

**ADD/CHANGE:**

**AC 312 Management Accounting (5 CR) – Prerequisite Change**

Management Accounting focuses on the production of financial information to support a company's internal managers and influence related economic decisions. Students will learn to create information and organize reports that will aid in the competent planning and control of business operations. Emphasis is placed on the investigation of different methods of product costing, cost behaviors, budgeting, pricing, and how this information affects company operations, product mix, planning, and direction. A basic understanding of statistics and quantitative methods is recommended but not required.

*Prerequisite: AC 215.*

**AC 625 Accounting Internship (3 CR) – Prerequisite Change**

This internship course within the accounting emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of accounting knowledge. By the end of the course students will have a deeper understanding of the real life work environment in the field of accounting.

*Course Entry Requirements: Completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25 or higher; completion of MBA 535.*

**CJ 240 Research Methods and Practice (5 CR) – New**

This course will introduce students to applied research techniques relevant to the empirical study of crime and organizational decision making. Students will apply the scientific method to collect data and analyze relevant practical or theoretical questions. Basic applied quantitative modeling skills will be applied to public policy questions.

**COUN 609 Systemic Theory: Human Sexuality (3 CR) – Title and Prerequisite Change**

This course involves the study of human sexuality (e.g., gender, sexual functioning, and sexual orientation) and current sexual behaviors and disorders addressed in clinical practice. Topics include sexual development, sexual orientation, sex addiction, addiction to internet pornography, and cybersex. The impact of these behaviors and disorders on intimate relationships and models of clinical interventions will be examined.

*Course Entry Requirements: Admission to the Master of Counseling Marriage, Couples, and Family Counseling program.*

**CS 151 Programming with Python (5 CR) – Description Change**

This course provides an introduction to programming using Python. Students learn the fundamental programming concepts of process, iteration, selection, functions, classes, and objects. Students learn to apply key data structures and algorithms in their programs. Throughout the course students work in an immersive environment creating numerous programs to exercise their knowledge. At the end of the course, students have the ability to

apply programming to many common problems and a solid foundation for more advanced programming concepts and challenges.

**CS 687 Computer Science Capstone (3 CR) – New**

The Computer Science Capstone is the capstone course for the Master of Science in Computer Science (MSCS) program. Students will demonstrate their ability to apply computer systems principles, tools, and techniques to a specific problem or research study, and to acquire and/or apply additional knowledge in a unique domain. This course integrates knowledge gained from previous coursework in the MSCS program.

*Course Entry Requirements: Student must be in final term of study.*

**EDU 352 Internship II (1 CR) – Description Change**

In this second developmental field experience, candidates complete a minimum of 15 full days or 30 half-days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. Topics include classroom duties; establishing a learning environment; working with individual students, small groups, and the whole-class; collaborative planning, instruction, and assessment; evidence of student learning; and developing collaboration and problem-solving skills. To build capacity regarding residency endorsement competencies, candidates plan and teach a minimum of 10 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

*Course Entry Requirements: Admission to the Bachelor of Arts Education program or permission of the Program Director, and completion of Internship I or the equivalent.*

**EEA 605 Fall Reflective Seminar (1 CR) – Change in Title, Description, and Prerequisites**

Reflective Seminar I engages the intern in applying and practicing the entry level knowledge, skills, dispositions/cultural competence, roles and responsibilities of the P12 principal and program administrator. The intern demonstrates that she/he meets or is progressing toward residency level standards for (ISLLC-based) Washington State certification as a principal or program administrator through reflective practice and data driven personal goals. In a supportive setting, the intern shares evidence of her/his skills as an educational leader, provides feedback to other interns, and shares internship activities and experiences.

*Course Entry Recommended: EEA 521 and EEA 533.*

**EEA 606 Winter Reflective Seminar (1 CR) – Title and Description Change**

This seminar engages the intern in applying and practicing the entry-level knowledge, skills, dispositions/cultural competence, roles, and responsibilities of the P-12 principal and program administrator. The intern demonstrates progress toward meeting or exceeding residency-level leadership standards for Washington State certification as a principal or program administrator through reflective practice and data-driven personal goals. In a supportive setting, the intern shares evidence of skills as an educational leader, provides feedback to other interns, and shares internship activities and experiences.

*Course Entry Recommended: EEA 521 and EEA 533.*

### **EEA 607 Spring Reflective Seminar (1 CR) – Title and Description Change**

This seminar engages the intern in applying and practicing the entry-level knowledge, skills, dispositions including cultural competence, roles and responsibilities of the P-12 principal and program administrator. The intern demonstrates evidence of meeting or exceeding residency-level leadership standards for Washington State certification as a principal or program administrator through reflective practice and data-driven personal goals. In a supportive setting, the intern shares evidence of skills as an educational leader, provides feedback to other interns, and shares internship activities and experiences.

*Course Entry Recommended: EEA 521 and EEA 533.*

### **EEA 672 Internship IB (2 CR) – New**

In Internship IB, the intern applies and practices entry-level knowledge, skills, dispositions, and cultural competence of a P-12 principal and/or program administrator. The intern builds capacity for leadership by acquiring an expanding range of experiences in the field as assigned by the mentor and field supervisor and as guided by the Formative and Summative Evaluation Report. The intern maintains a daily log and weekly reflection, prepares a collection of evidence, and demonstrates progress toward meeting or exceeding residency-level educational leadership standards for Washington State certification as a principal or program administrator.

*Prerequisites: EEA 670 Internship IA or equivalent.*

### **EEA 674 Internship II (3 CR) – New**

In Internship II, the intern applies and practices entry-level knowledge, skills, dispositions, and cultural competence of a P-12 principal and/or program administrator. The intern increases capacity for leadership by acquiring an expanding range of experiences in the field as assigned by the mentor and field supervisor and as guided by the Formative and Summative Evaluation Report. The intern maintains a daily log and weekly reflection, prepares a collection of evidence, and demonstrates progress toward meeting or exceeding residency-level educational leadership standards for Washington State certification as a principal or program administrator.

*Course Entry Requirements: EEA 672 Internship IB or equivalent.*

### **EEA 676 Internship III (3 CR) – New**

In Internship III, the intern demonstrates entry-level knowledge, skills, dispositions, and cultural competence of a P-12 administrator. The intern increases capacity for leadership through an expanding range of experiences in the field assigned by the mentor and field supervisor as guided by the Formative and Summative Evaluation Report. The intern maintains a daily log and weekly reflection, prepares and presents a collection of evidence, and demonstrates performance that meets or exceeds residency-level educational leadership standards for Washington State certification as a principal or program administrator.

*Prerequisites: EEA 674 Internship II or equivalent.*

### **ENT 625 Entrepreneurship Internship (3 CR) – New**

This internship course within the Entrepreneurship Management emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of

the human resources functions. By the end of the course, students will have a deeper understanding of the real life work environment in the field of entrepreneurship.

*Course Entry Requirements: Completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25 or higher; completion of MBA 545.*

### **ETC 553 Public School Law (2 CR) – New**

This course examines public school law with an emphasis on the rights and responsibilities of students, candidates, teachers, and administrators. Candidates analyze current issues and case studies for the implications to professional practice. Candidates learn of the advised professional boundaries, procedures, and resources to maintain a safe environment for teaching and learning.

*Prerequisite: Admission to the MIT program.*

### **ETC 625 Internship II (1 CR) – Description Change**

In this second developmental field experience, candidates complete a minimum of 15 full days or 30 half-days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. Topics include classroom duties; establishing a learning environment; working with individual students, small groups, and the whole-class; collaborative planning, instruction, and assessment; evidence of student learning; and developing collaboration and problem-solving skills. To build capacity regarding residency endorsement competencies, candidates plan and teach a minimum of 10 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

*Course Entry Requirements: Acceptance into the MIT or permission of the Program Director and completion of Internship I or the equivalent.*

### **ERL 558 Research in Literacy Application (3 CR) – Prerequisite Change**

This course is the application of literacy instructional skills with P-12 students. Topics include materials selection, diagnosis, planning, assessment, analysis interpretation, and evaluation of literary and expository texts. Upon completion of this course, candidates can effectively assess, diagnose, and plan appropriate intervention for students struggling in reading.

*Course Entry Requirements: Acceptance into the MIT or MED program.*

### **ESP 423 Curriculum Modifications and Adaptation (2 CR) – Title Change**

This course provides educators with the pedagogical foundations, strategies, and understanding to successfully modify and provide curriculum adaptations within the learning environment for the special needs of exceptional students. Course work and class activities includes topics on classroom arrangements, adaptive equipment, grouping, scheduling, homework materials selection, classroom management accommodations, effective delivery, and adaptation of subject content, as well as ways to foster student social competence and self-determination.

In addition, participants investigate various instructional methods and strategies considered effective with specific areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, physically disabled, health impaired, and gifted and talented.

### **FIN 543 Equity Markets and Debt Instrument Management (3 CR) – Description Change**

In this course, students take a comprehensive look at how markets are organized and how trading occurs. Students will gain understanding of the framework for how existing markets are established, how trading occurs in them, and how they evolve over time. Students learn how the markets in securities and capital investments function, how to value a security, how to create and manage a portfolio, and the role of debt instruments in finance. Finally, the dynamics of behavioral finance, and its effect on trading and value, will be studied.

*Course Entry Requirements: MBA 540.*

### **FIN 625 Accounting Internship (3 CR) – Prerequisite Change**

In this course, students take a comprehensive look at how markets are organized and how trading occurs. Students will gain understanding of the framework for how existing markets are established, how trading occurs in them, and how they evolve over time. Students learn how the markets in securities and capital investments function, how to value a security, how to create and manage a portfolio, and the role of debt instruments in finance. Finally, the dynamics of behavioral finance, and its effect on trading and value, will be studied.

*Course Entry Requirements: Completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25 or higher; completion of FIN 540.*

### **GS 295 Associate Degree Capstone (5 CR) – Description and Prerequisite Change**

GS 295 is the final course in the General Studies Associate of Science program. In this capstone course, students complete assignments, including a final portfolio integrating previous work and synthesizing their learning with an emphasis on their professional development goals. Students should complete all other courses in their program before registering for this course or have program director approval.

*Course Entry Requirements: Completion of all other courses in student's program or program director approval.*

### **GS 495 General Studies Degree Capstone (5 CR) – Description and Prerequisite Change**

GS 495 is the final course in the General Studies Bachelor of Science program. In this capstone course, students complete assignments, including a final portfolio integrating previous work and synthesizing their learning with an emphasis on their professional development goals. Students should complete all other courses in their program before registering for this course or have program director approval.

*Course Entry Requirements: Completion of all other courses in student's program or program director approval.*

### **HL 410 Healthcare Administration Budgeting and Finance (5 CR) – Description Change**

This course provides an introduction to basic accounting principles, terminology, and financial managerial accounting, including budgeting, cost accounting, and the financing of healthcare products and services. Students will become familiar with the process of setting prices for products and services, including the gathering of financial information in order to determine the return on investment.

### **HR 625 Human Resource Management Internship (3 CR) – Prerequisite Change**

This internship course within the Human Resource Management emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of the human resources functions. By the end of the course students will have a deeper understanding of the real life work environment in the field of human resource management.

*Prerequisite: Completion of 30 MBA quarter credit hours at City University of Seattle, with a cumulative GPA of 3.25 or higher; and completion of MBA 545.*

### **HSVC 200 Introduction to Human Services (5 CR) – Description and Prerequisite Change**

This course provides an overview and introduction to working in human services. Types of service delivery systems are examined, and the process of helping, including the ethical and legal implications of working with clients is evaluated. Students analyze the professional roles of the human services worker and explore their own professional interests in human services work.

*Prerequisite: ENG 102 or equivalent. Course Entry Recommended: PSY 240 or PSY 311.*

### **HSVC 250 Ethics of Human Services (5 CR) – Description Change**

This course introduces students to the fundamental principles, theoretical constructs, professional expectations, and ethical standards that apply to the human services profession. Students learn about the scope of the profession and how it is responding ethically to twenty-first century challenges and opportunities. Students use an ethical decision-making framework to apply ethical principles and standards related to confidentiality, personal and professional boundaries, and cultural competence.

*Prerequisite: PSY 240 or PSY 311.*

### **HSVC 365 Understanding Trauma and Recovery (3 CR) – Prerequisite Change**

An investigation into the impact of physical and psychological trauma on individuals, families, groups, and communities. The course examines different trauma theories and approaches to trauma treatment, with an emphasis on providing trauma-informed care.

*Prerequisite: PSY 240 or PSY 311; PSY 209 or PSY 312; HSVC 200 or HSVC 340.*

### **HSVC 370 Providing Services for Clients with Disabilities (5 CR) – Prerequisite Removed**

This course introduces students to human services practice with people with disabilities. This course will cover a brief review of disabilities and the disability rights movement and will provide an understanding of common issues that those with disabilities face. Students will learn how different perspectives and policies can impact those living with disabilities. The course will cover evidence-based practice in interventions and assessments for clients with disabilities.

### **HSVC 410 Assessment and Intervention with Diverse Populations (5 CR) – Description Change**

Identifying and assessing client needs and developing treatment plans are core functions of human services professionals. This course engages students in the principles and practice of assessment; in the planning and implementing appropriate treatment strategies and referral services; and in evaluating intervention outcomes. It focuses on the differences and commonalities of serving diverse communities, in terms of ethnicity, culture, national origin, gender, and sexual orientation. This course will also include content and assignments related to the human services internship. Students must pass this course with a 2.5 GPA and receive a recommendation from the instructor in order to proceed to the internship courses HSVC 480 and HSVC 481.

*Prerequisite: PSY 240 or PSY 311; PSY 209 or PSY 312; HSVC 200 or HSVC 340; HSVC 250 or HSVC 310.*

### **HSVC 415 Working with Families and Groups: A Systems Perspective (5 CR) – Prerequisite Change**

This course introduces students to the fundamental skills and concepts for working with families and groups. Students will learn the theoretical constructs, including systems theory, the family life cycle, and stages of group development, that guide this work. Special emphasis is placed on understanding culturally relevant approaches to engaging with diverse families and groups. Students will gain familiarity with evidence supported and clinically relevant approaches for assessment, goal setting, and intervention within family and group contexts.

*Prerequisite: PSY 240 or PSY 311; PSY 209 or PSY 312; HSVC 200 or HSVC 340.*

### **ISEC 505 System Administration for Information Security (3 CR) – Description Change**

In this course students discuss security implementations for digital networks, platforms, and applications. Areas of study involve identifying and examining security risks, security solutions and tools available for various Windows platforms and applications.

### **ISEC 660 Computer Science Capstone (3 CR) – New**

This course emphasizes the practical application of information security concepts gained throughout the Masters of Science in Information Security program at City University of Seattle. It is intended to be taken at the completion of coursework. This class uses a case study as a basis for an applied research project. Students will have an opportunity to identify a real world problem and apply concepts learned to show ways to resolve, mitigate or prevent effects from an information security issue. Students will engage in research activities designed to prepare the student to work within companies and organizations as information security professionals. Since students are exposed to situations likely to be encountered professionally, they are allowed to apply and refine theories, principles, and skills learned during their program to solve real world problems.

*Course Entry Requirements: Must be taken in final term of study.*

### **ITMGMT 625 Technology Management Internship (3 CR) – Prerequisite Change**

This internship course within the Technology Management emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the

development of professional practice including the application of IT process and tools. By the end of the course, students will have a deeper understanding of the real life work environment in the field of technology management.

*Course Entry Requirements: Completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25 or higher; completion of MBA 520.*

### **LDRD 680 Comprehensive Exam 1 (3 CR) – Cancellation**

### **LDRD 681 Comprehensive Exam 2 (3 CR) – Cancellation**

### **LDRD 699 Doctoral Independent Study (1-6 CR) – New**

Independent study is for students who propose specific projects or topics related to their chosen course of study.

### **MAL 625 Change Leadership Internship (3 CR) – Prerequisite Change**

This internship course within the Change Leadership emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of organizational and management theories and concepts. By the end of the course students will have a deeper understanding of the real life work environment in the field of organizational management.

*Course Entry Requirements: Completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25 or higher; completion of MBA 545.*

### **MBA 625 Sustainable Business Internship (3 CR) – Prerequisite Change**

This internship course within the Sustainable Business emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of ethics and sustainability theories and concepts. By the end of the course students will have a deeper understanding of the real life work environment in the field of sustainable business.

*Prerequisite: Completion of 30 MBA quarter credit hours at City University of Seattle, with a cumulative GPA of 3.25 or higher.*

### **MC 625 Global Management Internship (3 CR) – Prerequisite Change**

This internship course within the Global Management emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of global business diversity theories and concepts. By the end of the course students will have a deeper understanding of the real life work environment in the field of global management.

*Prerequisite: Completion of 30 MBA quarter credit hours at City University of Seattle, with a cumulative GPA of 3.25 or higher; and completion of MBA 550.*

### **MK 625 Marketing Internship (3 CR) – Prerequisite Change**

This internship course within the Global Marketing emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of global marketing and integrated marketing. By the end of the course students will have a deeper understanding of the real life work environment in the field of marketing.

*Prerequisite: Completion of 30 MBA quarter credit hours at City University of Seattle, with a cumulative GPA of 3.25 or higher; and completion of MBA 525.*

### **PM 504 Project Planning and Control (3 CR) – Description Correction**

Planning is central to project management along with scope, schedule, and cost. This course will examine project scope and schedule development processes based on the Project Management Body of Knowledge (PMBOK® Guide). Advanced scheduling development processes will be addressed, enabling students to create a work breakdown structure and to define and sequence activities using advanced scheduling techniques. Scheduling techniques such as the use of activity calendars and the application of baselines for analyzing schedule performance will be addressed.

*Prerequisite: PM 501.*

### **PM 625 Project Management Internship (3 CR) – Prerequisite Change**

This internship course within the Project Management emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of project management solutions. By the end of the course students will have a deeper understanding of the real life work environment in the field of project management.

*Prerequisite: Completion of 30 MBA quarter credit hours at City University of Seattle, with a cumulative GPA of 3.25 or higher; and completion of MBA 515.*

### **TESOL 525 Methods of Teaching Language (3 CR) – Prerequisite Change**

TESOL 525 introduces candidates to a historical overview of a variety of language teaching methods including (but not limited to) the Grammar Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching, and Content-Based Instruction. Candidates examine and analyze a variety of teaching methods that reflect similar or opposing views based on different language learning principles. Through course readings and a discussion board forum, candidates reflect on what constitutes language and how languages are learned with the purpose of gaining a fuller understanding of the principles and practices behind the choices teachers make regarding particular methods. Candidates will also complete classroom observation hours and analyze and reflect on this experience.

*Prerequisite: TESOL 510.*

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SECTION TITLE	PAGE NUMBER	CORRECTION/REVISION
<b>Gordon Albright School of Education</b>	<b>61</b>	<b>Closure – effective 7/1/18</b> Master of Education in Curriculum and Instruction Technology
<b>Gordon Albright School of Education</b>	<b>61</b>	<b>Closure – effective 7/1/18</b> Master of Education in Curriculum and Instruction Autism
<b>School of Management</b>	<b>76-78</b>	<b>Change – effective 7/1/18</b> Master of Business Administration – all Emphases <b>Changed</b> to variable credit program 48-54 credits <b>Added</b> option to take “minimum of three courses” from a specified list for each emphasis – students may take all courses listed, including the internship, or choose three from a four course provided list.
<b>School of Management</b>	<b>77</b>	<b>Change – effective 7/1/18</b> Master of Business Administration – Entrepreneurship Emphasis Changed to variable credit program 48-54 credits Added internship option ENT 625 Entrepreneurship Internship.
<b>School of Management</b>	<b>76-78</b>	<b>New – effective 7/1/18</b> Master of Business Administration – Specialized Study Emphasis (exhibit 1)
<b>School of Arts and Sciences</b>	<b>94</b>	<b>Correction – effective 7/1/2016 (retroactive)</b> Program name correction – Master of Arts Counseling – Marriage, Couple and Family Counseling – U.S. – the word “couple” had an “s” on the end – removed.

SECTION OF CATALOG	PAGE NUMBER	CORRECTION/REVISION
<b>Admissions and Advanced Standing</b> Sub-Section: School Specific Transfer Credit Restrictions	23	Albright School of Education -4th bullet point should read, "Credits for courses completed with a grade of 3.0 (B) or higher;"
<b>Gordon Albright School of Education</b>	69	Non-Degree program shown as "Education Mathematics Endorsement (grades 4-9)" Should read "Education Middle-Level Mathematics Endorsement (grades 4-9)"
<b>Gordon Albright School of Education</b>	69	Non-Degree program shown as "Education Middle-Level Mathematics Endorsement (grades 5-12)" Should read "Education Mathematics Endorsement (grades 5-12)"
<b>Course Descriptions</b>	165	ESP 423 Curriculum Modifications and Adaptation – the word "Adaptation" had an "s" on the end in error- removed.
<b>Course Descriptions</b>	177	HL 400 Healthcare Quality Assurance Management is a Natural Science General Education Course.
<b>Course Descriptions</b>	189	Format error between ISM 510 and ISM 515 – prerequisite for ISM 510 embedded in title of ISM 515. The title of ISM 515 should read "Demand Management and Warehousing Controls". ISM 510 prerequisite should read "Course Entry Requirement: ISM 500 concurrent or prior to ISM 510 enrollment."
<b>Course Descriptions</b>	211	SCI 306 Health and Wellness is a Natural Science General Education Course.

**Policy 2200.08 clarification for  
"Enrollment in Discontinued Programs", located on page 40 of the catalog.**

### **Cancelled Degree Programs**

Degree/certificate programs may be discontinued cancelled (closed) for a variety of reasons. Active students enrolled in closed programs will be given the opportunity to complete the original program requirements for a specific period of time after the date of program closure. During this period of time the program is in teach-out mode.

<b>Degree/Certificate Type</b>	<b>Category</b>	<b>Length of Teach-out</b>
Undergraduate Certificates	All	2 years
Associate Degrees	All	3 years
Bachelor Degrees	All	4 years
Graduate Certificates	All	2 years
Graduate Degrees	60 credits and less	3 years
Graduate Degrees	60 credit and greater	4 years
Doctoral Degrees	All	6 years

All eligible students will be notified in writing of the teach-out status of the program, and will receive an updated copy of their original program plan and course teach-out schedule. Students may remain in the teach-out program as long as they continue in active enrollment – that is, as long as they do not stop out for more than two consecutive terms.

Students enrolled in a cancelled program, who stop out for more than two consecutive terms, will be required to apply to a new program of study. The University will make every effort to transfer as many earned credits as possible to the new program of study.

An exception is made for returning students who have no more than two (2) courses remaining to earn the original degree. These students are allowed to complete their original program, however the University reserves the right to substitute courses to help the student finish.

### **Discontinued Program Plans**

When a program plan version is discontinued due to a program update, students will be notified of a teach-out matrix. A matrix is a chart indicating active CityU courses that will be substituted for courses appearing in the discontinued program plan. Students may remain in the teach-out plan of study as long as they continue in active enrollment – that is, as long as they do not stop out for more than two consecutive terms.

Students enrolled in a cancelled plan, who stop out for more than two consecutive terms, will be required to transfer to the newest plan of study. The University will make every effort to apply as many earned credits as possible to the new plan.

*Exceptions to this policy may be made by the Provost.*