTICAL APPLICATION

This stage includes:

- Peer observations
- Classroom observations
- Micro-teaching sessions
- Lesson planning activities
- Teaching demonstrations

FINAL TEACHING PRACTICUM

The program concludes with a full teaching practicum observed by certified teaching practitioners, where candidates demonstrate mastery of instructional strategies, classroom leadership, and professional teaching standards

GENERAL ADMISSIONS REQUIREMENTS – TEFL CERTIFICATION PROGRAM

To complete the Application Form available on <https://bau.edu> applicants must submit the following:

- Valid government-issued identification
- Bachelor's degree or equivalent documentation
- Proof of English language proficiency, if applicable

1. Valid Government-Issued Identification

Provide a clear photocopy of one of the following:

- U.S. Driver's License or State ID
- Passport
- U.S. Permanent Resident Card (Green Card)

2. English Language Proficiency

No English proficiency documentation is required for:

- Native Speakers of English (NSE)
- Applicants who graduated from a higher education institution in an English-speaking country

Non-Native Speakers of English (NNSE) must demonstrate English proficiency equivalent to the C1 level under the Common European Framework of Reference for Languages (CEFR). Please refer to the Proof of English Language Proficiency requirements for Graduate applicants.

Applicants without a valid score from a recognized English proficiency examination (such as TOEFL, IELTS Academic, or PTE

Academic) may be required to complete the BAU English Proficiency Examination prior to admission.

The TEFL Certification Program is a non-degree professional certification program and is not eligible for F-1 visa or issuance of a Form I-20. Instruction may be offered in-person, online, or in hybrid format depending on the academic term and course structure. Admission is subject to review and approval by the Admissions Office.

International students already enrolled in another full-time program may participate in this program if permitted under their current immigration status and institutional policies.

CERTIFICATE OF COMPLETION

Students who successfully complete all academic requirements, attendance requirements, and the final teaching practicum within the official program timeline will be awarded the 120-hour TEFL Certification.

The first official certificate of completion is included in the program tuition and fees.

If a student requests an additional copy of the certificate after issuance, an extra Certificate Fee will apply according to the current Tuition and Fees section of this Academic Catalog.

ACADEMIC REGULATIONS

Academic Regulations for the TEFL (Teaching English as a Foreign Language) Certification Program establish the academic standards, attendance requirements, evaluation methods, and financial responsibilities necessary for successful completion of the program.

Students are expected to maintain satisfactory academic progress, professional conduct, attendance compliance, and good financial standing throughout their enrollment.

ASSESSMENT AND GRADING

Students are evaluated through:

- Quizzes
- Classroom Observations
- Micro-teaching Sessions
- Final Teaching Practicum

ACHIEVEMENT SCALE AND PASSING REQUIREMENTS

Minimum Passing Grade

Students must maintain a minimum cumulative grade of **80%** on every course component (quizzes, observations, micro-teaching, and practicum).

Course Repetition

If a component is failed, students are permitted one attempt to repeat it. A second failure to meet the 80% passing score results in dismissal from the program.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students must:

- Successfully pass all theoretical sessions before advancing to the practicum phase
- Complete the full 120-hour certification within two months of the official course closing date

Academic dishonesty, including plagiarism, cheating, or misrepresentation, as well as disruptive or unprofessional behavior during practicum sessions may result in immediate disciplinary action or termination from the program.

ATTENDANCE REQUIREMENTS

A minimum of 90% attendance is required for all synchronous sessions, whether conducted in person or online.

Students must report absences to the instructor or Academic Director for review of possible excused absences related to:

- Medical situations
- Emergencies

Students are fully responsible for completing all missed assignments and academic work.

Falling below the minimum attendance threshold may result in:

- Mandatory make-up hours
- Academic probation
- Administrative withdrawal from the program

TUTORIALS AND ACADEMIC SUPPORT

Staff are available via the BAU HUB, Microsoft Teams, and in-person during standard business hours to assist with administrative and academic needs.

REFUND AND TUITION POLICY

The TEFL (Teaching English as a Foreign Language) Certification Program follows the general Tuition, Fees, and Refund Policies established by Mentora College and outlined in the General Refund and Tuition Policies section of this Academic Catalog.

Official enrollment is confirmed only after the signed Enrollment Agreement and required deposit are received. All students are responsible for maintaining good financial standing throughout the program.

Program-Specific Refund Policy

A full refund of paid tuition may be granted only if the student submits a written cancellation request at least seven (7) business days before the official course start date. The registration fee remains non-refundable.

After the program begins, all refund requests are subject to the general institutional refund policy of Mentora College.

CONTINUING EDUCATION PROGRAM

Mentora College at Bay Atlantic University offers Continuing Education Program designed for students and professionals seeking to improve English language proficiency, develop professional communication skills, prepare for standardized examinations, or enhance practical life and workplace skills.

Program may include courses such as:

- Business English
- Citizenship Plus
- Life Skills English
- TOEFL Preparation
- IELTS Preparation

These non-degree programs provide flexible, short-term learning opportunities focused on practical application, career development, and everyday communication skills.

Each course is designed to help students strengthen specific language competencies while adapting to academic, workplace, and real-life environments in the United States.

Continuing Education Programs are intended for professional development and personal enrichment and are not considered degree programs.

For additional program information, please visit: <https://bau.edu/mentora-programs/#continuing-education>

GENERAL ADMISSIONS REQUIREMENTS – CONTINUE EDUCATION COURSES

To complete the Application Form available on <https://bau.edu> applicants must submit one of the following forms of valid government-issued identification:

- U.S. Driver's License or State ID
- Passport
- U.S. Permanent Resident Card (Green Card)

Additional information regarding program offerings is available please visit:

<https://bau.edu/mentora-programs/#continuing-education>

Applicants may also be required to complete an English placement or proficiency assessment depending on the selected course and level.

Continuing Education Programs are non-degree programs and do not lead to the issuance of an academic degree. These programs are not eligible for F-1 visa or issuance of a Form I-20.

International students already enrolled in another full-time program may participate in Continuing Education Programs only if permitted under their current immigration status and institutional policies.

Programs may be offered in-person, online, or in hybrid formats depending on the course structure and academic term.

ACADEMIC STANDARDS, PROGRESSION AND ATTENDANCE POLICY

The Continuing Education Program is designed as a practical training and professional development experience focused on active participation, skill development, and consistent attendance rather than formal graded evaluations.

These courses do not use traditional letter grades or numerical grading scales. Student progress is evaluated based on attendance, participation, engagement, and successful completion of course objectives.

To successfully complete a course and receive the Certificate of Participation, students must meet the following requirements:

- Maintain a minimum of 80% attendance throughout the program
- Attend all scheduled classes
- Arrive on time and remain for the full class period
- Be prepared with required materials
- Participate actively in class activities

- Complete required class activities and practical exercises
- Comply with professional conduct and academic integrity standards

Attendance is mandatory and is considered an essential part of the learning process for all students enrolled in the Continuing Education Program. Since this program is designed as practical and interactive training experiences, classroom presence and participation are fundamental to student success.

Teachers are required to record attendance for each class session, and students are responsible for monitoring their own attendance throughout the course.

Students who fail to meet the minimum 80% attendance requirement will not be eligible to receive the Certificate of Participation.

Students who approach the minimum attendance requirement may receive an Attendance Warning as notification that additional absences could result in unsuccessful course completion.

For long-term illness, serious injury, or major emergencies, students must provide valid medical documentation. Medical excuses must be official, verifiable, and submitted according to institutional deadlines for administrative review.

REFUND AND TUITION POLICY

The Continuing Education Program follows the general Tuition, Fees, and Refund Policies established by Mentora College and outlined in the General Refund and Tuition Policies section of this Academic Catalog.

All students are responsible for maintaining good financial standing throughout the program. Tuition, mandatory fees, and all required institutional payments must be completed according to the deadlines established by the institution.

Failure to meet financial obligations may affect course registration, class access, certificate

eligibility, and continued enrollment in the program.

All deposits, registration fees, and administrative charges are non-refundable unless otherwise stated by institutional policy.

MENTORA COLLEGE CALENDARS

MENTORA INTENSIVE ESL PROGRAM CALENDAR 2026

Intensive ESL Program – Academic Calendar 2026		
Module Starts	Module Ends	Holiday (School Closed)
January 12, 2026	February 6, 2026	MLK DAY January 19
February 9, 2026	March 6, 2026	
March 9, 2026	April 3, 2026	
April 6, 2026	May 1, 2026	
May 4, 2026	May 29, 2026	MEMORIAL DAY May 25
June 1, 2026	June 26, 2026	
June 29, 2026	July 24, 2026	
July 27, 2026	August 21, 2026	
August 24, 2026	September 18, 2026	LABOR DAY
September 21, 2026	October 16, 2026	
October 19, 2026	November 13, 2026	
November 16, 2026	December 18, 2026	FALL BREAK November 23 - 27
December 21, 2026	January 29, 2027	WINTER BREAK December 21 - January 1

MENTORA INTENSIVE ESL PROGRAM CALENDAR 2027

Intensive ESL Program – Academic Calendar 2027		
Module Starts	Module Ends	Holiday (School Closed)
Monday, February 1, 2027	Friday, February 26, 2027	
Monday, March 1, 2027	Friday, March 26, 2027	
Monday, March 29, 2027	Friday, April 23, 2027	
Monday, April 26, 2027	Friday, May 21, 2027	
Monday, May 24, 2027	Friday, June 18, 2027	MEMORIAL DAY May 31
Monday, June 21, 2027	Friday, July 16, 2027	INDEPENDENCE DAY July 4
Monday, July 19, 2027	Friday, August 13, 2027	
Monday, August 16, 2027	Friday, September 10, 2027	LABOR DAY September 6
Monday September 13, 2027	Friday, October 8, 2027	
Monday October 11, 2027	Friday, November 5, 2027	
Monday, November 8, 2027	Friday, December 10, 2027	FALL BREAK November 22 – 26
Monday, December 13, 2027	Friday, January 21, 2028	WINTER BREAK December 20 -December 31

SEMI-INTENSIVE ESL PROGRAM CALENDAR 2026

Semi-Intensive ESL Program – Academic Calendar 2026		
Module Starts	Module Ends	Holiday (School Closed)
Monday, January 12, 2026	Friday, March 6, 2026	MLK DAY January 19
Monday, March 9, 2026	Friday, May 1, 2026	
Monday, May 4, 2026	Friday, June 26, 2026	MEMORIAL DAY May 25
Monday, June 29, 2026	Friday, August 21, 2026	INDEPENDENCE DAY July 4
Monday August 24, 2026	Friday, October 16, 2026	LABOR DAY September 7
Monday, October 19, 2026	Friday, December 18, 2026	FALL BREAK November 23 – 27

MENTORA TEFL PROGRAM CALENDAR 2026

MENTORA TEFL PROGRAM - ACADEMIC CALENDAR 2026

Program Duration: 8 weeks

Schedule Option	Modality	Program Dates	Class Schedule	Extra Asynchronous Learning
FALL TERM				
Option 1	In-Person	August 3 - Sept 24, 2026	Monday - Thursday: 6:00 PM - 9:15 PM	+ 3 hours per week
Option 2	In-Person	August 4 - September 26, 2026	Tuesday & Thursday: 6:00 PM - 9:15 PM & Saturday: 9:00 AM - 2:00 PM	+ 5 hours per week
Option 3	Online	August 4 - September 24, 2026	Tuesday - Thursday: 6:00 PM - 10:00 PM	+ 3 hours per week
WINTER TERM				
Option 1	In-Person	October 12 - December 3*, 2026	Monday - Thursday: 6:00 PM - 9:15 PM	+ 3 hours per week
Option 2	In-Person	October 13 - December 5*, 2026	Tuesday & Thursday: 6:00 PM - 9:15 PM & Saturday: 9:00 AM - 2:00 PM	+ 5 hours per week
Option 3	Online	October 13 - December 3*, 2026	Tuesday - Thursday: 6:00 PM - 10:00 PM	+ 3 hours per week

Note: * Class sessions affected by holidays will be completed asynchronously.

MENTORA CONTINUING EDUCATION (CE) PROGRAM CALENDAR 2026

MENTORA CONTINUING EDUCATION (CE) PROGRAM - ACADEMIC CALENDAR 2026					
Course	Term	Schedule	Start Date	End Date	Application Deadline
Business English (8 weeks)	Fall 2026	Saturday • 9:00 AM - 2:00 PM	Aug 1, 2026	Sep 19, 2026	Jul 31, 2026
	Winter 2026	Saturday • 9:00 AM - 2:00 PM	Oct 10,2026	Nov 28,2026	Oct 9, 2026
Life Skills (8 weeks)	Fall 2026	Saturday • 9:00 AM - 2:00 PM	Aug 1, 2026	Sep 19, 2026	Jul 31, 2026
		Mon & Wed • 7:00 PM - 9:30 PM	Aug 3, 2026	Sep 23, 2026	Jul 31, 2026
		Tue & Thu • 7:00 PM - 9:30 PM	Aug 4, 2026	Sep 24 2026	Jul 31, 2026
	Winter 2026	Saturday • 9:00 AM - 2:00 PM	Oct 10,2026	Nov 28,2026	Oct 9, 2026
		Mon & Wed • 7:00 PM - 9:30 PM	Oct 12,2026	Dec 2,2026	Oct 9, 2026
		Tue & Thu • 7:00 PM - 9:30 PM	Oct 13,2026	Dec 3,2026*	Oct 9, 2026
IELTS/TOEFL Preparation (10 weeks)	Fall 2026	Saturday • 9:00 AM - 2:00 PM	Aug 1, 2026	Oct 3,2026	Jul 31, 2026
		Mon & Wed • 7:00 PM - 9:30 PM	Aug 3, 2026	Oct 7,2026	Jul 31, 2026
		Tue & Thu • 7:00 PM - 9:30 PM	Aug 4, 2026	Oct 8 2026	Jul 31, 2026
	Winter 2026	Saturday • 9:00 AM - 2:00 PM	Oct 10,2026	Dec 12,2026	Oct 9, 2026
		Mon & Wed • 7:00 PM - 9:30 PM	Oct 12,2026	Dec 16,2026	Oct 9, 2026
		Tue & Thu • 7:00 PM - 9:30 PM	Oct 13,2026	Dec 17,2026*	Oct 9, 2026
Citizenship Plus (10 weeks)	Fall 2026	Saturday • 9:00 AM - 2:00 PM	Aug 1, 2026	Oct 3, 2026	Jul 31, 2026
	Winter 2026	Saturday • 9:00 AM - 2:00 PM	Oct 10,2026	Dec 12,2026	Oct 9, 2026

*Note: * Class sessions affected by holidays will be completed asynchronously.*

SEMI-INTENSIVE ESL PROGRAM CALENDAR 2027

Semi-Intensive ESL Program – Academic Calendar 2027		
Module Starts	Module Ends	Holiday (School Closed)
Monday, February 1, 2027	Friday, March 26, 2027	
Monday, March 29, 2027	Friday, May 21, 2027	
Monday, May 24, 2027	Friday, July 16, 2027	MEMORIAL DAY May 31 INDEPENDENCE DAY July 4
Monday, July 19, 2027	Friday, September 10, 2027	LABOR DAY September 6
Monday September 13, 2027	Friday, November 5, 2027	
Monday, November 8, 2027	Friday, January 21, 2028	FALL BREAK November 22 – 26 WINTER BREAK December 20 -December 31

MENTORA TEFL PROGRAM CALENDAR 2027

MENTORA TEFL PROGRAM - ACADEMIC CALENDAR 2027				
Program Duration: 8 weeks				
Schedule Option	Modality	Program Dates	Class Schedule	Extra Asynchronous Learning
SPRING TERM				
Option 1	In-Person	January 18* - March 11 2027	Monday - Thursday: 6:00 PM - 9:15 PM	+ 3 hours per week
Option 2	In-Person	January 19 - March 13 2027	Tuesday & Thursday: 6:00 PM - 9:15 PM & Saturday: 9:00 AM - 2:00 PM	+ 5 hours per week
Option 3	Online	January 19 - March 11 2027	Tuesday - Thursday: 6:00 PM - 10:00 PM	+ 3 hours per week
SUMMER TERM				
Option 1	In-Person	May 3 – June 24 2027 *	Monday - Thursday: 6:00 PM - 9:15 PM	+ 3 hours per week
Option 2	In-Person	May 4 – June 26 2027	Tuesday & Thursday: 6:00 PM - 9:15 PM & Saturday: 9:00 AM - 2:00 PM	+ 5 hours per week
Option 3	Online	May 4 – June 24 2027	Tuesday - Thursday: 6:00 PM - 10:00 PM	+ 3 hours per week
FALL TERM				
Option 1	In-Person	July 19 – Sep 9 2027 *	Monday - Thursday: 6:00 PM - 9:15 PM	+ 3 hours per week
Option 2	In-Person	July 20 – Sep 11 2027	Tuesday & Thursday: 6:00 PM - 9:15 PM & Saturday: 9:00 AM - 2:00 PM	+ 5 hours per week
Option 3	Online	July 20 – Sep 9 2027	Tuesday - Thursday: 6:00 PM - 10:00 PM	+ 3 hours per week
WINTER TERM				
Option 1	In-Person	October 4 – November 25 2027*	Monday - Thursday: 6:00 PM - 9:15 PM	+ 3 hours per week
Option 2	In-Person	October 5 – November 27 2027*	Tuesday & Thursday: 6:00 PM - 9:15 PM & Saturday: 9:00 AM - 2:00 PM	+ 5 hours per week
Option 3	Online	October 5 – November 25 2027*	Tuesday - Thursday: 6:00 PM - 10:00 PM	+ 3 hours per we

*Note: * Class sessions affected by holidays will be completed asynchronously.*

MENTORA CONTINUING EDUCATION (CE) PROGRAM CALENDAR 2027

MENTORA CONTINUING EDUCATION (CE) PROGRAM - ACADEMIC CALENDAR 2027					
Course	Term	Schedule	Start Date	End Date	Application Deadline
Business English (8 weeks)	Spring 2027	Saturday • 9:00 AM - 2:00 PM	Jan 16,2027	Mar 6,2027	Jan 15,2027
	Summer 2027	Saturday • 9:00 AM - 2:00 PM	May 1,2027	June 19,2027	April 30,2027
	Fall 2027	Saturday • 9:00 AM - 2:00 PM	July 17, 2027	Sep 4,2027	July 16, 2027
	Winter 2027	Saturday • 9:00 AM - 2:00 PM	Oct 2,2027	Nov 20,2027	Oct 1,2027
Life Skills (8 weeks)	Spring 2027	Saturday • 9:00 AM - 2:00 PM	Jan 16,2027	Mar 6,2027	Jan 15,2027
		Mon & Wed • 7:00 PM - 9:30 PM	Jan 18,2027*	Mar 10, 2027	Jan 15,2027
		Tue & Thu • 7:00 PM - 9:30 PM	Jan 19,2027	Mar 11,2027	Jan 15,2027
	Summer 2027	Saturday • 9:00 AM - 2:00 PM	May 1,2027	June 19,2027	April 30,2027
		Mon & Wed • 7:00 PM - 9:30 PM	May 3,2027	June 23,2027*	April 30,2027
		Tue & Thu • 7:00 PM - 9:30 PM	May 4,2027	June 24,2027	April 30,2027
	Fall 2026	Saturday • 9:00 AM - 2:00 PM	July 17, 2027	Sep 4,2027	July 16, 2027
		Mon & Wed • 7:00 PM - 9:30 PM	July 19, 2027	Sep 8,2027*	July 16, 2027
		Tue & Thu • 7:00 PM - 9:30 PM	July 20, 2027	Sep 9,2027	July 16, 2027
	Winter 2026	Saturday • 9:00 AM - 2:00 PM	Oct 2,2027	Nov 20,2027	Oct 1,2027
		Mon & Wed • 7:00 PM - 9:30 PM	Oct 4,2027	Nov 24,2027	Oct 1,2027
		Tue & Thu • 7:00 PM - 9:30 PM	Oct 5,2027	Nov 25,2027*	Oct 1,2027
IELTS/TOEFL Preparation (10 weeks)	Spring 2027	Saturday • 9:00 AM - 2:00 PM	Jan 16,2027	Mar 20,2027	Jan 15,2027
		Mon & Wed • 7:00 PM - 9:30 PM	Jan 18,2027*	Mar 24, 2027	Jan 15,2027
		Tue & Thu • 7:00 PM - 9:30 PM	Jan 19,2027	Mar 25, 2027	Jan 15,2027
	Summer 2027	Saturday • 9:00 AM - 2:00 PM	May 1,2027	July 3,2027	April 30,2027

		Mon & Wed • 7:00 PM - 9:30 PM	May 3,2027	July 7,2027*	April 30,2027
		Tue & Thu • 7:00 PM - 9:30 PM	May 4,2027	July 8,2027	April 30,2027
	Fall 2026	Saturday • 9:00 AM - 2:00 PM	July 17, 2027	Sep 18, 2027	July 16, 2027
		Mon & Wed • 7:00 PM - 9:30 PM	July 19, 2027	Sep 22,2027*	July 16, 2027
		Tue & Thu • 7:00 PM - 9:30 PM	July 20, 2027	Sep 23,2027	July 16, 2027
	Winter 2026	Saturday • 9:00 AM - 2:00 PM	Oct 2,2027	Dec 4,2027	Oct 1,2027
		Mon & Wed • 7:00 PM - 9:30 PM	Oct 4,2027	Dec 9,2027	Oct 1,2027
		Tue & Thu • 7:00 PM - 9:30 PM	Oct 5,2027	Dec 10,2027*	Oct 1,2027
	Citizenship Plus (10 weeks)	Spring 2027	Saturday • 9:00 AM - 2:00 PM	Jan 16,2027	Mar 20,2027
Summer 2027		Saturday • 9:00 AM - 2:00 PM	May 1,2027	July 3,2027	April 30,2027
Fall 2026		Saturday • 9:00 AM - 2:00 PM	July 17, 2027	Sep 18,2027	July 16, 2027
Winter 2026		Saturday • 9:00 AM - 2:00 PM	Oct 2,2027	Dec 4,2027	Oct 1,2027

Note: * Class sessions affected by holidays will be completed asynchronously.