



# Elizabethtown College

## **SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES COLLEGE CATALOG 2019-2020**

The provisions and requirements stated in this Catalog (and its electronic counter-part at [catalog.etown.edu](http://catalog.etown.edu)) are not to be regarded as an irrevocable contract between Elizabethtown College and the student. The College reserves the right to change any provision or requirement, rules, regulations, and procedures, whether published in this Catalog, the Student Handbook, or other official media.

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Elizabethtown College, located in historic Lancaster County, Pennsylvania, is a selective, private, residential, co-educational institution. Elizabethtown offers 53 majors and 90+ minors and concentrations, which lead to degrees in liberal arts, fine and performing arts, science and engineering, business, health and social services, and education.

Elizabethtown College, School of Continuing and Professional Studies (SCPS), is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia PA 19104, 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The School has not sought accreditation through the Association of Collegiate Business Schools and Programs.

## **How to Reach Us**

### **Mailing Address**

Elizabethtown College  
One Alpha Drive  
Elizabethtown, PA 17022-2298

### **Questions about Admissions**

#### **Admissions Coordinators**

(717) 361-1411  
[www.etown.edu/scps/admissions/index.aspx](http://www.etown.edu/scps/admissions/index.aspx)

### **Questions about this Catalog**

#### **Office of Registration and Records**

(717) 361-1409  
[regandrec@etown.edu](mailto:regandrec@etown.edu)  
<http://www.etown.edu/registration>

### **Questions about Adult Education**

#### **Elizabethtown College School of Continuing and Professional Studies at the Edward R. Murphy Center**

(717) 361-1411  
[www.etown.edu/scps/](http://www.etown.edu/scps/)

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*Elizabethtown College complies with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and all other applicable federal, state, and local statutes, ordinances, and regulations. Elizabethtown College does not discriminate on the basis of gender, race,*

*color, religion, age, disability, veteran status, national or ethnic origin, ancestry, sexual orientation, possession of a general education development certificate as compared to a high school diploma, or any other legally protected status in hiring and promotion in the administration of its educational policies, scholarship and loan programs, and athletic or other College-administered programs, except as such conditions may constitute bona fide occupational or assignment qualifications. Discriminatory acts of any kind are strictly forbidden. In keeping with the historical values of Elizabethtown College, the College endeavors to treat all employees with dignity, justice, and fairness.*

*Elizabethtown College was founded in 1899 by leaders of the Church of the Brethren. Today, the College is governed by an independent Board of Trustees and affirms a continuing covenantal relationship to the Church of the Brethren. Elizabethtown College is accredited by the Middle States Association of Colleges and Secondary Schools.*

## **Overview of Elizabethtown College**

Our commitment is to Educate for Service. We believe that learning is most noble when used to benefit others, regardless of chosen career path. We prepare our students to lead rich lives of purpose and meaning, while advancing independent thought, personal integrity and social responsibility. These are the foundations for a life of learning. The College fosters values of peace, non-violence, human dignity and social justice.

For information about the College's history and Church of the Brethren heritage, visit <http://www.ETOWN.EDU/about/>

## **Overview the School of Continuing and Professional Studies**

Elizabethtown College has been a leader in adult education in the South-Central Pennsylvania region for over fifty years. In 1999, the College's Strategic Plan mandated renewed institutional efforts to extend the College's mission, heritage, and core competencies to the regional adult student community through the College's School of Continuing and Professional Studies (SCPS). In 2001, the Board of Trustees reaffirmed the SCPS's organizational status as a distinct, self-governing academic unit of Elizabethtown College, charged with meeting the varied and unique needs of regional adult students. In 2011, the Board of Trustees approved the School's first graduate program.

The SCPS offers accelerated, convenient credit programming and degree completion to working adults at Elizabethtown, Harrisburg, Lancaster, and online. These programs are firmly based on the principles of effective adult learning and fall under the College's accreditation by the Middle States Commission on Higher Education.

## **Accreditation and Authorization**

Elizabethtown College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Elizabethtown College is a member of the State Authorization Reciprocity Agreement (SARA), a voluntary, interstate agreement that establishes comparable standards for offering postsecondary distance education across state lines. Member states recognize participating institutions that are authorized in other member states. SARA establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

Students can review documents of accreditation by contacting the Registration and Records Office at 717-361-1409. Students wishing to file a formal complaint against an institution of higher education in Pennsylvania can visit <http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#.VYxXhEZWJ49> for procedural information.

Each of the SCPS syllabi is written to adhere to federal and state guidelines. Federal guidelines require a minimum of 45 hours of interactive instruction or alternative equivalent activities. Equivalencies to comply with both federal and state regulations may include activities like research, internet activities (online discussion boards; responding to postings, real time chat, etc.), written assignments, case studies, fieldtrips or other activities deemed appropriate by the SCPS and its faculty.

SCPS has adopted a number of general principles from the Pennsylvania Department of Education Guidelines, including:



- All SCPS accelerated courses will adhere to 45 hours of 'equivalent' instructional time [per PDE] yet remain in an accelerated delivery.
- All courses will be outcomes-based where it is determined whether or not students have achieved the stated outcomes.
- Adult learning principles are recognized as critical to the success of the program.

Although "contact hours" are limited in the accelerated format, adult students are expected to complete 15-22 hours of "learning and instruction outside the classroom" each week; this learning can involve activities like problem solving, reading, research, writing, academic journaling, independent field trips, web-based assignments and group work under the direction of the facilitator.

## **Mission of Elizabethtown College**

Molded by a commitment to educate for service, Elizabethtown College is a community of learners dedicated to educating students intellectually, socially, aesthetically, and ethically for lives of service and leadership as citizens of the world.

As a comprehensive institution, the College offers academic programs in the liberal arts, sciences, and professional studies. Combining classroom instruction with experiential learning, these programs advance independent thought, personal integrity, and social responsibility as the foundations for a life of learning.

Founded by members of the Church of the Brethren, the College believes that learning is most noble when used to benefit others and affirms the values of peace, nonviolence, human dignity, and social justice.

## **Educational Philosophy**

Elizabethtown College engages students in a dynamic, integrated learning process that blends the liberal arts and professional studies. Challenged to take responsibility for their education, students at Elizabethtown embark on a journey of self-transformation that involves intellectual, social, and personal growth. The College is committed to educating the whole person within a relationship-centered learning community where common goals are achieved through engagement in a rigorous academic curriculum and thoughtful co-curricular experiences. Students are encouraged to develop and challenge their own values, while seeking to understand and appreciate alternative perspectives. Embedded in an ever-changing global context, the College promotes the developmental, collaborative, and complex nature of learning.

In seeking to "educate for service," Elizabethtown College believes that students can perform no greater service than they do when sharing knowledge and creativity with others. Opportunities to strengthen scholarship and leadership extend beyond the classroom, and students learn actively through practical experiences and civic engagement.

The impact of an Elizabethtown College education is long lasting and far-reaching because it is deeply transformative. Students acquire new habits of mind and heart—some in the course of the undergraduate experience, others as students grow beyond college.

*Elizabethtown College challenges students to:*

- assume responsibility for their intellectual development, personal growth, and well-being. They will sharpen their curiosity and become aware of the capabilities, strategies, and resources needed to learn.
- reason, analyze, and engage in critical thinking. They will learn to make, systematically evaluate, and, if necessary, refute arguments and claims—both their own and those of others.

- demonstrate thoughtful and articulate communication by applying knowledge in a variety of contexts including writing, speaking, listening and interpretation.
- understand the creative process and its role in human expression, and cultivate the ability to make informed aesthetic judgments.
- navigate diverse cultural worldviews and perspectives, with the realization that differing frames of reference influence analysis, communication, and behavior.
- make reflective ethical decisions and act with integrity to seek just outcomes within relationships, communities, and society.
- apply and integrate different strands of learning and comprehend interconnections in the process of gaining knowledge and experience.
- identify and cultivate a sense of purpose that inspires a commitment to meaningful work in service to society.

## **Learning Goals**

*At Elizabethtown College, students are inspired and challenged to:*

assume responsibility for their intellectual development, personal growth, and well-being. Students will learn to sharpen their curiosity and become aware of the capabilities, strategies, and resources needed to learn.

reason, analyze, and engage in critical thinking. Students will make, systematically evaluate, and, if necessary, refute arguments and claims – their own and those of others.

demonstrate thoughtful and articulate communication by applying knowledge in a variety of contexts, including writing, speaking, listening, and interpretation.

understand the creative process and its role in human expression, and cultivate the ability to make informed aesthetic judgments.

navigate diverse cultural worldviews and perspectives, with the realization that differing frames of reference influence analysis, communication, and behavior.

make reflective ethical decisions and act with integrity to seek just outcomes with relationships, communities, and society.

apply and integrate different strands of learning and comprehend interconnections in the process of gaining knowledge and experience.

identify and cultivate a sense of purpose that inspires a commitment to meaningful work in service to society.

## **Mission of the School of Continuing and Professional Studies**

The School of Continuing and Professional Studies at Elizabethtown College seeks to extend the boundaries of the College's learning community to include a wider and more diverse population. The School expresses the values of the College's mission through a commitment to and advocacy of degree and non-degree academic programs for adult students. In particular, the School embraces the values of human dignity and social justice by widening access to quality undergraduate and graduate education for adults. In its programs and outreach, the School fosters a student-centered academic culture that expresses the College's belief that learning is life-long and most noble when used to benefit others.

## **Key Objectives of the School of Continuing and Professional Studies**

- Expand access to the unique benefits of an Elizabethtown College education to new constituencies through innovative programming, formatting, and distance learning, thereby increasing the number of non-traditional students in the College's learning community.
- Develop and administer quality academic programs and activities, with the goals of advancement of student learning outcomes and student achievement of programmatic and institutional learning goals.
- Offer support and guidance to adult students as they progress through their degree program and achieve their goal of graduation.
- Maintain and advance the liberal arts core values of Elizabethtown College.
- Educate and develop the regional workforce through relevant professional and liberal arts learning experiences that increase worker and employer productivity, and thus, to "educate for service."
- Help lead, by responsible example, the Elizabethtown College Learning Community in successfully meeting the higher education challenges of the 21st century.
- Support and advance the College's strategic goal of stewardship of resources by increasing departmental revenues while controlling costs in a fiscally responsible manner.
- Value and nurture in the School's staff the qualities necessary to meet these objectives and the qualities necessary for full, personal development.

## **School of Continuing and Professional Studies Governance**

### **Elizabethtown College Board of Trustees**

The Board of Trustees has final legislative authority in all matters pertaining to the purpose of the College and the policies for fulfilling the statement of purpose. Among the Board's primary functions are selecting the president of the College, developing and sustaining the philosophy and policies of the College, setting the costs of tuition and fees, adopting the annual budget, and approving plans for developing and maintaining the physical plant.

### **School of Continuing and Professional Studies Council on Academic Management**

The Council on Academic Management (CAM) is the academic governance system for SCPS, which maintains and revises the School's liberal education core program and all of its professional majors. This innovative model of governance includes representation from faculty, students, alumni, community and administrative groups.

### **School of Continuing and Professional Studies Academic Affairs Team**

Academic staff work closely with the Council on Academic Management and Lead Facilitators to develop and maintain rigorous and high quality academic programs.

### **School of Continuing and Professional Studies Affiliated Faculty**

Courses are led by facilitators with real-world experience who bring relevant, current work experience to the classroom.

## **School of Continuing and Professional Studies Admissions Counselors**

Admissions Counselors assist the student with his or her preliminary decision on pursuing a degree. They discuss program requirements and review previous course work and prior learning for possible credit.

## **School of Continuing and Professional Studies Academic Advising Coordinators**

Every student is assigned an Academic Advising Coordinator. Advisors assist current students with selecting classes and ensuring they are on track to graduate. Advisors also recommend resources and services to help students succeed.

## **School of Continuing and Professional Studies Program Structure**

Responsive to the unique learning requirements and lifestyle concerns of adults, the School of Continuing and Professional Studies offers accelerated courses in multiple formats, including online, blended, and ground. Web-based technology supports the "learning outside the classroom" component. All accelerated learning at Elizabethtown College requires the mastery of learning outcomes as determined by a variety of assessment processes. Facilitators who are professionals in their fields utilize activities, formats, and methodologies that respect adult learning styles; therefore, accelerated courses and degrees are designed for adults who are motivated, bring real-world experience to the classroom, and are self-directed in order to succeed academically.

In addition to offering coursework, SCPS awards credit for prior learning through Course Equivalency Proposal processes and through the EXCEL Degree Completion Program, which awards the Bachelor of Professional Studies degree to students who are able to qualify and demonstrate competency due to their extensive life experience within an SCPS major field of study.

SCPS offers undergraduate degrees in Accounting, Business Administration, Corporate Communication, Information Systems, Criminal Justice, Health Care Administration, and Human Services. Most courses are five weeks long and are three credits; a four-week winter session and three-day weekend seminar courses are also offered. Ground courses meet one night a week for four hours or for two three-hour weekly sessions. Blended and online versions of the courses have equivalent online instruction.

SCPS offers graduate degrees in Business Administration, Curriculum and Instruction, Special Education, and Strategic Leadership in eight-week sessions. Most courses meet one evening a week for four hours, are offered online, or integrate a combination of classroom and online instruction. Concentrations in Health Care Administration are offered within both graduate programs and in Leadership to the Business Administration program.

SCPS offers graduate certificates in Health Care Administration and Strategic Leadership. Courses for these programs are fully online in eight-week sessions.

The School of Continuing and Professional Studies encourages each adult to take control of his or her learning and to move through an academic program at his or her own pace. Each adult student, in conjunction with an academic advising coordinator, schedules his or her own courses and is free to step in or out of the program as necessary.

The School of Continuing and Professional Studies is governed by academic policies as listed in the Elizabethtown College traditional college catalog. SCPS further defines policies specific to adult and graduate students.

## **Student Confidentiality**

The 1974 Family Educational Rights and Privacy Act (FERPA) is a federal law (20 U.S.C. 1232g) that protects the privacy of a student's educational record. Specifically, the law offers the following protections and rights to students:

annual notification of their FERPA rights and of what the College defines as Directory Information;

the right to see the information in their academic record;

the right to consent to disclosure of information in their academic record and the right to withhold information that is Directory Information;

the right to seek to amend records and, in certain cases, append a statement to the record;

the right to file a complaint with the Department of Education Compliance Office in Washington DC.

An education record is any record (with a few exceptions) maintained by the College that is directly related to a student. This record can contain a student's name or information from which an individual student could be personally identified. Information in a student's academic record is considered private and, in most cases, cannot be released to another individual unless the student provides prior written consent.

Here are several situations where information from an education record might be disclosed without prior written consent:

- The information is needed by a school official who has a legitimate education interest in the information.
- In an emergency, the institution believes that disclosure of certain information is necessary to protect the health or safety of the student or other persons.

Directory Information, as defined by Elizabethtown College, includes: name; enrollment status (e.g., undergraduate or graduate; part-time or full-time); campus e-mail address; home address; home/mobile telephone; date of birth; dates of attendance; class (e.g., sophomore, junior); field of study; degree; date of graduation; participation in college-sponsored activities; honors; awards; photographs; and most recently attended institution. Directory information would not normally be considered a violation of a person's privacy if it was released.

School of Continuing & Professional Studies students do not have directory information included in the Elizabethtown College internal campus directory. However, directory information is subject to public release without prior written consent unless the student completes the "Request for Non-Disclosure of Directory Information" form.

Non-directory information in the education record cannot be released to an outside person or organization without a student's written consent. Non-directory information may include biographical data and address information; the admissions application and supporting documents; the academic record, including class schedules, grade reports and transcripts; counseling records; disciplinary records; public information records; financial records; health records; placement credentials; campus security records.

Non-Directory Information in the Educational Record cannot be released to an outside individual unless the student completes the "Authorization to Disclose Educational Record Information" form.

## **Statement of Non-Discrimination**

Elizabethtown College does not discriminate on the basis of gender, race, color, religion, age, disability, marital status, veteran status, national or ethnic origin, ancestry, sex, sexual orientation, gender identity and expression, genetic information, possession of a general education development certificate as compared to a high school diploma, or any other legally protected status. This commitment applies but is not limited to decisions made with respect to hiring and promotion, the administration of educational programs and policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

## **Title IX**

Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations prohibit sex discrimination in educational programs and activities operated by recipients of Federal financial assistance. This prohibition encompasses discrimination based on a student's gender identity, including discrimination based on a student's transgender status.

Elizabethtown College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sex discrimination and sexual misconduct.

Sex discrimination violates an individual's fundamental rights and personal dignity. Sex discrimination includes all forms of sexual and gender-based harassment, sexual misconduct, sexual violence, sexual assault, domestic violence, dating violence, stalking by students, employees or third parties against employees, students, or third parties.

The School for Continuing and Professional Studies refers to Elizabethtown College's Title IX website for additional information and the Policy Regarding Sexual Harassment, Sexual Misconduct, Sexual Exploitation, Stalking, Dating Violence, and Domestic Violence.

Elizabethtown College has designated a Title IX Coordinator for all matters related to sex discrimination at the College, and to coordinate the efforts of the College to comply with Title IX law.

### *Title IX Coordinator:*

*Dr. Armenta Hinton, Director of the Office of Diversity, Inclusion & Title IX*

*Nicary 236; Phone: 717-361-1179; Email: [hintona@etown.edu](mailto:hintona@etown.edu)*

*<https://www.etown.edu/offices/diversity/index.aspx>*

*School of Continuing and Professional Studies - Title IX Resource:*

*Joy Verner, Director of Student Services*

*[vernerj@etown.edu](mailto:vernerj@etown.edu), 717-361-1373*

Questions about the application of Title IX at Elizabethtown College should be directed to Dr. Hinton or to the Office of Civil Rights, Department of Education, Washington, D.C.

### *The Office for Civil Rights (OCR)*

*Customer Service: 800-421-3481; Fax: 202-245-6840*

*<http://www.ed.gov/ocr>*

*email: [OCR@ed.gov](mailto:OCR@ed.gov)*

For additional information and resources, visit <https://www.etown.edu/offices/diversity/index.aspx> .

### **Reporting of an Incident:**

All incidents should be reported in order to determine the level and type of offense, to support the affected person(s) or group, to mitigate subsequent incidents by raising awareness of the offense, to develop an educational response and to activate appropriate review and judicial processes when necessary to address individual or group behavior.

Students may report an incident to any staff member of the School of Continuing and Professional Studies over the phone, face to face, or in writing.

Confidentiality will be maintained throughout the investigation process to the extent practical and consistent with the School and College's need to undertake a full and impartial investigation.

The College is required by law to issue a timely warning about hate crimes that present a continuing danger to the campus community and to disclose annual statistics about these crimes in the Annual Security and Fire Safety Report. Only general information, as opposed to personal or identifying details, will be disclosed in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act.

### **Investigation of an Incident:**

All reports relating to sexual misconduct, sexual harassment, sexual exploitation, domestic violence, dating violence, and stalking will be referred to and reviewed by the Title IX Coordinator who oversees the college's response. Investigations and resolution proceedings will be conducted by professionals who receive annual training on issues related to sexual harassment, sexual misconduct, sexual exploitation, domestic violence, dating violence, sexual assault, and stalking, as well as how to conduct investigations and resolution proceedings that protect the safety of complainants and promote accountability. The investigator may be an employee of the College or a third party retained by the College to conduct an investigation. For further information, you can review the Policy Regarding Sexual Harassment, Sexual Misconduct, Sexual Exploitation, Stalking, Dating Violence and Domestic Violence Involving Student Respondents. Investigations handled by the Office of the Title IX Coordinator will follow all investigation, resolution and appeal processes as outlined in the College Catalog.

For information on reporting, investigating and resolving incidents of Title IX review the Student Conduct Policy in the Student Handbook.

## **Admissions Requirements**

The accelerated adult degree program through Elizabethtown College's School of Continuing and Professional Studies offers a rigorous academic setting and provides students with the tools to help them advance in their profession and to achieve their academic goals.

### **Undergraduate Degree Admissions Requirements**

To enter the program, applicants must:

- have a minimum of three years of full-time work experience.
- have graduated from high school or earned a GED. Successful completion of some college coursework is strongly suggested prior to entering an accelerated program, but not required.
- have writing ability sufficient for success in an accelerated academic program. Writing is an essential component of this program. Applicants will be asked to write an essay that demonstrates their ability to write clearly, use proper grammar and organize their writing into correct compositional expression.
- have the time to devote to their coursework. Course requirements in a five-week accelerated class can be as high as 20 hours per week.

### **How to Apply to the Program**

- Meet with an admissions counselor
- Complete the undergraduate application via the online portal which includes:
  - Requesting official transcripts of all previous college work
  - Uploading a current resume
  - Uploading an essay
    - Your essay should be double-spaced and should follow accepted English usage standards, including sentence and paragraph structure, appropriate punctuation and correct spelling. Please be sure to proofread thoroughly.
    - The essay should address:
      1. your understanding of a rigorous accelerated program
      2. how you envision incorporating into your life the time necessary to meet the program's demands
      3. your own story; tell us about yourself, including your professional and academic goals

### **Graduate Business Degree Admissions Requirements**

To be eligible to apply to graduate business degree programs, you must:

- have an undergraduate degree from a regionally accredited institution
- have an undergraduate grade point average of 3.0 or higher (waivers can be granted based on professional work experience and other factors)
- have a minimum of three years of professional leadership/management experience
- have time to devote to your coursework; in an accelerated program, time spent outside of class is considerable



## **How to Apply to Graduate Business Degree Programs**

- Meet with an admissions counselor. In this meeting, you will learn about the program, its class formats and get answers to any question you may have.
- Complete the application process via the online portal which includes submitting a \$50 nonrefundable application fee. (Waived for Elizabethtown College graduates).
  - Requesting official transcripts from all undergraduate institutions attended.
  - Uploading your current resume.
  - Uploading a 3-5 page essay addressing your:
    1. Statement of professional goals
    2. Current approach to leadership/management
    3. Long-term goals for the application of the graduate degree to your professional life
  - Providing two recommendations. Instructions are available in the Slate applicant portal, however, one recommendation must be from your current supervisor. The second recommendation can be from an individual who can comment on your professional and/or academic qualities. Both recommendations will become part of your application file and will not be disclosed to any unauthorized individual without your consent.

## **M.Ed. in Special Education w/ Certification Admissions Requirements**

To be eligible to apply to the M.Ed in Special Education graduate program, you must:

- Possess a current, valid Teaching Certification.
- Out of state candidates must contact the Pennsylvania Department of Education (PDE) and attain PA Certification through reciprocity before program acceptance.
- Official transcripts conferring a baccalaureate degree from a regionally accredited college or university.
- Successfully complete undergraduate introductory courses in inclusive learning environments and inclusive education.
- Students deficient in these areas will be required to take MSE 512 (Learning Environment and Social Interaction in Inclusive Settings) and MSE 522 (Foundations of Inclusive Education) as part of their graduate program coursework.
- Successfully complete an undergraduate level math course in probability and statistics.
- A 3.3 cumulative GPA or above.
- GRE or GMAT scores are optional.
- Letters of recommendation from two current supervisors that (1) speak to the ability of the candidate to complete the program, fieldwork, and internship hours and (2) address the willingness of the candidate's school/district to accommodate these hours.
- Submit a writing sample that demonstrates higher-order thinking, writing, and communication skills.
- Application Deadlines: This program has rolling admissions. See the SCPS academic calendar for registration deadlines.

## **M.Ed. in Curriculum and Instruction Admissions Requirements**

To be eligible to apply to the M.Ed in Curriculum and Instruction graduate program, you must:

- Official transcripts conferring a baccalaureate degree from a regionally accredited college or university.
- Possess a current, valid Teaching Certification.

- Successfully complete an undergraduate level math course in probability and statistics.
- A 3.0 cumulative GPA or above.
- GRE or GMAT scores are optional.
- Provide three letters of recommendation in support of your academic and professional abilities for success in the program.
- Submit a writing sample that demonstrates higher-order thinking, writing, and communication skills.
- Application Deadlines: This program has rolling admissions. See the SCPS academic calendar for registration deadlines.

### **How to Apply to Education Graduate Degree Programs**

- Meet with an admissions counselor. In this meeting you will learn about the program, its class formats and get answers to any question you may have.
- Complete the application process via the online portal which includes:
  - Submitting a \$50 nonrefundable application fee (Waived for Elizabethtown College graduates).
  - Requesting official transcripts from all undergraduate institutions attended.
  - Submitting a copy of your current, valid Teaching Certification.
  - Uploading your current resume.
  - Uploading a writing sample which demonstrates higher-order thinking, writing, and communication skills.
  - Submit GRE/MAT scores (optional).
  - Submitting Letters of Recommendation.
    - M.Ed. in Special Education applicants should supply two letters of recommendation from two current supervisors that (1) speak to the ability of the candidate to complete the program, fieldwork, and internship hours and (2) address the willingness of the candidate's school/district to accommodate these hours.
    - M.Ed. in Curriculum and Instruction applicants should supply three letters of recommendation in support of your academic and professional abilities for success in the program.

### **Graduate Certificate Admissions Requirements**

To be eligible to apply to graduate certificate programs, you must:

- have an undergraduate degree from a regionally accredited institution
- have a minimum of three years of professional leadership/management experience
- have time to devote to your coursework; in an accelerated program, time spent outside of class is considerable

### **How to apply to graduate certificate programs**

- Meet with an admissions counselor. In this meeting you will learn about the program, its class formats and get answers to any question you may have.
- Complete the application via the online portal which will also include:
  - Submitting a \$25 nonrefundable application fee. (Waived for Elizabethtown College graduates.)
  - Uploading your current resume.
  - Requesting official transcripts from all undergraduate institutions attended.

- Uploading a 1-2 page essay addressing your:
  - motivation for pursuing the graduate certificate
  - statement of professional goals
  - goals for the application of the graduate certificate to your professional life

Those students who successfully complete a graduate certificate and wish to pursue a full master's degree program will benefit from an abbreviated admission process (below) and reduced application fee. Degree-seeking students must meet all of the established criteria for admission into their desired master's degree program.

## **Graduate Certificate to Master's Degree Admissions Requirements**

After successfully completing your Elizabethtown College graduate certificate, students will complete the following steps to apply to a master's degree program:

- Discuss your desire to apply to a master's degree program with your admissions representative
- Complete an application for the MBA or MSL program via the online portal which will also include:
  - Submitting the discounted \$25 nonrefundable application fee. (Waived for Elizabethtown College graduates.)
  - Provide two recommendations via the instructions provided in the online portal. One recommendation must be from your current supervisor. The second recommendation can be from an individual who can comment on your professional and/or academic qualities. Both recommendations will become part of your application file and will not be disclosed to any unauthorized individual without your consent.
  - Uploading a 3-5 page essay addressing your:
    1. statement of professional goals
    2. current approach to leadership/management
    3. long-term goals for the application of the graduate degree to your professional life
- (Optional): Uploading your current resume (if significant changes have occurred to your employment information since completing your graduate certificate)
- (Optional): Requesting official transcripts from all undergraduate and graduate institutions attended (A new set of transcripts is only needed if new courses relevant to your intended master's degree were taken outside of Elizabethtown since the completion of your graduate certificate)

## **Transfer Credits**

### **Transfer Credit Policies-Undergraduate Accelerated Degree Programs**

During the application process, admissions staff will work with adult students to maximize the number of credits from previous college work that they can transfer into their Elizabethtown programs, while still meeting residency requirements. Adult students may be required to provide appropriate information in order to evaluate previous work.

Credits taken at another institution of higher education must carry a grade of at least C- to transfer into an undergraduate program.

Such institutions should normally be accredited by one of the regional accrediting agencies like the Middle States Commission on Higher Education (MSCHE). However, credits from non-regionally accredited institutions will be evaluated on an individual basis; such credits, when combined with relevant work experience or other factors may transfer.

Adult students may normally transfer up to sixty-four (64) credits from two-year institutions (community colleges, junior colleges, etc.). Otherwise, there is no limit to the number of transfer credits as long as the student meets all residency requirements.

By standard academic practice, quarter credit hour courses are evaluated at a reduced number of full semester credit hours.

Credits considered for transfer are not normally "aged," i.e., rejected because the student completed them too long ago. However, the School may request that the student retake certain major credits rather than transfer them due to recent, major changes in the field.

Credit for non-collegiate and/or corporate courses and training will be considered for transfer if such courses or training have received credit recommendation by the American Council on Education (ACE) or the Program on Non-Collegiate Sponsored Instruction (PONSI). The adult student should request that an ACE registry transcript, verifying such recommendation, be sent to the School. ACE registry transcripts may be obtained by contacting:

*Center for Adult Learning and Education Credentials*

*American Council on Education*

*Attn: Registries*

*One Dupont Circle*

*Suite 250*

*Washington, DC 20036-1193*

The School cannot accept Continuing Education Units (C.E.U.s) in transfer.

The School will consider the transfer of credit for military education and experience upon receipt of a Joint Services Transcript for Army, Navy, and Marines. Air Force transcripts can be obtained through the Community College of the Air Force.

Students who have completed high school (or its equivalent) prior to taking CLEP or DANTES Examinations may be awarded Elizabethtown College credits, following recommendations of the American Council on Education (ACE) in place when the exam was taken. Up to 27 credits may be awarded for CLEP exams. Credits may not duplicate College credits completed or enrolled in at the time of the examination. CLEP examination credits do not count towards residency credits.

Experiential Learning is a term used to define learning from work and life experience. The philosophy of the School of Continuing and Professional Studies (SCPS) program is that college level learning may be acquired through experiential learning, and that when properly documented and assessed, such learning may be applied toward degree requirements. For work and/or life experience to be evaluated for academic credit in the SCPS program, you must assemble course equivalency proposals in which your learning is equated to academic courses offered at SCPS. Faculty experts then evaluate the course equivalencies to determine whether your learning is comparable in quality and quantity to the corresponding credit courses(s) we offer. There is a limit on the amount of academic credit that can be earned for experiential learning—a maximum of 24 credits. To request this type of credit, students must be matriculated in one of our programs and need to have earned at least 15 credits (from Elizabethtown College, successfully completed or transferred FS1500 Foundations for Accelerated Learning and En1000 Writing and Language, and have a 3.0 or better. Upon approval, credits earned will appear on the student's transcript as transfer credit and have no effect on the student's cumulative GPA; nor do they fulfill any of the College's residency requirements.

All transfer credit appears as such on the student's Elizabethtown College transcript and has no effect on the student's cumulative GPA, nor does it fulfill any of the College's residency requirements. When considering transfer courses, please keep in mind that in order to graduate with Latin honors students must complete a minimum of 60

credits at Elizabethtown College and earn a grade point average for those credits of 3.60 or better for cum laude, 3.75 or better for magna cum laude, or 3.90 or better for summa cum laude

## **Transfer Credit Policies – EXCEL Program**

While enrolled in the EXCEL program, there are several ways to earn credit toward your degree. These are the most common options:

Courses completed with a grade of C- or better at an accredited two- or four-year college or university can be used to fulfill EXCEL degree requirements. A maximum of sixty-four (64) credits can be accepted from a two-year institution. If taking these courses after entering the program, the Program Coordinator should approve the specific courses in advance.

The College Level Examination Program (CLEP) provides a standardized battery of subject examinations in many areas. The subject exams can be taken at any point during your program of study with us, and we will determine which exams you are eligible to take.

Some structured, non-collegiate programs, seminars, and workshops offered by business, industry, government, and the military or professional associations have been assessed for direct transfer credit by the American Council on Education (ACE). We generally accept the ACE recommendations. In other cases, evidence of learning from non-collegiate programs can be applied toward academic credit through the EXCEL program's procedures for assessment of experiential learning. These must be approved by the dean or assistant dean.

Experiential learning refers to learning obtained from professional work and/or life experience. For experiential learning to be evaluated for academic credit, you must assemble and write course equivalency proposals (CEPs) to equate your learning to the content of academic courses offered at Elizabethtown College. Degree candidates may earn a maximum of 39 semester credits for experiential learning in the major.

Each major awards 6 credits for work experience which is not course specific. Credit is awarded following the completion of the major's capstone course. It is transcribed as an Internship, which is given for the work experience required to enter the EXCEL program. The EXCEL application, resume, and reference letters serve as documentation for the credits.

## **Transfer Credit Policies – Master Degree Programs**

In the Master of Business Administration and the Master of Strategic Leadership programs, students may transfer up to six credits of graduate level work. Courses transferred must be related to the intended field of study.

In graduate programs with a concentration, up to six credits of graduate level work may transfer if courses are evaluated as fully equivalent to a course within the masters with concentration curriculum.

## **Transfer Credit Policies – Graduate Certificate Programs**

While not generally accepted in the Graduate Certificate Programs, the School will consider transfer credits up to three credits, evaluated on an individual student basis.

## Tuition and Financial Aid

	<b>Undergraduate</b> <i>(per credit hour)</i>	<b>Graduate</b> <i>(per credit hour)</i>
<b>Fall/Spring</b>	\$555.00	\$695.00
<b>Winter</b>	\$555.00	\$695.00
<b>Summer</b>	\$555.00	\$695.00

## Other Fees

**Directed Studies:** Undergraduate - \$1,665 (\$555 per credit) and \$300 fee. Graduate - \$2085 (\$695 per credit) and \$500 fee.

**Transcripts:** Free-of-Charge

No transcripts of records will be furnished to anyone whose account is not paid in full.

## Tuition Payment Policy

Students are required to submit payment for tuition in full prior to the beginning of the session. Payment may be made online by credit card (a convenience fee will be charged), ACH/Electronic Check (no additional fees) through JayWeb or the Business Office website. Payment may also be made via cash (accepted at the Business Office), or check or money order, made payable to Elizabethtown College (mailed to the Business Office or delivered in person at the SCPS Elizabethtown College office).

For information and questions, contact the Business Office at 717-361-1417 or [businessoffice@etown.edu](mailto:businessoffice@etown.edu) or visit their webpage.

## Veterans' Benefits:

Students who are using veterans' benefits for tuition must contact the Veterans' Certifying Official, Katharine Daniels at 717-361-3735 well in advance of the first class. Veterans attending the College for the first time should be prepared to pay their tuition for the first semester while awaiting reimbursement from the Veterans' Administration. For more information on how to research Veterans' Benefits, please see our Military Tuition Assistance & Veterans' Benefits Information.

## Deferred Payment Program:

School of Continuing and Professional Studies students who will be reimbursed by their employer after completing a course may be eligible for the deferred tuition payment program.

### **Deferred Payment Program Policy:**

Payment is required within 30 days of the completion of the session. If payment is not received by the 30th day, the banking information or credit card listed on the deferred payment form will be charged for outstanding tuition and fee costs. A convenience fee of 2.75% of the total payment amount will be assessed for any credit card payment. If a credit card is declined, monthly finance charges of 1.5% on outstanding balances will be retroactively assessed to the first day of the session and a \$50.00 late payment fee will be added to the student's account.

Students are not able to register in future sessions or receive official transcripts until their account is paid in full; eligibility for the deferred payment program may be denied for future courses as well.

### **Required Documentation:**

The following items must be submitted to the Business Office (see below) in order to participate in the Deferred Payment Program:

- A copy of your company's reimbursement policy
- A letter from your employer verifying your eligibility for tuition reimbursement. The letter must be on company letterhead
- A completed Deferred Payment form with a valid credit card account or bank information included.

To protect students' personally identifiable and confidential information, the Elizabethtown College Business Office has a secure upload site through which all Deferred Payment Program documentation can be uploaded. The link and log-in information is provided by your admission's representative of academic advising coordinator.

### **Financial Aid**

Elizabethtown College's Financial Aid Office assists enrolled and prospective students in finding the financial means to allow them to fully participate in the educational experience at Elizabethtown College. Services include providing current financial aid information and resources, budgeting assistance, debt management advice, and financial aid counseling. The office is open from 8 a.m. until 4:30 p.m., Monday through Friday. It is located on the first floor of Zug Memorial Hall, room 209.

Students interested in institutional, federal and state financial aid assistance must complete the Free Application for Federal Student Aid (FAFSA). It is strongly recommended that students complete the FAFSA electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Elizabethtown College's Title IV code is 003262. Applicants should apply for financial aid no later than May 1.

In August, an email is sent to all matriculated SCPS students who meet institutional need based scholarship criteria, inviting them to apply. Some of these scholarships include the approximately 100 endowed scholarships and gifts that are available to Elizabethtown students through the generosity of the College's alumni and friends.

All requests for applications and other information regarding financial assistance should be directed to:

*Financial Aid Office  
Elizabethtown College  
One Alpha Drive  
Elizabethtown, PA 17022-2298  
(717) 361-1404  
[finaid@etown.edu](mailto:finaid@etown.edu)*

For more detailed information regarding Elizabethtown College's financial aid programs, individuals may visit the Financial Aid website at [www.etown.edu/FinancialAid](http://www.etown.edu/FinancialAid).

## **How to Apply for Financial Aid**

All steps should be completed at least ONE MONTH prior to the start of classes:

- **Apply** for your **FSA ID** beforehand. The FSA ID serves as a student's electronic signature for the Free Application for Federal Student Aid (FAFSA).
- **Complete** the FAFSA. Elizabethtown College's Federal School Code is 003262. If you are an undergraduate student, please complete the FAFSA by May 1st for PHEAA State Grant Program consideration.
- **Complete** and submit the **Employer Educational Assistance Form**. When you submit, please include a copy of your employer's reimbursement policy if applicable. The form can be returned to the financial aid office via US mail or uploaded to the Secured Document upload. Contact the financial aid office for username and password.\*

\*Elizabethtown College recognizes that standard financial aid forms do not always capture the full financial profile of our students. Please contact the Financial Aid Office at 717-361-1404 if you feel you have special circumstances or have any questions concerning this process.

Elizabethtown College is required to review your academic progress regularly to ensure your continued eligibility for Federal financial aid, as outlined in our Satisfactory Academic Progress (SAP) policies and procedures. For information about SAP Standards at Elizabethtown College, and for the policies that are in effect for undergraduate and graduate students, visit the Financial Aid Satisfactory Academic Progress Standards webpage.

## **Enrollment Eligibility for Financial Aid**

The accelerated sessions are offered in three 5-week (undergraduate) or two 8-week (graduate) "mini-terms" which comprise a semester. Because of this, the determination of half-time status is different than traditional degree programs that operate on a fall/spring semester schedule. Undergraduate enrollment levels are determined by combining the credits taken in three separate 5-week sessions. Graduate enrollment levels will be determined by combining the credits taken in the two 8-week sessions. The following are the credit minimum requirements for half-time and full-time enrollment by degree:

### **Undergraduate Programs (including associate and bachelor programs)**

Full-time status is a student taking 12 or more credits within the semester.

Half-time status is a student taking at least 6 credits per semester.



## **Graduate Programs**

Full-time status is a student taking 6 or more credits within the semester.

Half-time status is a student taking at least 3 credits per semester.

The website [www.studentaid.gov](http://www.studentaid.gov) has an abundance of information for students regarding all aspects of using federal aid, and offers a "summary" page for students to get a snapshot in one place to view their borrowing history and lender information and much more. At [www.studentaid.gov](http://www.studentaid.gov), students can:

- view their federal student aid history, including loan detail, grant detail, and overpayment detail;
- get their loan servicer's contact information;
- find out how much Pell Grant eligibility they have left; and
- download their federal student aid history into a text file using the MyData Download function.

## **Disbursal of Financial Aid**

Disbursal of aid typically takes place in the first session in which a learner is registered; PHEAA grants (for undergraduate students) are not disbursed until the last session of the semester.

## **Renewal of Financial Aid**

Learners must reapply each year in order for aid to continue. Typically a reminder is sent by the financial aid office through email in March. Learners are highly encouraged to complete materials for their application by May 1 for the following summer and fall and November 1 for the following spring. This includes the College's Employer Assistance Verification Form and the Free Application for Federal Student Aid. Possible tax documents and other worksheets may be requested.

## **Scholarships for Adult Learners**

Edward and Carol Murphy/Charlotte Newcombe Scholarship for Mature Women Students The Edward and Carol Murphy/Charlotte Newcombe Scholarship for Mature Women Students is open to female students ages 25 and older, on basis of financial need, academic record and professional/career aspirations.. In August, an email is sent to all matriculated SCPS students who meet the criteria, inviting them to apply for the endowed scholarship.

James L. Fritz/Charlotte Newcombe Scholarship for Mature Women and Men Students The James L. Fritz/Charlotte Newcombe Scholarship for Mature Women and Men Students is open to male and female students ages 25 and older, on the basis of financial need, academic record and professional/career aspirations. In August, an email is sent to all matriculated SCPS students who meet the criteria, inviting them to apply for the endowed scholarship.

Members of the Phi Theta Kappa (PTK) International Honor Society are eligible for a 10% tuition discount in any undergraduate program offered by the School of Continuing and Professional Studies (SCPS) at Elizabethtown College. Candidates must provide proof of membership in PTK and possess a 3.5 cumulative GPA upon admission into SCPS. Candidates must maintain a 3.0 cumulative GPA throughout their program and complete a minimum of 18 credits each academic year in order to maintain the PTK discount.

There are numerous external scholarships available to nontraditional students. We've compiled a list, available in the PDF documents. Please know that these links take you off our website; we do not monitor or control the information provided on these websites. This information is provided for your convenience only.

## **Federal Financial Aid Requirements**

### **We Have a Right to Ask**

All information requested by the Financial Aid Office is authorized by law. The legal right to ask applicants to provide their social security number is based on Section 7(a)(2) of the Privacy Act of 1974 (P.L. 93-579).

All applicants for financial aid at Elizabethtown College are advised that disclosure of their social security number is required as a condition of participation in federal, state, and institutional financial aid programs. The applicant's social security number is used in conjunction with the College identification number to identify the applicant's financial aid application and account at Elizabethtown.

The legal right to ask for all other information is based on sections of the law that authorize the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), FWS, Federal Perkins Loan, and Federal Direct Stafford Loan programs. These include sections 411, 413B, 443, 464, 425, 428, and 482 of the Higher Education Act of 1965, as amended. Any information submitted is subject to verification. If applicants do not supply proof when asked, they will not receive financial aid.

### **Referral of Fraud**

Cases of suspected fraud on the part of a Title IV aid applicant involving information relevant to a student's eligibility or amount of assistance will be referred to the U.S. Department of Education. The following circumstances are indicative of possible fraud when the aid administrator can find no other legitimate reason for the discrepancy: 1) false claims of independent student status, 2) false claims of citizenship, 3) use of false identities, 4) forgery of signatures or certifications, and 5) false statements of income. Any referrals made to a local or state law enforcement agency also will be reported to the Office of Inspector General within the U.S. Department of Education.

### **Viewing an Application File**

If students think that an error in their financial aid package stems from information in their file in the Financial Aid Office, they may review their file at any time, according to the Family Rights and Privacy Act of 1974. To see a file, students should call the Financial Aid Office.

The Financial Aid Office treats each student's file with sensitivity and utmost confidentiality. The financial information in these files is released only to those who have contributed to it, i.e., the student and, if he or she is a dependent, his or her parents. Students must give written and signed permission before the College will release information from their file to a third party. All students should keep copies of their tax returns, if submitted, as the College's copies cannot be returned.

## **Course Withdrawal and Refund Policy**

Withdrawal from classes after the start of a session may affect your academic record, tuition charge, financial aid, and/or VA benefits (if applicable).

Students may self-drop a class using JayWeb until 11:59pm EST of the **first day of a session\***. Students **MUST** self-drop from JayWeb to initiate and complete this process. Contact your academic advisor for questions on the drop process.

## Tuition and Financial Aid

Students may withdrawal from a course from **day 2 until 11:59pm EST of day 5 of a session**. Students **MUST** complete the **Course Withdrawal Form in JayWeb** to initiate the process. Forms **MUST** be received by Registration and Records to finalize the withdrawal process. Contact your academic advisor for questions on the withdrawal process.

To determine the effect dropping or withdrawing from a course may have upon your financial aid status, please contact the Financial Aid Office at 717-361-1404.

**\*NOTE:** "Session" means the actual start date of each term (F1, F2, M4, etc.) per the academic calendar. It is **NOT** the first date that the course meets in a session.

	Four-Week Winter Online, Five-Week Undergraduate and Eight-Week Graduate Accelerated Sessions	
<i>Session Dates</i>	<i>Tuition Refund</i>	<i>Grade on Transcript</i>
End of Day 1 of Session (self-drop in JayWeb Required)	100%	Course is dropped. Course/Grade will not appear on transcript. Students drop themselves in JayWeb. Self-drop <b>REQUIRED</b> . No form needed.
Day 2 through end of Day 5 of Session (Course Withdrawal Form <b>REQUIRED</b> )	50%	Withdrawal. Course/W will appear on transcript. Students cannot drop in JayWeb. Course Withdrawal Form <b>REQUIRED</b> .
After Day 5 of Session	0%	Students are financially responsible for the course. Course/earned grade will appear on transcript.

Students may self-drop a class using JayWeb until 8:00am EST of the **first day of a weekend seminar**. Students **MUST** self-drop from JayWeb to initiate and complete this process. Contact your academic advisor for questions on the drop process.

	Weekend Seminar Courses	
<i>Session Dates</i>	<i>Tuition Refund</i>	<i>Grade on Transcript</i>
Prior to the Start of Session (Self-drop in JayWeb <b>REQUIRED</b> )	100%	Course is dropped. Course/grade will not appear on transcript. Students drop themselves in JayWeb. Self-drop <b>REQUIRED</b> . No form needed.
After Start of Session	0%	Students are financially responsible for the course; course/earned grade will appear on transcript.

## **Fifteen-Week Semester**

Please refer to the Elizabethtown College's withdrawal policy.

## **Return of Federal Student Aid**

Under HEA98 Public Law 105-244, the Department of Education stipulates the way funds paid toward a student's education are to be handled when a recipient of funds from the Student Financial Aid (SFA) Program withdraws from school.

A statutory schedule based on the period the student was in attendance is used to determine the amount of SFA Program funds a student has earned when he or she ceases attendance. Up through the 60-percent point in each payment period or period of enrollment, a pro rata schedule is used to determine how much of the SFA Program funding the student has earned at the time of withdrawal. After the 60-percent point in the payment period or period of enrollment, a student has earned 100 percent of the SFA Program funds.

In general, the amendments require that if a recipient of SFA Program assistance withdraws from school during a payment period or period of enrollment in which the recipient began attendance, the school must calculate the amount of SFA Program assistance the student did not earn and return those funds.

The percentage earned is one of the following:

If the date of student withdrawal occurs on or before the student completed 60 percent of the payment period or period of enrollment, the percentage earned is equal to the percentage of the payment period or period of enrollment that was completed.

If the date of student withdrawal occurs after the student completed more than 60 percent of the payment period or period of enrollment, the percentage earned is 100 percent.

The percentage and amount not earned is the complement of the percentage of SFA Program assistance earned multiplied by the total amount of SFA assistance that was disbursed and that could have been disbursed to the student or on the student's behalf for the payment period or period of enrollment as of the day the student withdrew.

For credit-hour institutions, the percentage of the payment period or period of enrollment completed is the total number of calendar days in the payment period or period of enrollment for which the assistance is awarded divided into the number of calendar days completed in that period as of the day the student withdrew.

If the student receives less SFA Program assistance than the amount earned, the school must comply with the procedures for late disbursement specified by the department in regulations. If the student receives more SFA Program assistance than the amount earned, the school and/or the student must return the unearned funds as required and in the order specified.

The school must return the lesser of: 1) the amount of SFA Program funds that the student does not earn or 2) the amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned.

The student – or parent, if a Federal Direct PLUS Loan – must return or repay, as appropriate, the remaining unearned SFA Program grant and loan funds. However, a student is not required to return 50 percent of the grant assistance that he or she receives and is obligated to pay.

The student – or parent, if a Federal Direct PLUS Loan – must return the unearned funds for which he or she is responsible to the loan program in accordance with the terms of the loan and to grant programs as an overpayment. Grant overpayments are subject to repayment arrangements satisfactory to the school or overpayment collection procedures prescribed by the Secretary of the Department of Education. SFA Program funds for the payment period or period of enrollment for which a return of funds is required must be returned in the following order: 1) unsubsidized Federal Direct Stafford Loans, 2) subsidized Federal Direct Stafford Loans, 3) Federal Perkins Loans, 4) Federal Direct PLUS Loans, 5) Federal Pell Grants, 6) Federal SEOGs, and 7) other assistance under Title IV regulations.

## **Military Tuition Assistance and Veteran's Benefits**

### **How do I get started?**

- Establish an account on the GI Bill® Web Site: [www.vets.gov](http://www.vets.gov) (or 1-888-442-4551).
- Service members should contact their Educational Services Officer (ESO) or counselor prior to registration to confirm the availability of tuition assistance funds.
- Meet with an Elizabethtown College admissions representative to review degree programs, costs, and have your military training and prior college credits evaluated for transfer into a degree program. Some things to consider when choosing a degree program:
  - What are your educational goals?
  - How much of your educational benefits have you used already and how much will you need to reach your academic goals?
  - How much will you need for living expenses?
- Visit [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov) to complete the Free Application for Federal Student Aid.
- You may want to visit this resource, [www.gibill.va.gov](http://www.gibill.va.gov), a joint self-service web portal; a central location for Veterans, Service Members, and their families to research, find, access, and, in time, manage their benefits and personal information.

### **Who is the certifying official at Elizabethtown College's School of Continuing and Professional Studies?**

*Katharine Daniels*

*Associate Registrar-SCPS and VA School Certifying Official*

*Email: [danielsk@etown.edu](mailto:danielsk@etown.edu)*

*Phone: (717) 361-3735*

### **How do I order my military transcripts?**

Students who were formerly able to access and request a transcript through the AARTS or SMARTS web sites must now use the Joint Services Transcript (JST) website. The Joint Services Transcript (JST) is a function of the Department of Defense and is not associated with the Department of Veterans Affairs

Air Force: CCAF transcripts

### **How does Elizabethtown College evaluate military credits?**

Elizabethtown College will evaluate credits from military transcripts for transfer into degree programs as long as the military education and experience received a credit recommendation from the American Council on Education. The School of Continuing and Professional Studies will consider the transfer of credit for military education and experience upon receipt of notarized appropriate documentation such as DD Form 295 (Application for the Evaluation of Education Experience During Military Service) and/or Form DD-214 (Service Separation Certificate).

## **What academic support resources and services are available?**

### **Academic Support Resources**

The Elizabethtown College School of Continuing & Professional Studies encourages all enrolled learners to take advantage of its support services, such as advising services, tutoring services, and resources for college success. SCPS has faculty-recommended learners and alumni to provide tutoring services in writing, math, and accounting, and an online 24/7 tutoring program through Smarthinking. For more information, please contact your academic advisor.

### **Disability Services**

The Elizabethtown College School of Continuing & Professional Studies is committed to providing equal access to all of its courses, programs and services for qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

The Office of Disability Services requires documentation from the treating health care provider about a student's condition in order to establish the presence of a disability, gain an understanding of how the disability affects the student's ability to function in a college setting, and make informed decisions about reasonable accommodations and adjustments. The Director of Disability Services reviews all requests for academic adjustments and accommodations.

For further clarification about policies for students with disabilities, please contact your academic advisor or Lynne Davies, Director of Disability Services, at (717) 361-1227.

For more information, please visit [www.etc.edu/offices/disability](http://www.etc.edu/offices/disability).

### **Course Registration Scheduling Preference**

According to Act 46 of 2014, public institutions are required to provide scheduling preference for veteran students. Even though we are a private institution, we are opting to establish a similar protocol and allow veterans to have scheduling preference. A veteran student does NOT need to be using Veterans Administration (VA) or Department of Defense (DoD) benefits to be eligible for scheduling preference. To be eligible, veterans must provide a copy of their discharge paperwork (DD214) or a Notice of Basic Eligibility (NOBE) to the School's VA Certifying Official. Course scheduling for approved veteran students will start one (1) week prior to registration opening for all other students.

### **What if a Reservist is Called to Active Duty?**

While the Veterans Administration and the American Council on Education have not mandated policies for colleges/universities whose students are called to active duty, the American Council on Education has provided guidelines for these situations:

- 100% tuition refund through the 3rd week of the session.
- No notations made on the permanent record card.
- After the 3rd week, grades of "I" (incompletes) or "W" (withdrawals) are given – based upon the students' preferences.
- Tuition refund is given for only courses with grades of "W."

- If the withdrawal is during the last two full weeks of the session, full course credit is to be awarded and grades earned by the time of activation shall be posted.
- A copy of the activation paper is filed in the SCO's file and the Advising folder.

### **Where can I find Financial Resources?**

Financial Resources for all enrolled students can be found on the Business Office Website.

- The College Scorecard
- The College Navigator
- Theft/File and Accident Insurance
- Paying for College
- Military Tuition Assistance

If you need more information, please contact a member of our Financial Aid Office (717-361-1404) or the Business Office (717-361-1417).

### **What other resources are available to veterans?**

#### **What college scholarship opportunities are available for military personnel, veterans, and/or their families?**

<http://www.collegescholarships.org/scholarships/veterans.htm>

<http://www.finaid.org/military/veterans.phtml>

<https://www.pheaa.org/funding-opportunities/aid-for-military-national-guard/index.shtml>

### **What resources are available to assist veterans who are transitioning careers?**

U.S. Department of Veterans Affairs – Links and Resources

PA Department of Labor & Industry – Services for Veterans

USA Jobs Veterans Resources – <https://www.usajobs.gov/Veterans/> and [www.fedshirevets.gov](http://www.fedshirevets.gov)

Criminal Justice & Veterans – a guidebook of education & career resources

### **What resources are available in my community?**

Military OneSource: a comprehensive resource provided by the Department of Defense (DoD) to give information on many aspects of military life to active duty, Guard and Reserve service members, and their families.

United Way of Lancaster County : provides resources in Lancaster, Berks and the Lehigh Valley.

United Way of York County

United Way of the Capital Region: provides resources in Cumberland, Dauphin and Perry County



Hotline for Women Veterans: A U.S. Department of Veterans Affairs resource for women veterans - 1-855-VA-WOMEN; form more information about the hotline and links to other resources, read the VA's press release.

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

## **Degrees, Majors, and Minors**

### **Degrees Offered**

Elizabethtown College School of Continuing and Professional Studies grants the following residence degrees: Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Professional Studies, Bachelor of Science, Master of Business Administration, Master of Education, and Master of Science.

#### **Associate Degree Majors**

- Accounting (A.S.)
- Business Administration (A.S.)
- Corporate Communication (A.A.)
- Criminal Justice (A.S.)
- Health Care Administration (A.S.)
- Human Services (A.S.)
- Information Systems (A.S.)

#### **Bachelor Degree Majors**

- Accounting (B.S.)
- Business Administration (B.S.)
- Corporate Communication (B.A.)
- Criminal Justice (B.S.)
- Health Care Administration (B.S.)
- Human Services
- Human Services – Behavioral and Addictions Counseling (B.S.)
- Information Systems (B.S.)

#### **Graduate Degrees**

- Master of Business Administration (M.B.A.)
- Master of Education in Special Education with Teacher Certification (M.Ed.)
- Master of Education in Curriculum and Instructions in Peace Education (M.Ed.)
- Strategic Leadership (M.S.)

### **Associate Degrees**

#### **Accounting (A.S.)**

Accounting is more than crunching numbers. This in-demand field is full of skilled financial problem-solvers who aid companies of all shapes and sizes with important business decisions. Accounting professionals are critical thinkers who can help drive the direction of their organizations—and contribute to their fiscal health.

The accounting program curriculum at Elizabethtown College's School of Continuing and Professional Studies curriculum provides a solid foundation in accounting and business principles and emphasizes analytical thinking, leadership, and strategic planning skills. Our program also offers an international perspective; you will leave E-town prepared for today's global economic environment.

**Student Learning Outcomes:**

*Students will be able to*

- Apply Generally Accepted Accounting Principles (GAAP) in financial reporting.
- Utilize financial reports to draw conclusions about organizational finances.
- Identify methods of technology utilization for ease of financial reporting.
- Demonstrate skills to work with others toward organizational goals.
- Recognize ethical standards needed for business activities.

**Course Requirements:**

- AC 1050 - Principles of Accounting I
- AC 1060 - Principles of Accounting II
- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- AC 3050 - Cost Accounting
- AC 3400 - Accounting Information Systems
- BA 2650 - Principles of Management
- BA 3100 - Business Ethics
- BA 3250 - Business Finance
- BA 3310 - Business Law
- EC 1000 - Global Macroeconomics: Principles and Issues
- EC 1020 - Principles of Microeconomics
- MA 1510 - Probability and Statistics

**Choose one elective (3 credits):**

- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3060 - Strategic Cost Management
- AC 3080 - Accounting for Nonprofit Organizations

**Business Administration (A.S.)**

Business degrees are among the most versatile degrees in higher education. The Business Administration program at the Elizabethtown College School of Continuing and Professional Studies was designed for busy adults like you, whether you are looking to start your own business, enter the workforce, change careers or move up the ladder.

Our most popular program, the Business Administration curriculum aims to prepare you for increasingly responsible leadership roles in the contemporary business community, one which is characterized by global reach, diversity and technology.

**Student Learning Outcomes:**

*Students will be able to*

- Apply broad business theories.
- Use critical analytical skills in today's business environment.
- Promote diversity in the workplace and community.
- Assess how ethics relates to business.

- Outline the impact of globalization on business.
- Identify the impact of the changing nature of technology on operations and ethics.

**Course Requirements:**

- AC 1070 - Business Financial Accounting
- BA 1550 - Managerial Communication
- BA 2150 - Principles of Marketing
- BA 2650 - Principles of Management
- BA 3100 - Business Ethics
- BA 3310 - Business Law
- EC 1000 - Global Macroeconomics: Principles and Issues
- MA 1510 - Probability and Statistics

**Choose one course (3 credits):**

- AC 1080 - Managerial Accounting
- BA 2480 - Quantitative Techniques for Business
- BA 3250 - Business Finance
- EC 1020 - Principles of Microeconomics

**Choose one elective (3 credits):**

- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3050 - Cost Accounting
- AC 3060 - Strategic Cost Management
- AC 3080 - Accounting for Nonprofit Organizations
- AC 4050 - Auditing
- BA 3120 - Advertising Management
- BA 3140 - Sales and Sales Management
- BA 3150 - Internet Marketing
- BA 3190 - Consumer Behavior
- BA 3600 - Leadership
- BA 3640 - Building on Diversity in Business
- BA 3690 - Organizational Behavior
- BA 3800 - Entrepreneurship
- BA 4160 - Marketing Management
- BA 4250 - Problems in Financial Management
- BA 4600 - International Business
- BA 4660 - Operations Management
- BA 4670 - Human Resource Management
- BA 4680 - Industrial and Labor Relations

- BA 4690 - Strategic Planning and Implementation
- COM 1650 - Introduction to Web Design
- COM 3330 - Organizational Communication
- COM 3580 - Integrated Marketing Communication
- COM 3600 - Communication Planning
- COM 3620 - Visual Communication
- COM 3640 - Small Group and Team Communication
- CS 3100 - Introduction to e-Commerce

## **Corporate Communication (A.A.)**

It's never been a more exciting time for a career in communications. We have more ways to reach an audience than ever before, and with this vast landscape comes the need for strong communicators—creative professionals who can get their organization's message heard loud and clear.

As a communicator, you will use your skills and creativity to influence others, shape public opinion, and interact with the public. You'll work in various mediums and collaborate with others to craft messages, establish and maintain brand identity, engage with your audience, and reach business goals.

With an associate degree in Corporate Communication from the Elizabethtown College School of Continuing and Professional Studies, you will send the message that you are well-positioned and ready to make your statement in today's rapidly changing, globally focused communications world.

### **Student Learning Outcomes:**

*Students will be able to*

- Describe communication theory in different settings and cultures.
- Demonstrate principles of effective communication in interpersonal, organizational, and public contexts.
- Apply principles of effective communication to verbal and written communication.
- Appraise the impact of globalization on communication.
- Analyze human communication, issues affecting it, and decision-making processes associated with it.
- Evaluate written and oral communication messages.

### **Course Requirements:**

- COM 1200 - Introduction to Mass Communication
- COM 1500 - Introduction to Interpersonal Communication
- COM 2100 - Public Performance and Presentation

### **Choose one course (3 credits):**

- COM 2510 - International Communications
- COM 2520 - Multicultural Communication

### **Choose four electives (12 credits):**

- BA 1550 - Managerial Communication
- BA 2150 - Principles of Marketing
- COM 1650 - Introduction to Web Design

- COM 2480 - Communication Law and Ethics
- COM 3040 - Persuasion
- COM 3110 - Reporting and Newswriting for the Media
- COM 3330 - Organizational Communication
- COM 3510 - Public Relations
- COM 3580 - Integrated Marketing Communication
- COM 3600 - Communication Planning
- COM 3620 - Visual Communication

## **Criminal Justice (A.S.)**

Today's communities—from large cities to small towns—are facing a variety of complex challenges. We have a greater need for people like you—people who are willing to serve and protect.

The associate degree in criminal justice offered by the School of Continuing and Professional Studies at Elizabethtown College was designed for people who desire to make a career out of making a difference. This degree can serve as a stepping stone to the police academy, or it can be an entry point into a career in various areas of law enforcement, security, and protection.

The field of criminal justice is very rewarding—and it's a career that emulates E-towns motto, "Educate for Service."

### **Student Learning Outcomes:**

*Students will be able to*

- Examine theory and research within the criminal justice field.
- Discuss how the criminal justice system changed over time.
- Discuss criminal law in real-life case studies.
- Discuss specific roles and functions within the criminal justice system.
- Analyze ethical decision-making in criminal justice.
- Describe the various components of the American criminal justice system.
- Identify processes and issues within adult corrections.
- Identify processes and issues within the juvenile justice system.

### **Course Requirements:**

- CJ 1150 - Criminology
- CJ 1170 - Introduction to the American Criminal Justice System
- CJ 2420 - Modern Corrections
- CJ 3100 - Ethical Issues in Criminal Justice
- CJ 3300 - Methods of Criminal Justice Research

### **Choose three electives (9 credits):**

- CJ 2100 - Police Organization and Management
- CJ 2200 - Court Administration and Management
- CJ 2700 - Criminal Investigation
- CJ 3500 - Substance Use and Abuse
- CJ 4000 - Criminal Law and Procedure

- CJ 4110 - Constitutional Law
- CJ 4300 - White Collar Crime
- IDC 3150 - Victimology
- PS 3610 - Public Administration
- SO 2200 - Race and Ethnic Relations

## **Health Care Administration (A.S.)**

Healthcare careers are in-demand, and the projected growth continues to trend upward beyond other occupational fields. Regional facilities—rehab centers, urgent care locations, outpatient centers—are constantly expanding or opening to meet the demands. These health care facilities need skilled professionals to lead and manage operations.

As a health care administrator, you'll handle intricate details of patient care from the inside out. You'll work with office and medical staff alike to effectively and efficiently run a health care facility or organization. Whether you want to work in a health care facility, a medical supply company, or at an insurance provider, you must be able to adapt to changes in health care laws, regulations, and ever-evolving technology.

An associate degree in Health Care Administration from the Elizabethtown College School of Continuing and Professional Studies will provide you with the knowledge and practical skills to excel in various health care administration careers.

### **Student Learning Outcomes:**

*Students will be able to*

- Analyze the roles and functions of health care administration.
- Utilize the theory and skills of health care management and leadership in health care.
- Discuss how health care industry regulations and laws relate to professional practice.
- Evaluate how to make decisions in an ethical, legal and socially-[HA1] responsible manner.
- Utilize critical thinking within the health care setting.
- Examine how technology can be used to inform decision making that supports quality health care.

### **Course Requirements:**

- EC 1000 - Global Macroeconomics: Principles and Issues
- HCA 1620 - Health Care Policy
- HCA 2150 - Health Care Marketing and Consumer Issues
- HCA 2650 - Health Care Management
- HCA 2680 - Information Systems in Health Care Management
- HCA 3100 - Health Care Ethics
- HCA 3250 - Health Care Billing, Budgeting and Finance
- HCA 4700 - Quality Management in Health Care

### **Choose two electives (6 credits):**

- HCA 3310 - Health Care Law
- HCA 3400 - Contemporary Issues in Health Care
- HCA 3800 - Health Care Insurance Policy and Management
- HCA 4500 - Long-Term Care Administration
- HCA 4650 - Human Resources in Health Care

## **Human Services (A.S.)**

More than ever before, people of all ages and backgrounds are facing mounting challenges, from health and well-being to family stresses and financial burdens. This means there's a growing demand for compassionate, community-minded professionals to help others improve their everyday lives.

An associate degree in human services from the School of Continuing and Professional Studies will allow you to start or grow in your career of helping others. Here, you will gain an understanding of the underlying issues that influence individuals—and society as a whole. You will leave with the knowledge and skills needed to administer or manage services for others or to advocate on their behalf.

### **Student Learning Outcomes:**

*Students will be able to*

- Describe a personal philosophy of human services and/or addictions counseling in the workplace.
- Apply theory, practical skills, and an interdisciplinary approach to human services to the work environment.
- Use interpersonal and group communication skills.
- Apply critical thinking skills and problem-solving strategies to human services activities.
- Use counseling skills.
- Make decisions that incorporate ethics and social responsibility.
- Demonstrate professionalism in the field.

### **Course Requirements:**

- HS 1080 - Introduction to Human Services
- HS 1620 - Social Welfare Programs and Policy
- HS 2350 - Counseling Techniques and Skills
- HS 3100 - Ethical Issues in Human Services
- PSY 1050 - General Psychology
- PSY 2250 - Developmental Psychology
- SO 1010 - Discovering Society

### **Choose three electives (9 credits):**

- BA 2650 - Principles of Management
- CJ 1150 - Criminology
- CJ 1170 - Introduction to the American Criminal Justice System
- CJ 4200 - Psychology of Criminal Behavior
- COM 1500 - Introduction to Interpersonal Communication
- COM 2520 - Multicultural Communication
- HS 2200 - Wellness for All
- HS 2300 - Introduction to Substance-Related and Addictive Disorders
- HS 2800 - Group Counseling
- HS 3220 - Pharmacology and Substance Use Disorders
- HS 3300 - Research Methods in Human Services
- HS 3480 - Case Management and Documentation
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse



- HS 3660 - Counseling Theory and Practice
- HS 3800 - Recovery and Relapse Prevention
- HS 3900 - Mental Health and Crisis Intervention
- HS 4350 - Cognitive-Behavioral Therapy
- IDC 3150 - Victimology
- SO 3010 - Social Issues
- SO 3050 - Marriage and Family
- SSC 2600 - Equity and Justice in the Workplace

## **Information Systems (A.S.)**

Technology touches nearly everything we do, from downloading the latest banking app to checking our work email. The cars we drive, the appliances we use, the reservations we make all rely on data and a system of networks. Behind the scenes of each of these solutions, tools, and resources are information technology professionals.

Information technology is a constantly evolving, rapidly growing field. There's an increasing demand for skilled professionals to help businesses and organizations leverage—or better leverage—this technology.

You can prepare for success in this exciting field with an associate degree in information systems from Elizabethtown College's School of Continuing and Professional Studies. In this program, you will boost your problem-solving ability, gain an understanding of data collection and communication, hone your strategic planning skills, and learn how technology can expand an organization's global reach.

### **Course Requirements:**

- CS 1180 - Fundamentals of Computer Architecture
- CS 1190 - Database Design Systems
- CS 1210 - Computer Science I
- CS 1220 - Computer Science II
- CS 2050 - Visual Programming
- CS 3410 - Systems Analysis and Design
- CS 3420 - Computer Networks and Networking Systems
- MA 1510 - Probability and Statistics

### **Choose one elective (3 credits):**

- BA 2650 - Principles of Management
- CS 2000 - Information Systems Ethics
- CS 3100 - Introduction to e-Commerce

## **Bachelor Degrees**

### **Accounting (B.S.)**

Elizabethtown College's Bachelor of Science in Accounting offered through the School of Continuing and Professional Studies offers a comprehensive professional education for adults seeking increasingly responsible accounting positions in the contemporary business community, which is characterized by its global reach, diversity,

technological orientation, strategic planning, and complexity. The curriculum emphasizes development of technological skills and enhanced critical thinking as the student moves toward upper-level evaluative courses while maintaining a core of basic business courses. The course of study provides a firm foundation and meets the requirements for accounting and business law courses for Pennsylvania's education requirement for the CPA exam. Individualized guidance toward achieving the 150 credit total will be available from Admissions, Advising and Financial Aid staff.\* This broadened accounting curriculum is further enriched by a blending with the College's quality liberal arts core to produce graduates prepared to exercise effective professional leadership in a wide variety of contexts and organizations.

The Bachelor of Science in Accounting is accredited by the Middle States Association of Colleges and Secondary Schools. The School of Continuing and Professional Studies has not sought ACBSP accreditation.

\*NOTE: For information regarding requirements for work experience and overall credit hours (150 credit rule), see the website of the Pennsylvania Institute of Certified Public Accountants (PICPA) or the State Board of Accountancy.

### **Student Learning Outcomes:**

*Students will be able to*

- Apply Generally Accepted Accounting Principles (GAAP) in financial reporting and analysis.
- Utilize financial reports to draw meaningful conclusions regarding the financial operations of an organization.
- Identify methods of technology utilization within GAAP and other regulatory guidelines for decision making.
- Demonstrate skills to be a self-directed employee in a team environment focused on achieving organizational goals.
- Describe the identified need for high ethical standards when conducting business activities.

### **Course Requirements:**

- AC 1050 - Principles of Accounting I
- AC 1060 - Principles of Accounting II
- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3050 - Cost Accounting
- AC 3060 - Strategic Cost Management
- AC 3080 - Accounting for Nonprofit Organizations
- AC 3400 - Accounting Information Systems
- AC 4050 - Auditing
- BA 2480 - Quantitative Techniques for Business
- BA 2650 - Principles of Management
- BA 3100 - Business Ethics
- BA 3250 - Business Finance
- BA 3310 - Business Law
- BA 4250 - Problems in Financial Management
- BA 4950 - Corporate Strategy

- EC 1000 - Global Macroeconomics: Principles and Issues
- EC 1020 - Principles of Microeconomics
- MA 1510 - Probability and Statistics

**Note:**

Corporate Strategy should be one of the last courses a student takes. This course is the capstone course that integrates concepts, principles, practices, and applications from prior courses in order to analyze the interrelationships between business theory, problem-solving, and strategy formation.

## **Business Administration (B.S.)**

Elizabethtown College's Bachelor of Science in Business Administration offered through the School of Continuing and Professional Studies prepares adults for increasingly responsible leadership roles in the contemporary business community, which is characterized by its global reach, diversity, technological orientation, strategic planning, and complexity. Business community representatives constantly review the curriculum through which students master business and organizational principles. Students then apply these principles to specific cases and problems. Students graduate with a set of skills and competencies that position them to compete and to succeed in the rapidly changing business world of the 21st century. These skills and competencies are blended with the College's quality liberal arts core to produce graduates who are prepared to exercise effective business leadership in a wide variety of contexts and organizations.

The Bachelor of Science in Business Administration is accredited by the Middle States Association of Colleges and Secondary Schools. The School of Continuing and Professional Studies has not sought ACBSP accreditation.

Degree candidates must take at least 15 credits in the major from Elizabethtown. Nine of them must be 300-400 level courses in the business curriculum, with a minimum of six as major electives.

### **Student Learning Outcomes:**

*Students will be able to*

- Apply broad business theories to practical situations in business administration.
- Utilize critical analytical skills providing leadership in today's business environment.
- Formulate strategies for modern workplaces that promote diversity in the workplace and community.
- Assess how ethics can be applied to business solutions.
- Evaluate the impact of globalization in today's business world.
- Identify the impact of the changing nature of technology on business strategy, operations, human resources and ethics.

### **Course Requirements:**

- AC 1070 - Business Financial Accounting
- AC 1080 - Managerial Accounting
- BA 1550 - Managerial Communication
- BA 2150 - Principles of Marketing
- BA 2480 - Quantitative Techniques for Business
- BA 2650 - Principles of Management
- BA 3100 - Business Ethics
- BA 3250 - Business Finance
- BA 3310 - Business Law

- BA 4950 - Corporate Strategy
- EC 1000 - Global Macroeconomics: Principles and Issues
- EC 1020 - Principles of Microeconomics
- MA 1510 - Probability and Statistics

**Choose four electives (12 credits):**

- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3050 - Cost Accounting
- AC 3060 - Strategic Cost Management
- AC 3080 - Accounting for Nonprofit Organizations
- AC 4050 - Auditing
- BA 3120 - Advertising Management
- BA 3140 - Sales and Sales Management
- BA 3150 - Internet Marketing
- BA 3190 - Consumer Behavior
- BA 3600 - Leadership
- BA 3640 - Building on Diversity in Business
- BA 3690 - Organizational Behavior
- BA 3800 - Entrepreneurship
- BA 4160 - Marketing Management
- BA 4250 - Problems in Financial Management
- BA 4600 - International Business
- BA 4660 - Operations Management
- BA 4670 - Human Resource Management
- BA 4680 - Industrial and Labor Relations
- BA 4690 - Strategic Planning and Implementation
- COM 1650 - Introduction to Web Design
- COM 3330 - Organizational Communication
- COM 3580 - Integrated Marketing Communication
- COM 3600 - Communication Planning
- COM 3620 - Visual Communication
- COM 3640 - Small Group and Team Communication
- CS 3100 - Introduction to e-Commerce

**Concentrations**

If students choose to complete a concentration, it replaces the four courses (12 credits) otherwise satisfied by business major electives.

### Concentration in Accounting

**Student Learning Outcomes:**

*Students will be able to*

- Apply Generally Accepted Accounting Principles (GAAP)
- Interpret financial reports
- Use basic technology for accounting
- Demonstrate skills to be a team player
- Identify ethical standards in business

**Course Requirements:**

- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II

Choose two electives (6 credits):

- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3050 - Cost Accounting
- AC 3060 - Strategic Cost Management
- AC 3080 - Accounting for Nonprofit Organizations
- AC 4050 - Auditing

### Concentration in Communications

**Student Learning Outcomes:**

*Students will be able to*

- Examine strategies for organizational communication in a diverse, global economy.
- Apply communication strategies to various tasks and interperson
- Utilize strategies for effective small group and team communication.

**Course Requirements:**

- COM 3330 - Organizational Communication
- COM 3640 - Small Group and Team Communication

Choose two electives (6 credits):

- COM 1500 - Introduction to Interpersonal Communication
- COM 1650 - Introduction to Web Design
- COM 2100 - Public Performance and Presentation
- COM 2520 - Multicultural Communication
- COM 3040 - Persuasion
- COM 3600 - Communication Planning

## Concentration in Health Care Administration

### **Student Learning Outcomes:**

*Students will be able to*

- Identify the roles and functions of health care administration
- Outline the theory and skills of health care management and leadership in healthcare[HA1] .
- Identify the role quality management plays in health care.
- Examine two of the following in-depth related to health care: marketing, information systems, finance, or health insurance.

### Course Requirements:

- HCA 1620 - Health Care Policy
- HCA 2650 - Health Care Management
- HCA 4700 - Quality Management in Health Care

Choose one elective (3 credits):

- HCA 2680 - Information Systems in Health Care Management
- HCA 3250 - Health Care Billing, Budgeting and Finance
- HCA 3800 - Health Care Insurance Policy and Management
- HCA 4500 - Long-Term Care Administration
- HCA 4650 - Human Resources in Health Care

## Concentration in Human Resource Management

### **Student Learning Outcomes:**

*Students will be able to*

- Apply theories to practical situations in human resources.
- Utilize critical analytical skills providing leadership of human resources.
- Formulate human resource strategies that promote diversity in the workplace.
- Evaluate the impact of diversity in today's business world.
- Identify the impact of the changing nature of technology on human resources.

### Course Requirements:

- BA 3690 - Organizational Behavior
- BA 4670 - Human Resource Management
- BA 4680 - Industrial and Labor Relations

Choose one elective (3 credits):

- BA 3600 - Leadership
- COM 2520 - Multicultural Communication
- COM 3330 - Organizational Communication
- COM 3640 - Small Group and Team Communication

- HCA 4650 - Human Resources in Health Care
- SSC 2600 - Equity and Justice in the Workplace

### Concentration in Information Systems

#### Course Requirements:

- CS 1180 - Fundamentals of Computer Architecture
- CS 1190 - Database Design Systems
- CS 1210 - Computer Science I
- CS 2050 - Visual Programming

### Concentration in Management

#### **Student Learning Outcomes:**

*Students will be able to*

- Apply theories to practical situations in management.
- Utilize critical analytical skills providing leadership in today's business environment.
- Formulate management strategies that promote diversity in the workplace and community.
- Assess how ethics can be applied to management.
- Evaluate the impact of diversity in today's business world.
- Identify the impact of the changing nature of technology on management practices.

#### Choose four courses (12 credits):

- BA 3600 - Leadership
- BA 3640 - Building on Diversity in Business
- BA 3690 - Organizational Behavior
- BA 3800 - Entrepreneurship
- BA 4660 - Operations Management
- BA 4670 - Human Resource Management
- BA 4680 - Industrial and Labor Relations
- BA 4690 - Strategic Planning and Implementation

### Concentration in Marketing

#### **Student Learning Outcomes:**

*Students will be able to*

- Apply theories to practical situations in marketing.
- Utilize critical analytical skills in developing marketing strategies.
- Formulate strategies for addressing diversity in marketing.
- Assess how ethics can be applied to marketing.
- Evaluate the impact of globalization on marketing.
- Identify the impact of the changing nature of technology on marketing.

Choose four courses (12 credits):

- BA 3120 - Advertising Management
- BA 3140 - Sales and Sales Management
- BA 3150 - Internet Marketing
- BA 3190 - Consumer Behavior
- BA 4160 - Marketing Management
- COM 1650 - Introduction to Web Design
- COM 3020 - Social Media Marketing
- COM 3580 - Integrated Marketing Communication

**Note:**

Corporate Strategy should be one of the last courses a student takes. This course is the capstone course that integrates concepts, principles, practices, and applications from prior courses in order to analyze the interrelationships between business theory, problem-solving, and strategy formation.

### **Corporate Communication (B.A.)**

The undergraduate degree program in Corporate Communication at Elizabethtown College as offered by the School of Continuing and Professional Studies is a dynamic program for working professionals seeking to obtain a baccalaureate degree in an environment that provides both accelerated learning and flexibility. The curriculum reflects the communication needs of both regional employers and employees, with special emphasis placed on the enhancement of both written and oral communication skills.

The corporate communication curriculum blends the theory, design, management, and practice of communication into a comprehensive learning program. This program emphasizes interpersonal communication skills, such as writing and speaking, as the foundation for higher, more complex communication and business skills that prepare the students for responsibility and productivity in the rapidly changing global community. Graduates of this B.A. in corporate communication program find themselves prepared for entry into or enhancement of a multitude of communication-related careers.

The Bachelor of Arts in Corporate Communication is accredited by the Middle States Association of Colleges and Secondary Schools.

**Student Learning Outcomes:**

*Students will be able to*

- Describe communication theory and research in organizational and global marketplace settings.
- Apply principles and theories of effective communication in interpersonal, small group, organizational, public and mass media contexts.
- Construct verbal and written communication utilizing the principles of effective communication.
- Appraise the wide-ranging impact of globalization on communication on a personal, community, corporate, national and international basis.
- Analyze human and media communication, issues affecting it, and decision-making processes associated with it.
- Evaluate the effectiveness of written and verbal communication messages.



**Course Requirements:**

- COM 1200 - Introduction to Mass Communication
- COM 1500 - Introduction to Interpersonal Communication
- COM 2100 - Public Performance and Presentation
- COM 2510 - International Communications
- COM 2520 - Multicultural Communication
- COM 3110 - Reporting and Newswriting for the Media
- COM 3640 - Small Group and Team Communication
- COM 4850 - Communication Seminar

**Choose seven electives (21 credits):**

- BA 1550 - Managerial Communication
- BA 2150 - Principles of Marketing
- BA 3120 - Advertising Management
- COM 1650 - Introduction to Web Design
- COM 2480 - Communication Law and Ethics
- COM 3020 - Social Media Marketing
- COM 3040 - Persuasion
- COM 3330 - Organizational Communication
- COM 3510 - Public Relations
- COM 3580 - Integrated Marketing Communication
- COM 3600 - Communication Planning
- COM 3620 - Visual Communication
- COM 4120 - Advanced Public Relations

**Concentration in Human Resource Management**

**Student Learning Outcomes:**

*Students will be able to*

- Apply theories to practical situations in human resources.
- Utilize critical analytical skills providing leadership of human resources.
- Formulate strategies for modern workplaces that promote diversity in the workplace and community.
- Evaluate the impact of diversity in today's business world.
- Identify the impact of the changing nature of technology on human resources.

**Course Requirements:**

- BA 2650 - Principles of Management
- BA 3690 - Organizational Behavior
- BA 4670 - Human Resource Management

**Choose one elective (3 credits):**

- BA 4680 - Industrial and Labor Relations

- SSC 2600 - Equity and Justice in the Workplace

**Note:**

Communication Seminar should be one of the last courses a student takes. This course is the capstone, which is intended to provide an opportunity for an integration of course work, knowledge, skills, and experiential learning to enable the student to demonstrate a broad mastery of professional expectations in order to gain initial employability, further learning, and career advancement.

**Criminal Justice (B.S.)**

The undergraduate degree program in Criminal Justice at Elizabethtown College as offered by the School of Continuing and Professional Studies is a dynamic program geared toward working professionals seeking to obtain a baccalaureate degree in an environment that provides both accelerated learning and flexibility.

The criminal justice curriculum is composed of courses designed not only to provide broad-based knowledge of the criminal justice system, but also to stimulate a comprehensive understanding of the underlying issues that impact upon the application of the law and theory in today's complex society. The adult student will comprehend the interrelationship of issues and the manner in which the various parts of the criminal justice system function to administer justice in modern society. Learning objectives are designed to ensure that adult students can critically examine criminal justice policy and demonstrate effective communication skills related to policy implementation and problem solving. The program prepares graduates for a multitude of career opportunities in criminal justice, or further study at the graduate level.

**Criminal Justice Career Opportunities:**

- Law enforcement officer at the federal, state, or local level
- Correction's officer
- Adult/juvenile probation officer
- Counselor in juvenile institution (treatment specialist)
- Private security
- Private investigator
- Policy analyst (legislation, funding, etc.)

The Bachelor of Science in Criminal Justice is accredited by the Middle States Association of Colleges and Secondary Schools.

**Student Learning Outcomes:**

*Students will be able to*

- Synthesize theory and research within the criminal justice field.
- Discuss the historical development of the criminal justice system.
- Apply criminal law to real-life case studies.
- Analyze the roles and functions within the criminal justice system.
- Demonstrate a respect of diversity in criminal justice as it pertains to race, ethnicity, age and socioeconomic status.
- Analyze the ethical decision-making process inherent in the field of criminal justice.
- Present a comprehensive system of analysis of the primary components of the criminal justice system.
- Articulate the chronology of processes that are the responsibility of various criminal justice agencies.

**Course Requirements:**

- CJ 1150 - Criminology
- CJ 1170 - Introduction to the American Criminal Justice System
- CJ 2100 - Police Organization and Management
- CJ 2200 - Court Administration and Management
- CJ 2420 - Modern Corrections
- CJ 2520 - Juvenile Law and Justice
- CJ 3100 - Ethical Issues in Criminal Justice
- CJ 3300 - Methods of Criminal Justice Research
- CJ 3500 - Substance Use and Abuse
- CJ 4000 - Criminal Law and Procedure
- CJ 4110 - Constitutional Law
- CJ 4300 - White Collar Crime
- CJ 4900 - Criminal Justice Seminar

**Choose four (12 credits) Electives:**

- CJ 2700 - Criminal Investigation
- CJ 2900 - Introduction to Forensics
- CJ 3400 - Community-Based Treatments
- CJ 3600 - Organized Crime
- CJ 4200 - Psychology of Criminal Behavior
- PS 3610 - Public Administration
- SO 2200 - Race and Ethnic Relations

**Note:**

Criminal Justice Seminar should be one of the last courses a student takes. This course is the capstone course and intended to provide the student with the chance to utilize those skills and ideas obtained during the completion of their required Criminal Justice classes.

**Health Care Administration (B.S.)**

The Health Care Administration program at Elizabethtown College's School of Continuing and Professional Studies is a dynamic program for working professionals seeking to obtain a baccalaureate degree in an environment that provides both accelerated learning and flexibility. The Health Care Administration curriculum blends the theory, design, management, and practice of health care into a comprehensive learning program. This program emphasizes ethics, fiscal responsibility, technological solutions, critical thinking and communication skills in the health care environment.

Health care managers/administrators work closely with medical staff to effectively and efficiently run health care organizations. A health care administrator might run an entire health care facility or specialize in managing a particular clinical unit or department. Those working in or planning to enter this industry must be aware of and able to adapt to changes in health care laws, regulations and technology.

The Bachelor of Science in Health Care Administration is accredited by the Middle States Association of Colleges and Secondary Schools.

**Student Learning Outcomes:**

*Students will be able to*

- Analyze the roles and functions of health care administration, including management of human and technological resources.
- Utilize the theory and skills of health care management and leadership throughout the health care environment.
- Apply health care industry regulations and laws to professional practice.
- Make decisions in an ethical, legal and socially-responsible manner.
- Develop critical thinking skills to address problems within health care management.
- Examine how technology can be used to inform decision making that supports quality health care.

**Course Requirements:**

- EC 1000 - Global Macroeconomics: Principles and Issues
- HCA 1620 - Health Care Policy
- HCA 2150 - Health Care Marketing and Consumer Issues
- HCA 2650 - Health Care Management
- HCA 2680 - Information Systems in Health Care Management
- HCA 3100 - Health Care Ethics
- HCA 3250 - Health Care Billing, Budgeting and Finance
- HCA 3310 - Health Care Law
- HCA 3400 - Contemporary Issues in Health Care
- HCA 3800 - Health Care Insurance Policy and Management
- HCA 4500 - Long-Term Care Administration
- HCA 4650 - Human Resources in Health Care
- HCA 4700 - Quality Management in Health Care
- HCA 4900 - Strategy of Health Care Organizations

**Choose three electives (9 credits):**

- HCA 3600 - Issues in Women's Health Care
- HCA 3610 - Managerial Epidemiology
- HCA 3620 - Nutrition in Health Care
- HCA 3630 - World Health Care Systems

**Note:**

Strategy of Health Care Organizations should be one of the last courses a student takes. This course is the capstone course and intended to provide the student with the chance to utilize those skills and ideas obtained during the completion of their required Health Care Administration classes.

## **Human Services (B.S.)**

Elizabethtown College's Bachelor of Science degree in Human Services, offered through the School of Continuing and Professional Studies, seeks to provide a broad-based knowledge of the human services field, as well as to stimulate a comprehensive understanding of the underlying issues that influence the application of theory and practice in today's society. The adult student will study the inter-relationship of issues and the manner in which the various components of the human services function in order to administer services in today's ever-changing communities. Coursework provides learning outcomes designed to ensure that adult students can critically examine human services strategies and demonstrate effective communication skills related to implementation and problem solving.

According to the Bureau of Labor Statistics Occupational Outlook Handbook, employment in the human services field is projected to grow faster than in most other fields over the next 10 years. The long term outlook for job opportunities is excellent, particularly for degree level applicants. Career opportunities in human services include: case managers, addictions counselors, community outreach workers, mental health assistants, gerontology assistants, welfare reform advocates, and administrators and managers, among others. For the individual already working in the field, the program offers the opportunity to enhance existing skills and provide a vehicle for advancement. Students graduate with a set of skills and competencies that position them to compete and to succeed in the rapidly changing professional world.

### **Student Learning Outcomes:**

*Students will be able to*

- Implement a personal philosophy of human services in the workplace.
- Apply theory, practical skills, and an interdisciplinary approach to human services to the work environment and community-at-large.
- Apply interpersonal and group communication skills.
- Apply critical thinking skills and problem-solving strategies to the profession of human services.
- Apply counseling skills.
- Make decisions in an ethical and socially responsible manner.
- Demonstrate leadership and professionalism in the field.

### **Course Requirements:**

- HS 1080 - Introduction to Human Services
- HS 1620 - Social Welfare Programs and Policy
- HS 2350 - Counseling Techniques and Skills
- HS 3100 - Ethical Issues in Human Services
- HS 3300 - Research Methods in Human Services
- HS 3480 - Case Management and Documentation
- HS 3660 - Counseling Theory and Practice
- HS 3900 - Mental Health and Crisis Intervention
- HS 4120 - Human Services Delivery
- HS 4900 - Human Services Seminar
- PSY 1050 - General Psychology
- PSY 2080 - Health Psychology
- PSY 2250 - Developmental Psychology
- SO 1010 - Discovering Society
- SO 2200 - Race and Ethnic Relations

**Choose three electives (9 credits):**

- BA 2650 - Principles of Management
- CJ 1150 - Criminology
- CJ 1170 - Introduction to the American Criminal Justice System
- CJ 3400 - Community-Based Treatments
- CJ 4200 - Psychology of Criminal Behavior
- COM 1500 - Introduction to Interpersonal Communication
- COM 2520 - Multicultural Communication
- HS 2200 - Wellness for All
- HS 2300 - Introduction to Substance-Related and Addictive Disorders
- HS 2800 - Group Counseling
- HS 3220 - Pharmacology and Substance Use Disorders
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse
- HS 4350 - Cognitive-Behavioral Therapy
- IDC 3150 - Victimology
- PSY 3220 - Abnormal Psychology
- SO 3010 - Social Issues
- SO 3050 - Marriage and Family
- SSC 2600 - Equity and Justice in the Workplace

**Note:**

Human Services Seminar should be one of the last courses a student takes. This capstone course encapsulates a comprehensive understanding of the human services. Integration of previously learned theories, concepts, skills and practices will be implemented.

**Human Services - Behavioral and Addictions Counseling (B.S.)**

The Bachelor of Science degree in Human Services – Behavioral and Addictions Counseling is designed to provide a strong foundation and knowledge-base in human services content, as well as providing specialized content in the area of addictions and behavior disorders. Behavioral and Addictions Counseling courses have been strategically selected so that students obtain the educational requirements necessary to sit for the Certified Drug and Alcohol Addiction Counselor exam.

The Department of Labor reports that careers involving substance abuse and behavior disorder counseling will increase by 27 percent by 2020. This spike is due in part to more people seeking help for addictions and behaviors and by offenders being sentenced to treatment rather than jail time. A proactive professional also can help decrease substance abuse; health educators, those who educate people of all ages about healthy habits and behaviors, are also set to grow much faster than the average.

**Student Learning Outcomes:**

*Students will be able to*

- Implement a personal philosophy of addictions counseling in the workplace.
- Apply theory, practical skills, and an interdisciplinary approach to human services to the work environment and community-at-large.
- Apply interpersonal and group communication skills.

- Apply critical thinking skills and problem-solving strategies to the profession of human services.
- Apply counseling skills.
- Make decisions in an ethical and socially responsible manner.
- Demonstrate leadership and professionalism in the field.

**Course Requirements:**

- HS 1080 - Introduction to Human Services
- HS 1620 - Social Welfare Programs and Policy
- HS 2300 - Introduction to Substance-Related and Addictive Disorders
- HS 2800 - Group Counseling
- HS 3100 - Ethical Issues in Human Services
- HS 3220 - Pharmacology and Substance Use Disorders
- HS 3300 - Research Methods in Human Services
- HS 3480 - Case Management and Documentation
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse
- HS 3660 - Counseling Theory and Practice
- HS 3800 - Recovery and Relapse Prevention
- HS 3900 - Mental Health and Crisis Intervention
- HS 4120 - Human Services Delivery
- HS 4350 - Cognitive-Behavioral Therapy
- HS 4480 - Advanced Assessment and Interventions
- HS 4900 - Human Services Seminar
- PSY 1050 - General Psychology
- PSY 2080 - Health Psychology
- PSY 2250 - Developmental Psychology
- SO 1010 - Discovering Society
- SO 2200 - Race and Ethnic Relations

**Note:**

Human Services Seminar should be one of the last courses a student takes. This capstone course encapsulates a comprehensive understanding of the human services. Integration of previously learned theories, concepts, skills and practices will be implemented.

**Information Systems (B.S.)**

Elizabethtown College's Bachelor of Science in Information Systems offered through the School of Continuing and Professional Studies prepares adults for increasingly responsible leadership roles in the information systems field, which is characterized by its growing global reach, diversity, technological sophistication, strategic planning, and complexity. Students explore and seek to understand the social and technological aspects related to the fact that information technology now affects nearly every aspect of professional and daily life. Program course work focuses on making use of information technology to satisfy organizational and managerial needs, and enables students to apply their knowledge of technology to enhance the operations and competitive functions of organizations. The College's quality liberal arts core blends with the strong curriculum to produce graduates who are prepared to exercise effective information technology leadership in the rapidly changing world of the 21st century.

The Bachelor of Science in Information Systems is accredited by the Middle States Association of Colleges and Secondary Schools.

**Student Learning Outcomes:**

*Students will be able to*

- Apply professional standards and ethics to IT solutions.
- Demonstrate critical thinking and problem-solving skills in IT solutions.
- Apply effective communication skills in development of IT solutions.
- Utilize teamwork to manage IT projects.
- Integrate historical and current knowledge into technology solutions.
- Manage IT applications and technologies from implementation through maintenance.

**Course Requirements:**

- BA 2650 - Principles of Management
- CS 1180 - Fundamentals of Computer Architecture
- CS 1190 - Database Design Systems
- CS 1210 - Computer Science I
- CS 1220 - Computer Science II
- CS 2000 - Information Systems Ethics
- CS 2050 - Visual Programming
- CS 3100 - Introduction to e-Commerce
- CS 3410 - Systems Analysis and Design
- CS 3420 - Computer Networks and Networking Systems
- CS 4090 - Data Mining, Data Warehousing, and Business Intelligence Concepts
- CS 4420 - Computer Network Security
- CS 4900 - Readings and Projects in Computer Science
- EC 1000 - Global Macroeconomics: Principles and Issues
- MA 1510 - Probability and Statistics

**Note:**

Readings and Projects in Computer Science should be one of the last courses a student takes. This course is a type of capstone course that integrates concepts, principles, practices, and applications from prior courses in a faculty-directed project.

**Academic Minors**

**Accounting Minor**

This minor cannot be combined with a Business Administration major.

**Student Learning Outcomes:**

*Students will be able to*

- Incorporate Generally Accepted Accounting Principles (GAAP) into organizational decision making.
- Interpret financial reports.
- Incorporate technology into accounting practices.



- Demonstrate skills to work with others toward organizational goals.
- Identify ethical standards for accounting.

**Course Requirements:**

- AC 1050 - Principles of Accounting I and
- AC 1060 - Principles of Accounting II  
or
- AC 1070 - Business Financial Accounting and
- AC 1080 - Managerial Accounting
  
- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II

**Choose four electives (12 credits):**

- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3050 - Cost Accounting
- AC 3060 - Strategic Cost Management
- AC 3080 - Accounting for Nonprofit Organizations
- AC 3400 - Accounting Information Systems
- AC 4050 - Auditing

**Behavioral and Addictions Counseling Minor**

**Student Learning Outcomes:**

*Students will be able to*

- Describe substance abuse philosophies.
- Discuss prevention, causes, and treatment of substance-related and addictive disorders.
- Use case management skills.
- Demonstrate counseling techniques in one-on-one and group settings to address substance-related and addictive disorders.
- Discuss ethical issues in human services.

**Course Requirements:**

- HS 2300 - Introduction to Substance-Related and Addictive Disorders
- HS 2350 - Counseling Techniques and Skills
- HS 2800 - Group Counseling
- HS 3100 - Ethical Issues in Human Services
- HS 3220 - Pharmacology and Substance Use Disorders
- HS 3480 - Case Management and Documentation
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse
- HS 3800 - Recovery and Relapse Prevention

- HS 4350 - Cognitive-Behavioral Therapy
- HS 4480 - Advanced Assessment and Interventions

## **Business Administration Minor**

### **Student Learning Outcomes:**

*Students will be able to*

- Identify business theories.
- Articulate importance of critical analytical skills in today's business environment.
- Support diversity in the workplace.
- Identify ethical issues in business.
- Identify the impact of globalization on business.
- Identify the impact of the changing nature of technology on business.

### **Course Requirements:**

- AC 1070 - Business Financial Accounting
- BA 2650 - Principles of Management
- BA 3310 - Business Law

### **Choose four electives (12 credits):**

- AC 1080 - Managerial Accounting
- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3050 - Cost Accounting
- AC 3060 - Strategic Cost Management
- AC 3080 - Accounting for Nonprofit Organizations
- AC 3400 - Accounting Information Systems
- AC 4050 - Auditing
- BA 1550 - Managerial Communication
- BA 2150 - Principles of Marketing
- BA 2480 - Quantitative Techniques for Business
- BA 3100 - Business Ethics
- BA 3120 - Advertising Management
- BA 3140 - Sales and Sales Management
  
- BA 3150 - Internet Marketing  
or
- CS 3100 - Introduction to e-Commerce
  
- BA 3190 - Consumer Behavior
- BA 3250 - Business Finance

- BA 3600 - Leadership
- BA 3640 - Building on Diversity in Business
- BA 3690 - Organizational Behavior
- BA 3800 - Entrepreneurship
- BA 4160 - Marketing Management
- BA 4250 - Problems in Financial Management
- BA 4600 - International Business
- BA 4660 - Operations Management
- BA 4670 - Human Resource Management
- BA 4680 - Industrial and Labor Relations
- BA 4690 - Strategic Planning and Implementation
- COM 1650 - Introduction to Web Design
- COM 3330 - Organizational Communication
- COM 3580 - Integrated Marketing Communication
- COM 3600 - Communication Planning
- COM 3620 - Visual Communication
- COM 3640 - Small Group and Team Communication
- EC 1020 - Principles of Microeconomics

## **Communications Minor**

### **Student Learning Outcomes:**

*Students will be able to*

- Apply strategies for effective interpersonal communication in personal and professional settings.
- Demonstrate effective public speaking skills.
- Examine strategies for organizational communication.
- Employ strategies for effective small group and team communication and synergy.
- Develop an integrated marketing communication plan using research, strategies, communication channels, promotion, and evaluation.
- Examine the impact of diversity, social media, and the global economy on communication.

### **Course Requirements:**

- COM 1200 - Introduction to Mass Communication
- COM 1500 - Introduction to Interpersonal Communication
- COM 2100 - Public Performance and Presentation
- COM 2480 - Communication Law and Ethics
- COM 3330 - Organizational Communication

### **Choose one (3 credits):**

- COM 2510 - International Communications
- COM 2520 - Multicultural Communication

**Choose two (6 credits):**

- COM 1650 - Introduction to Web Design
- COM 3040 - Persuasion
- COM 3110 - Reporting and Newswriting for the Media
- COM 3510 - Public Relations
- COM 3580 - Integrated Marketing Communication
- COM 3600 - Communication Planning
- COM 3620 - Visual Communication
- COM 3640 - Small Group and Team Communication
- COM 4120 - Advanced Public Relations

**Criminal Justice Minor**

**Student Learning Outcomes:**

*Students will be able to*

- Examine theory and research within the criminal justice field.
- Discuss how the criminal justice system changed over time.
- Discuss criminal law in real-life case studies.
- Discuss specific roles and functions within the criminal justice system.
- Analyze ethical decision-making in criminal justice.
- Describe the various components of the American criminal justice system.

**Course Requirements:**

- CJ 1150 - Criminology
- CJ 1170 - Introduction to the American Criminal Justice System
- CJ 2420 - Modern Corrections
- CJ 3300 - Methods of Criminal Justice Research

**Course Requirements by major:**

Students not majoring in Human Services must take Ethical Issues in Criminal Justice toward the Criminal Justice minor. Human Services majors will complete Juvenile Law and Justice instead. Contact your Academic Advisor if you have questions.

- CJ 3100 - Ethical Issues in Criminal Justice
- CJ 2520 - Juvenile Law and Justice (Human Services majors only)

**Choose two electives (6 credits):**

- CJ 2100 - Police Organization and Management
- CJ 2200 - Court Administration and Management
- CJ 2520 - Juvenile Law and Justice
- CJ 2700 - Criminal Investigation
- CJ 2900 - Introduction to Forensics
- CJ 3400 - Community-Based Treatments

- CJ 3500 - Substance Use and Abuse
- CJ 3600 - Organized Crime
- CJ 4000 - Criminal Law and Procedure
- CJ 4110 - Constitutional Law
- CJ 4200 - Psychology of Criminal Behavior
- CJ 4300 - White Collar Crime

## **Health Care Administration Minor**

### **Student Learning Outcomes:**

*Students will be able to*

- Discuss the roles and functions of health care administration.
- Explain the theory and skills of health care management and leadership in healthcare.
- Identify the role quality management plays in health care.
- Discuss how ethics and the law impact decision-making and practice.
- Examine two of the following in-depth related to health care: marketing, information systems, epidemiology, health insurance, or current issues.

### **Course Requirements:**

- HCA 1620 - Health Care Policy
- HCA 2650 - Health Care Management
- HCA 3100 - Health Care Ethics
- HCA 3250 - Health Care Billing, Budgeting and Finance
- HCA 3310 - Health Care Law
- HCA 4700 - Quality Management in Health Care

### **Choose two electives (6 credits):**

- HCA 2150 - Health Care Marketing and Consumer Issues
- HCA 2680 - Information Systems in Health Care Management
- HCA 3400 - Contemporary Issues in Health Care

## **Human Services Minor**

### **Student Learning Outcomes:**

*Students will be able to*

- Describe social welfare policy.
- Explain the role of human service workers.
- Use interpersonal and group communication skills.
- Use case management skills.
- Demonstrate counseling techniques in one-on-one and group settings.
- Discuss ethical issues in human services.

**Course Requirements:**

- HS 1080 - Introduction to Human Services
- HS 1620 - Social Welfare Programs and Policy
- HS 2350 - Counseling Techniques and Skills
- HS 2800 - Group Counseling
- HS 3100 - Ethical Issues in Human Services
- HS 3480 - Case Management and Documentation

**Choose one elective (3 credits):**

- BA 2650 - Principles of Management
- CJ 1150 - Criminology
- CJ 1170 - Introduction to the American Criminal Justice System
- CJ 4200 - Psychology of Criminal Behavior
- COM 1500 - Introduction to Interpersonal Communication
- COM 2520 - Multicultural Communication
- HS 3220 - Pharmacology and Substance Use Disorders
- HS 3300 - Research Methods in Human Services
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse
- HS 3660 - Counseling Theory and Practice
- HS 3800 - Recovery and Relapse Prevention
- HS 3900 - Mental Health and Crisis Intervention
- HS 4120 - Human Services Delivery
- HS 4350 - Cognitive-Behavioral Therapy
- HS 4480 - Advanced Assessment and Interventions
- PSY 1050 - General Psychology
- PSY 2080 - Health Psychology
- PSY 2250 - Developmental Psychology
- PSY 3220 - Abnormal Psychology
- SO 1010 - Discovering Society
- SO 2200 - Race and Ethnic Relations
- SO 3010 - Social Issues
- SO 3050 - Marriage and Family
- SSC 2600 - Equity and Justice in the Workplace

**Information Systems Minor**

**Course Requirements:**

- CS 1180 - Fundamentals of Computer Architecture
- CS 1190 - Database Design Systems
- CS 1210 - Computer Science I
- CS 1220 - Computer Science II
- CS 2000 - Information Systems Ethics
- CS 2050 - Visual Programming

**Choose two electives (6 credits):**

- CS 3100 - Introduction to e-Commerce
- CS 3410 - Systems Analysis and Design
- CS 3420 - Computer Networks and Networking Systems
- CS 4090 - Data Mining, Data Warehousing, and Business Intelligence Concepts

**EXCEL Program**

**Bachelor of Professional Studies (B.P.S.)**

EXCEL is a non-traditional, degree-completion program administered through Elizabethtown College's School of Continuing and Professional Studies. Provided as an alternative to the 5-week accelerated bachelor's degree program, EXCEL is designed specifically for adults who have significant work-related experience in the field in which they plan to finish their degree, at least 50 college credits completed, a clear sense of career goals, and strong academic ability.

EXCEL is a highly individualized program that provides the flexibility that many adults desire in order to accelerate degree completion. Applications are reviewed year-round. In addition to supplying college transcripts, references, and a written goal statement, applicants must come to campus for a pre-admission interview and fill out an online application.

A Bachelor of Professional Studies (BPS) can be earned through the EXCEL program. The BPS is offered with majors in:

- Business Administration
- Corporate Communication
- Criminal Justice
- Health Care Administration
- Human Services
- Human Services - Behavioral & Addictions Counseling
- Information Systems

**Degree Requirements:**

This program employs the assessment of experiential learning as a significant element in fulfilling degree requirements of 125 credits for a Bachelor's degree. CLEP (College Level Examination Program) examinations, independent study, and traditional college courses are used to fulfill course requirements. In addition, a Course Equivalency Proposal (CEP) argues and documents that the learner has already achieved the learning outcomes of a specific Elizabethtown College course and can be used to satisfy credit for a course. Students are required to take a one-credit EXCEL Essentials course to review various components of the EXCEL program.

For more information, please contact Julie Walton at 717-361-3588 or [waltonja@etown.edu](mailto:waltonja@etown.edu).

## **Joint Degree**

### **Master of Divinity/B.A or B.S. with Lancaster Theological Seminary**

Elizabethtown College's School of Continuing and Professional Studies (SCPS) has partnered with Lancaster Theological Seminary (LTS) to offer students an exciting bachelor's-to-master's accelerated-admission opportunity. Interested students begin their journey at Elizabethtown College, completing an accelerated bachelor's degree prior to beginning their coursework in the Master of Divinity (MDiv) program at Lancaster Theological Seminary.

Both Elizabethtown College SCPS and Lancaster Theological Seminary have extensive experience providing quality education to adult learners. We understand your unique needs and challenges and have designed our programs to position you for academic, personal and professional growth and success.

#### **Course Requirements:**

Candidates in this degree program must successfully complete the following course requirements:

- HS 3100 - Ethical Issues in Human Services
- IDC 1050 - Introduction to Philosophy through Environmental Consciousness
- PSY 2250 - Developmental Psychology

#### **Choose one writing-intensive course (3 credits):**

- AL 1200 - Foundations in Accelerated Writing
- EN 2810 - Writing and Analyzing the Short Story
- IDC 2710 - Introduction to Globalization
- IDC 2770 - Poverty in the World of Plenty
- REL 2210 - Western Religions in a Global Context
- SO 2200 - Race and Ethnic Relations

## **Graduate Degrees**

### **Master of Business Administration (M.B.A.)**

The Master of Business Administration is designed to develop, enhance and refine core business knowledge in a variety of strategic areas required for professional success in any industry. Core content is focused on critical business aspects such as: integrated marketing communications, data analysis, accounting, economics, finance, global business, strategic decision making, and leadership. Special emphasis is placed on the quantitative and financial aspects of successfully leading organizations. Students in the program can broaden their knowledge-base through elective courses in areas such as: strategic human resources, organizational behavior, health administration, business ethics, and sustainability.



### **Degree Requirements:**

The Master of Business Administration degree program is 36 credits, with options of 39 or 42 credit degree programs to provide necessary foundational courses. Students can transfer up to six graduate-level credits, or two courses, toward the program.

Two foundational courses will be available to those students who do not have an undergraduate degree in business or accounting, or the necessary documentation to show competency. These courses will target what students need to know to succeed in the Elizabethtown College MBA program. Areas covered may include accounting, finance, statistical analysis, economics, marketing, management, and strategic planning.

Applied Business Leadership in Action should be one of the last courses a learner takes. This course is the capstone course that integrates concepts, principles, practices, and applications from prior courses.

### **Student Learning Outcomes:**

*Students will be able to*

- Apply academic business theory to practice.
- Combine leadership and management skills to address organizational issues.
- Integrate fiscal responsibility into planning and budgeting.
- Conduct forecasting through the use of management science and information technology tools.
- Develop strategic planning skills that incorporate critical thinking and problem solving.
- Implement decisions that incorporate ethics and social responsibility.
- Lead in the workplace by developing and using interpersonal competencies.

### **Course Requirements:**

Foundation Courses:

- MBA 501 - Foundations in Critical Business Analysis
- MBA 502 - Foundations in Financial Accounting and Finance

Required Courses:

- MBA 510 - Leadership in Business and Life: Bridging the Gap
- MBA 515 - Integrated Marketing Communications, Branding and Promotions
- MBA 520 - Data Analysis and Techniques for Informed Decision Making
- MBA 525 - Accounting For Strategic Decision Making and Control
- MBA 530 - Corporate Social Responsibility: Making a Bigger Impact on the World
- MBA 540 - Societal Economic Analysis
- MBA 550 - Information for Strategic Decision Making
- MBA 560 - Global Business Strategies
- MBA 580 - Corporate Finance for Business Leaders: Theory and Practice
- MBA 595 - Applied Business Leadership in Action

Choose two electives (6 credits):

- MBA 570 - Strategic Human Resource Management
- MBA 571 - Organizational Behavior

- MBA 573 - Business Ethics
- MBA 576 - Sustainability
- MOD 560 - Leading Individuals and Teams
- MOD 562 - Leading Innovation and Change through Cross-Sector Collaboration
- MOD 564 - Leading Conflict Resolution and Negotiation
- MSL 520 - Strategic Communication for Effective Leadership
- MSL 530 - Applying Research for Strategic Leadership
- MSL 540 - Ethical Dimensions of Leadership
- MSL 550 - Organizational Design and Development

## **Concentrations**

### **Health Care Administration Concentration**

MBA degree candidates with a declared Health Care Administration concentration will no longer be required to take MBA 510 - Leadership in Business and Life: Bridging the Gap and MBA 560 - Global Business Strategies. Concentration course requirements are listed below.

#### **Student Learning Outcomes:**

*Students will be able to*

- Manage people and processes in health care organizations
- Drive strategy and improvement in health care organizations
- Ensure required policies are applied to health care administration
- Apply principles of economics to manage finances in health care organizations.
- Develop insight into one of the following elective areas: managing information systems or human resources in health care organizations.

#### **Course Requirements:**

- MHA 510 - Leadership and Management in Health Care
- MHA 573 - Health Care Policy: Ethics, Compliance, and Legal Issues
- MHA 580 - Health Care Finance and Decision Making

#### **Choose one elective (3 credits):**

- MHA 550 - Health Informatics
- MHA 570 - Human Resource Administration in Health Care Organizations

### **Strategic Leadership Concentration**

MBA degree candidates with a declared Strategic Leadership concentration will no longer be required to take MBA 560 - Global Business Strategies. Concentration course requirements are listed below.

#### **Student Learning Outcomes:**

*Students will be able to*

- Develop a leadership philosophy.
- Recognize how diagnosis and solution generation are important to problem-solving.

- Navigate organizational change using leadership and management skills.
- Build teams to collaborate across sectors.
- Communicate strategically.

**Course Requirements:**

- MBA 510 - Leadership in Business and Life: Bridging the Gap
- MOD 560 - Leading Individuals and Teams
- MOD 562 - Leading Innovation and Change through Cross-Sector Collaboration
- MSL 570 - Design Thinking for Leaders

**Master of Education in Special Education with Teacher Certification (M.Ed.)**

Offered through the college's Department of Education in conjunction with SCPS, this master's program leads to teacher certification in special education.

**Student Learning Outcomes for Special Education:**

Students will be able to:

- Plan, design, and implement research-based instructional and assessment practices in special education.
- Develop and apply instructional methodologies, including the use of technology, appropriate for a special education classroom.
- Critically apply, adapt, and differentiate content knowledge and skills to facilitate inclusive student learning.
- Create, organize, and maintain an effective and safe classroom environment for all learners.
- Design and implement successful interventions responsive to the needs of all students.
- Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher in special education.
- Demonstrate an ongoing commitment to continued professional development and service to the discipline.

**Requirements of Acceptance:**

- Possess a baccalaureate degree with teacher certification.
- Out of state candidates must contact the Pennsylvania Department of Education (PDE) and attain PA Certification through reciprocity before program acceptance.
- Successfully complete undergraduate introductory courses in inclusive learning environments and inclusive education. Students deficient in these areas will be required to take MSE 512 (Learning Environment and Social Interaction in Inclusive Settings) and MSE 522 (Foundations of Inclusive Education) as part of their graduate program coursework.
- Successfully complete an undergraduate level course in probability and statistics.
- A 3.3 cumulative GPA or above.
- Letters of recommendation from two supervisors that (1) speak to the ability of the candidate to complete the program, fieldwork, and internship hours and (2) address the willingness of the candidate's school/district to accommodate these hours.
- Submit a writing sample that demonstrates higher-order thinking, writing, and communication skills.

**Application Deadlines:**

This program has rolling admissions. See the SCPS academic calendar for registration deadlines.

## Master of Education in Curriculum and Instruction in Peace Education (M.Ed.)

The Department of Education and the School of Continuing and Professional Studies offers a graduate program leading to a master's degree in curriculum and instruction in peace education.

This program is designed for candidates who are already certified educators (PK-12) seeking graduate study in curriculum and instruction with an emphasis upon peace education, including issues of social justice, student rights, conflict resolution, community capacity, culturally responsive methods, and student/teacher advocacy.

This degree affords students the advantages of a unique and practical curricular focus in curriculum and instruction supported by a constructivist course sequence which promotes individualized assessments, real application to current classroom practice, and applied research relevant to grade bands across the PK-12 continuum.

To achieve maximum flexibility in teaching and learning, promote the connection of theory into practice, and offer timely access to the department's teacher-scholars, the program is delivered through accelerated blended learning modules which combine synchronous and asynchronous on-line opportunities.

### Student Learning Outcomes:

*Students will be able to*

- Demonstrate knowledge of curriculum mapping, theory, models, and pedagogical approaches using peace education techniques.
- Apply these models, theories, and pedagogical approaches in their own practice, across sociocultural contexts, and in diverse learning environments.
- Exhibit understanding of educational policy, law, and structures of governance which influence classroom and school climates, formal curriculum, and instructional models.
- Display commitment and leadership for building learning communities through collaborative strategies and among key stakeholders, including students, parents, educators, and staff.
- Use and apply formal and informal assessment strategies to promote and evaluate the continual intellectual, social-emotional, and personal development of all learners.
- Use and apply instructional technologies to promote and evaluate the continual intellectual, social-emotional, and personal development of all learners.
- Design and conduct research that explores peace education strategies related to classroom, community, or comparative issues.

### Degree Requirements:

- Baccalaureate Degree from accredited institution.
- Current Teaching Certification (PA or other).
- 3.0 cumulative GPA or above.
- Statistics or equivalent course.
- Provide three letters of recommendation in support of your academic and professional abilities for success in program.
- Submit a writing sample which demonstrates higher-order thinking, writing, and communication skills.
- In addition to these required elements, candidates may elect to submit GRE or MAT scores for consideration in the application process.

All courses are in an online educational format.

### **Course Requirements:**

Foundational course requirements:

- MCI 505 - Curriculum Theory in Comparative Peace Contexts
- MCI 510 - Curriculum and Public Policy
- MCI 520 - Pedagogy, Models, and Methods of Instruction for Effective Schools
- MCI 530 - Building Social and Community Capacity
- MCI 535 - Current Issues and Trends in Assessment in Special and Applied Statistics

Advanced course requirements:

- MCI 540 - Methods in Culturally Responsive Teaching
- MCI 550 - Social Emotional Learning
- MCI 555 - Classroom and School Climate
- MCI 560 - Conflict Resolution

Capstone course:

- MCI 590 - The Graduate Research Seminar

### **Master of Education in Special Education with Teacher Certification (M.Ed.)**

Offered through the college's Department of Education in conjunction with SCPS, this master's program leads to teacher certification in special education.

#### **Student Learning Outcomes:**

*Students will be able to*

- Plan, design, and implement research-based instructional and assessment practices in special education.
- Develop and apply instructional methodologies, including the use of technology, appropriate for a special education classroom.
- Critically apply, adapt, and differentiate content knowledge and skills to facilitate inclusive student learning.
- Create, organize, and maintain an effective and safe classroom environment for all learners.
- Design and implement successful interventions responsive to the needs of all students.
- Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher in special education.
- Demonstrate an ongoing commitment to continued professional development and service to the discipline.

### **Degree Requirements**

- Possess a baccalaureate degree with teacher certification. Out of state candidates must contact the Pennsylvania Department of Education (PDE) and attain PA Certification through reciprocity before program acceptance.
- Successfully complete undergraduate introductory courses in inclusive learning environments and inclusive education. Students deficient in these areas will be required to take MSE 512 (Learning Environment and

Social Interaction in Inclusive Settings) and MSE 522 (Foundations of Inclusive Education) as part of their graduate program coursework.

- Successfully complete an undergraduate level course in probability and statistics.
- A 3.3 cumulative GPA or above.
- Letters of recommendation from two supervisors that (1) speak to the ability of the candidate to complete the program, fieldwork, and internship hours and (2) address the willingness of the candidate's school/district to accommodate these hours.
- Submit a writing sample that demonstrates higher-order thinking, writing, and communication skills.

### **Course Requirements:**

#### Foundation Courses

- MSE 512 - Learning Environment and Social Interaction in Inclusive Settings
- MSE 522 - Foundations of Inclusive Education

#### Required Courses

- MSE 524 - Methods of Teaching Students with High Incidence Disabilities
- MSE 530 - Teaching Individuals with Low Incidence Disabilities
- MSE 533 - Assessment
- MSE 540 - Etiology, Equity and Law
- MSE 542 - Effective Instruction for Students with ASD and/or EBD
- MSE 544 - Intensive Reading, Writing, and Mathematics Intervention
- MSE 565 - Issues in Special Education
- MSE 575 - Special Education Internship
- MSE 590 - Graduate Seminar

### **Master of Science in Strategic Leadership (M.S.)**

The M.S. in Strategic Leadership (MSL) is designed to prepare students to assume or enhance leadership roles and positively and strategically effect organizational change. The interdisciplinary curriculum focuses on critical aspects of leadership such as: leadership foundations, strategic communications, applied research, ethics, organizational design and development, fiscal management, strategic decision making, leading individuals and teams, innovation and change, and conflict resolution and negotiation. Throughout the curriculum, special emphasis is placed on service-leadership and strategically leveraging and enhancing the "people-side" of an organization to effectively develop and implement big picture strategies while leading organizations in meaningful ways.

### **Degree Requirements:**

The Master of Science in Strategic Leadership degree program is 36 credits. Learners can transfer up to six graduate-level credits, or two courses, toward the program.

Leadership for Today and Tomorrow should be one of the last courses a learner takes. This course is the capstone course that integrates concepts, principles, practices, and applications from prior courses.

**Student Learning Outcomes:**

*Students will be able to*

- Articulate a personal leadership philosophy.
- Solve problems through diagnosis and solution generation.
- Develop diverse teams to improve productivity.
- Develop mentoring and coaching strategies to enhance self and others' professional skills.
- Lead using a framework for ethical decision making that enhances the ethical climate of the organization.

**Course Requirements:**

- MSL 510 - Foundations of Leadership
- MSL 520 - Strategic Communication for Effective Leadership
- MSL 530 - Applying Research for Strategic Leadership
- MSL 540 - Ethical Dimensions of Leadership
- MSL 550 - Organizational Design and Development
- MSL 580 - Fiscal Management for Strategic Decision Making
- MSL 595 - Leadership for Today and Tomorrow
- MOD 560 - Leading Individuals and Teams
- MOD 562 - Leading Innovation and Change through Cross-Sector Collaboration
- MOD 564 - Leading Conflict Resolution and Negotiation

**Choose two electives (6 credits):**

- MBA 515 - Integrated Marketing Communications, Branding and Promotions
- MBA 520 - Data Analysis and Techniques for Informed Decision Making
- MBA 525 - Accounting For Strategic Decision Making and Control
- MBA 530 - Corporate Social Responsibility: Making a Bigger Impact on the World
- MBA 540 - Societal Economic Analysis
- MBA 550 - Information for Strategic Decision Making
- MBA 560 - Global Business Strategies
- MBA 570 - Strategic Human Resource Management
- MBA 571 - Organizational Behavior
- MBA 576 - Sustainability

**Health Care Administration Concentration**

MSL degree candidates with a declared Health Care Administration concentration will no longer be required to take MSL 510 - Foundations of Leadership and MSL 580 - Fiscal Management for Strategic Decision Making . Concentration course requirements are listed below.

**Student Learning Outcomes:**

*Students will be able to*

- Manage people and processes in health care organizations
- Drive strategy and improvement in health care organizations
- Ensure required policies are applied to health care administration
- Apply principles of economics to manage finances in health care organizations.

- Develop insight into one of the following elective areas: managing information systems or human resources in health care organizations.

**Course Requirements:**

- MHA 510 - Leadership and Management in Health Care
- MHA 573 - Health Care Policy: Ethics, Compliance, and Legal Issues
- MHA 580 - Health Care Finance and Decision Making

**Choose one elective (3 credits):**

- MHA 550 - Health Informatics
- MHA 570 - Human Resource Administration in Health Care Organizations

## **Dual Masters' Degrees**

### **Master of Business Administration/Master of Science in Strategic Leadership**

The dual Master of Business Administration/Master of Strategic Leadership program provides MBA students the opportunity to extend their graduate coursework and earn a Master of Science in Strategic Leadership in addition to their MBA. The degree emphasizes both business and people leadership skills.

**Degree Requirements:**

The Dual MBA/MSL degree program is a minimum of 60 credits. The MBA program consists of 36 credits and 24 additional MSL credits. Learners can transfer up to six graduate-level credits, or two courses, toward the program.

**Student Learning Outcomes:**

*Students will be able to*

- Apply academic business theory to practice.
- Combine leadership and management skills to address organizational issues.
- Integrate fiscal responsibility into planning and budgeting.
- Conduct forecasting using management science and information technology tools.
- Develop strategic planning skills that incorporate critical thinking and problem solving.
- Lead in the workplace by developing and using interpersonal competencies.
- Articulate a personal leadership philosophy.
- Implement decisions that incorporate ethics and social responsibility to enhance the ethical climate of the organization
- Solve problems through diagnosis and solution generation.
- Develop diverse teams to improve productivity.
- Develop mentoring and coaching strategies to enhance self and others' professional skills.



### **Application Requirements and Procedures:**

#### **Current MBA Students**

Matriculated students pursuing a Master of Business Administration are eligible to apply for the dual degree program after completing a minimum of 6 credits. A 3.00 cumulative grade point average is required at the time of declaring the dual degree program and must be maintained in order to graduate within the dual degree program.

To declare the dual degree pathway, candidates submit a two-paged typed letter of intent to their advisor and the SCPS Dean with an explanation of why they are pursuing the dual degree and how the additional degree will support their professional goals. They must then be approved by the Dean to enroll.

Once approved, students are able to start taking required MSL courses in conjunction with their MBA coursework. Students in the dual degree program are subject to the School's policy regarding taking two courses during one session.

While there can be course overlap between the two programs, a MBA degree must be conferred prior to the student graduating with the MSL degree. Students in the dual degree program should work closely with their advisor when scheduling courses to ensure that they are able to confer the MBA degree prior to completing the required MSL courses.

If a MSL core course was taken previously as an elective towards fulfilling the MBA degree requirement, an additional elective course must be taken to replace the required MSL core course.

#### **MBA Alumni**

Students who have graduated from the MBA program at Elizabethtown College may apply to pursue the second MSL degree within three years of their graduation date. The dual degree program is only open to students who have earned their MBA at Elizabethtown College. Interested applicants must submit a two-paged typed letter of intent with an explanation of why they are interested in pursuing this coursework and how the additional degree will support their professional goals. In addition, a completed MBA / MSL Dual Degree application must be submitted along with a \$50 application fee.

Approval of the second degree program will be approved within 8 weeks upon receipt of all necessary application materials.

Upon successful completion of the 24 required MSL credits with a cumulative GPA of 3.00 or above, a second graduate degree will be conferred.

### **Course Requirements:**

#### **Required Courses:**

- MSL 520 - Strategic Communication for Effective Leadership
- MSL 530 - Applying Research for Strategic Leadership
- MOD 560 - Leading Individuals and Teams
- MOD 562 - Leading Innovation and Change through Cross-Sector Collaboration
- MOD 564 - Leading Conflict Resolution and Negotiation
- MSL 595 - Leadership for Today and Tomorrow

Elective Courses:

Choose two (6 credits):

- MSL 540 - Ethical Dimensions of Leadership
- MSL 550 - Organizational Design and Development
- MSL 570 - Design Thinking for Leaders

**Note:**

Current MSL students interested in the dual degree pathway must matriculate through the MBA program first.

MSL alumni are not eligible for this program.

## **Graduate Certificates**

### **Certificate in Health Care Administration**

**Student Learning Outcomes:**

*Students will be able to*

- Manage people and processes in health care organizations by assessing, developing and applying your leadership style in real-world situations.
- Drive health care strategy and improvement by leveraging your knowledge of policies, economics, finance and systems to implement strategic enhancements to your organization.
- Ensure required policies are applied to health care organizations by exploring areas of policy, law and ethics, management ideas, theories and case studies in health care.
- Apply principles of economics to manage finances in your health care organization by leveraging knowledge in financial and insurance information.
- Develop insight into managing information systems or human resource administration in your health care organization by choosing one of the following electives:
  - Health Informatics
  - Human Resources Administration in Health Care

**Course Requirements:**

Required Courses

- MHA 510 - Leadership and Management in Health Care
- MHA 573 - Health Care Policy: Ethics, Compliance, and Legal Issues
- MHA 580 - Health Care Finance and Decision Making

Elective Courses:

One of the following:

- MHA 550 - Health Informatics
- MHA 570 - Human Resource Administration in Health Care Organizations

## **Certificate in Strategic Leadership**

### **Student Learning Outcomes:**

*Students will be able to*

- Develop and articulate your personal leadership style through a mix of coursework, case studies and a leadership analysis.
- Lead and manage change by effectively assessing team dynamics, corporate structures and fostering collaboration, innovation and creativity to strategically implement change in your organization.
- Identify problems and develop solutions by assessing their impact while collaborating to effectively communicate your plan to internal and external stakeholders.
- Build teams and collaborate across sectors by examining how personalities, team dynamics, corporate structure and organizational needs provide direction for an emerging strategic leader.
- Communicate strategically while considering ethics, feedback, team collaboration and persuasion while assessing all stakeholder needs. You will develop your personal communication style, strategies and evaluation of effective communication channels for your clear and compelling messages.

### **Course Requirements:**

- MBA 510 - Leadership in Business and Life: Bridging the Gap
- MOD 560 - Leading Individuals and Teams
- MOD 562 - Leading Innovation and Change through Cross-Sector Collaboration
- MSL 570 - Design Thinking for Leaders

## **The Core Program**

The Core Program supports the goals expressed in the Mission Statement of Elizabethtown College and the Mission Statement of the School of Continuing and Professional Studies. Through the School's Core Program, Elizabethtown College offers each undergraduate adult student a broad exposure to the liberal arts and sciences in a manner respectful of adult learning needs and styles. Adult students experience a core curriculum that complements and enriches major and elective courses.

## **Learning Outcomes of the Core Program**

Adult students completing the Core Program offered by Elizabethtown College through the School of Continuing and Professional Studies will be able to:

- Integrate the skills of critical thinking to their lives, workplace and the world around them.
- Explain how knowledge can be applied to problems relevant to our contemporary world.
- Critically evaluate cultural influences that have shaped societies.
- Evaluate ethical and social issues and their impact across different cultures.
- Solve problems through use of well-considered and applicable methods and techniques.
- Illustrate the elements of effective persuasive communications in oral or written presentations.

## **Baccalaureate Core Program Structure**

The Baccalaureate Core Program is divided into two basic categories – common learning experiences (Foundations for Accelerated Learning and the Core Program Capstone), which total six credits; and learning experiences in eight Areas of Understanding, which vary from twenty-one to thirty-one credits, depending on the major. This Core Program is based upon broad learning themes to form a cohesive and useful liberal arts foundation for more intensive learning in the major.

## **The Baccalaureate Common Core**

All adult students matriculated in baccalaureate degree programs offered by the School of Continuing and Professional Studies share in the Common Core by successfully completing the following two courses:

FS 1500 Foundations for Accelerated Learning

*Adult students successfully completing this course will be able to:*

- Identify academic success skills for learning in an accelerated program.
- Demonstrate college-level writing, research, and oral communication skills.
- Develop key writing skills to avoid plagiarism.
- Identify personal strengths and areas of improvement related to effective learning.
- Utilize APA format in college-level writing

Foundations for Accelerated Learning should be taken in the first three sessions of an adult student's entry or re-entry into college.

## IDC 4900 Core Program Capstone

*Adult students successfully completing this course will be able to:*

- Write clearly and persuasively incorporating APA guidelines.
- Develop a persuasive presentation incorporating research.
- Analyze arguments and positions that support a thesis.
- Solve problems logically and creatively.
- Identify the impact of liberal arts core coursework in the past, present, and future.
- Apply concepts from a number of different disciplines in examining a contemporary problem.

Normally, the Core Program Capstone should be taken only after adult students have satisfied Power of Language, Foundations for Accelerated Learning, and Math Analysis requirements; those taking Core Program Capstone should also have junior or senior status at the College.

## Areas of Understanding

Areas of Understanding represent broad, thematic approaches to college-level learning and appear in the Baccalaureate Core Program because of their importance in building a useful and valuable liberal arts learning experience for adult students at Elizabethtown College. Areas of Understanding are described below and each area's learning outcomes are listed. Courses, taken at Elizabethtown or accepted in transfer, that fulfill these Area of Understanding requirements, should meet a majority of the listed learning outcomes.

### Power of Language: 3 credits

The hallmark of a liberally educated person is the ability to articulate ideas clearly and persuasively in any number of settings and contexts, ranging from the academic world to the business world.

*After successfully fulfilling this requirement, the adult student will be able to:*

- Use language clearly and persuasively to articulate ideas.
- Read and listen carefully and critically.
- Assess the quality of other people's use of language.
- Analyze and synthesize ideas.
- Speak and write clearly and persuasively.

This requirement is met for all programs with EN 1000 Writing and Language. Other English, communications, and philosophy courses can be evaluated for transfer to fulfill this requirement.

### Mathematical Analysis: 3 credits

Mathematical Analysis fosters competency in quantitative reasoning and the mastery of problem solving skills.

*After successfully fulfilling this requirement, the adult student will be able to:*

- Argue and present using numbers and statistics.
- Respond, critically, to arguments and positions that use numbers and statistics.
- Model real world phenomena, using numbers and statistics.
- Problem-solve

The following courses offered by the SCPS fulfill this area:

- CS 1210 - Computer Science I
- MA 1080 - Applied Mathematics: Problem Solving Using Excel
- MA 1510 - Probability and Statistics

Other mathematics and computer science courses can be evaluated for transfer to fulfill this requirement.

### **Creative Expression: 3 credits**

This Area of Understanding fosters the student's appreciation of the diversity of human perception and its expression. This includes the history, theory, creation, performance, and/or criticism of art forms from music, painting, cinema, architecture, sculpture, and the graphic arts.

*After successfully fulfilling this requirement, the adult student will be able to:*

- Identify the basic concepts and the vocabulary employed in the creation and analysis of works of art.
- Make informed aesthetic judgments.
- Discuss the value that an artistic medium has, beyond simple utility.
- Appreciate that creative art forms affirm humanity and express innermost, human feelings.

The following courses offered by the SCPS fulfill this area:

- EN 1160 - Film as Literature
- EN 1350 - Living Shakespeare
- EN 2450 - Growing up in America
- EN 2610 - Literature and the Workplace
- EN 2810 - Writing and Analyzing the Short Story
- HUM 2600 - The Creative Process
- IDC 2780 - Global Films: Reflections of Cultures and Creativity

Other art, English, music, and theatre courses can be evaluated for transfer to fulfill this requirement.

### **Western Cultures: 3 credits**

While the United States today reflects the blending of many different cultures, Western European cultural traditions form the underlying context within which this blending has occurred. Critical analysis of significant human endeavors from those traditions forms the foundation of this Area of Understanding. This analysis will help adult students to understand themselves and their society better. Subject areas discussed in the course of this analysis may include art, government, history, literature, music, philosophy, religion, science, and social institutions.

*After successfully completing this requirement, the adult student will be able to:*

- Discuss important aspects of the western cultural heritage of the United States.
- Analyze the relationship of the western cultural past to the contemporary world.
- Interpret knowledge in a variety of different ways.
- Contextualize culture, historically.
- Analyze critically and use, effectively, primary texts, secondary sources, and other forms of evidence.

The following courses offered by the SCPS fulfill this area:

- ART 1550 - History of Art I: Ancient Civilization to the Renaissance
- ART 1570 - History of Art II: Renaissance Through the Modern Age
- EN 2420 - American Literature: 1865 to Present
- HI 1150 - Modern European History
- IDC 1050 - Introduction to Philosophy through Environmental Consciousness
- IDC 2790 - The Female Immigrant Experience

Other art, English, history, music, philosophy, religion, and theatre courses can be reviewed for transfer to fulfill this requirement.

### **World Cultures and International Studies: 3 credits**

The World Cultures and International Studies Area of Understanding promotes analysis of the global human experience.

*After successfully completing this requirement, the adult student will be able to:*

- Compare and contrast the diverse experiences of culture groups across the world.
- Discuss the interdependence of the world's peoples and countries.
- Demonstrate intercultural awareness and responsiveness.

The following courses offered by the SCPS fulfill this area:

- BA 4600 - International Business (*Accounting and Business Administration majors cannot use for Core*)
- COM 2510 - International Communications (*Communication majors cannot use for Core*)
- HCA 3630 - World Health Care Systems
- IDC 2750 - Religion and the Human Condition
- IDC 2770 - Poverty in the World of Plenty
- IDC 2780 - Global Films: Reflections of Cultures and Creativity
- IDC 2790 - The Female Immigrant Experience
- REL 2210 - Western Religions in a Global Context

Other anthropology, foreign language, history, political science, and religion courses can be reviewed for transfer to fulfill this requirement.

### **Natural World: 3-4 credits (must include lab)**

This Area of Understanding promotes the systematic study of the natural world through content and methodology.

*After successfully completing this requirement, the adult student will be able to:*

- Collect, analyze, and interpret data.
- Apply the scientific method of inquiry.
- Discuss major concepts associated with the scientific disciplines.
- Demonstrate the criticism, challenge, and revision of scientific theories.

The following courses offered by the SCPS fulfill this area:

- ES 2210 - Geology on Location (4 cr lab)
- PHY 1050 - How Things Work (4 cr lab)
- PHY 1120 - Investigations in Astronomy (4 cr lab)
- PSY 2080 - Health Psychology (4 cr lab)
- SSC 2620 - Environmental Choices (4 cr lab)

Other biology, chemistry, earth science, physics, and psychology courses can be reviewed for transfer to fulfill this requirement.

### **Social World: 3 credits**

The Social World Area of Understanding investigates the ways in which human behavior is shaped, ranging from self-formation to international relations.

*After successfully completing this requirement, the adult student will be able to:*

- Explore, analyze, and interpret the influences on human thought, feelings, and behavior.
- Apply the methods and procedures of social research.
- Discuss major concepts, theories, and texts that interpret and explain human behavior and interaction.
- Discuss the diversity and/or integration of social worlds.
- Analyze the organization and functions of one or more social worlds.

The following courses offered by the SCPS fulfill this area:

- CJ 1150 - Criminology (*Criminal Justice majors cannot use for Core*)
- CJ 4200 - Psychology of Criminal Behavior (*Criminal Justice majors cannot use for Core*)
- COM 1650 - Introduction to Web Design
- EC 1000 - Global Macroeconomics: Principles and Issues (*Accounting & Business Administration majors cannot use for Core*)
- EC 1020 - Principles of Microeconomics
- HI 2020 - United States History Since 1877
- HS 2200 - Wellness for All
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse (*Human Services majors cannot use for Core*)
- IDC 2710 - Introduction to Globalization
- IDC 2750 - Religion and the Human Condition
- IDC 3150 - Victimology
- PS 1110 - American National Government
- PSY 1050 - General Psychology
- PSY 2250 - Developmental Psychology
- PSY 3220 - Abnormal Psychology
- SO 1010 - Discovering Society
- SO 2120 - Sensitivity toward the Aging Adult
- SO 3010 - Social Issues
- SO 3050 - Marriage and Family



Other communications, economics, history, psychology, religion, sociology, and social work courses can be reviewed for transfer to fulfill this requirement.

### **Values, Choice and Justice: 3 credits**

The Values, Choice and Justice Area of Understanding reflects the values of the College's Brethren heritage and tradition; it affirms human dignity, social justice, peace, and non-violence. Through this Area of Understanding adult students engage value-based decision-making and are encouraged to consider the personal and social aspects of their choices.

*After successfully completing this requirement, the adult student will be able to:*

- Define self-values.
- Make thoughtful decisions based on self-values.
- Think independently and critically.
- Evaluate options and outcomes.
- Apply all of these skills to the exercise of responsible citizenship and other kinds of service.
- Discuss works that represent aesthetic, cultural, historical, religious, or philosophical approaches to values.

The following courses offered by the SCPS fulfill this area:

- BA 3100 - Business Ethics (*Accounting and Business Majors cannot use for Core*)
- BA 3640 - Building on Diversity in Business (*Accounting and Business Administration majors cannot use for Core*)
- CJ 3100 - Ethical Issues in Criminal Justice (*Criminal Justice majors cannot use for Core*)
- COM 2520 - Multicultural Communication (*Communication majors cannot use for Core*)
- EN 1130 - Introduction to Drama
- HI 2120 - Race and Ethnicity in American History
- HS 3100 - Ethical Issues in Human Services (*Human Services majors cannot use for Core*)
- IDC 1050 - Introduction to Philosophy through Environmental Consciousness
- IDC 2710 - Introduction to Globalization
- IDC 2750 - Religion and the Human Condition
- IDC 2770 - Poverty in the World of Plenty
- IDC 3150 - Victimology
- PS 1150 - Public Policy Making for the Future
- PS 3610 - Public Administration
- SO 2200 - Race and Ethnic Relations
- SSC 2600 - Equity and Justice in the Workplace

Other English, history, philosophy, political science, and religion courses may be reviewed for transfer to fulfill this requirement.

### **Other Requirements to Complete the Baccalaureate Core Program**

- Adult students should take the Foundations for Accelerated Learning within the first three sessions of their academic program.
- Normally, the adult student should have completed the Foundations for Accelerated Learning, Power of Language, and Mathematical Analysis Core requirements before taking any upper-level Core courses.

- Completion of the Core Program **requires** three 2000-level or above (upper level) Core courses.
- The Core Program Capstone must be taken at Elizabethtown College.

## **Associate Core Program Structure**

The Associate Core Program is divided into two basic categories – common learning experiences, which total six credits; and learning experiences in Areas of Understanding, which vary from nine to thirteen credits, depending on the major. This Core Program is based upon broad learning themes to form a cohesive and useful liberal arts foundation for more intensive learning in the major.

### **The Associate Common Core**

All adult students matriculated in associate degree programs offered by the School of Continuing and Professional Studies share in a six credit Common Core by successfully completing the following two courses:

- EN 1000 - Writing and Language 3 credits (1 course in Power of Language)
- FS 1500 - Foundations for Accelerated Learning 3 credits (1 course)

### **Areas of Understanding**

Areas of Understanding represent broad, thematic approaches to college-level learning and appear in the Associate Core Program because of their importance in building a useful and valuable liberal arts learning experience for adult students at Elizabethtown College. These Areas of Understanding are further described in the Baccalaureate Core section. All associate degree students must complete one course (3 credits) in the Mathematical Analysis area. In addition, associate degree students, except for Human Services, must complete three courses (totaling 9-10 credits) from any three different Areas of Understanding that follow:

- Creative Expression
- Western Cultures
- World Cultures & International Studies
- Natural World (must include a lab component)
- Social World
- Values, Choice & Justice

Because Human Services majors have extensive requirements in the Social World domain, their program requires two courses (totaling 6-7 credits) from any two different Areas of Understanding above other than the Social World.

### **Weekend Seminars (IDC)**

Students may elect to participate in 3-day seminar courses for variable credit. These courses cover a range of timely and relevant topics. Previous seminar topics have included climate change, generational differences, addiction, and women in business.

Students who elect to take the seminar for 3-credits may use it to fulfill specific core or program requirements dependent on topic; students who elect to take the 1-credit option may only use it to satisfy general elective credits needed for degree completion.

Students are not limited to the number of seminars they may take for core or general electives, but may only take two seminars to meet major program requirements. Students are strongly encouraged to work with their academic advisor to determine best fit for program progress and degree completion.

## **Waiving Core Requirements**

Adult students may petition the Assistant Dean of Academic Affairs of the School of Continuing and Professional Studies to waive a particular Core Program requirement or to provide a substitute for an existing Core Program requirement. Such petitions should be made in writing using the JayWeb Form Student Petition for Exception/Substitution and should present the special circumstances supporting the waiver request.

### **Specific Guidelines for Waiving FS150 Foundations for Accelerated Learning**

We will accept transfer credits from learners who have previously taken an accelerated course similar to our Foundations for Accelerated Learning course (e.g., University of Phoenix).

We will waive the Foundations for Accelerated Learning course if a learner has already earned a bachelor's degree. The learner can bring in the additional credits to fulfill this requirement and does not have to take a substitution course.

If a student requests to waive the Foundations for Accelerated Learning without having already completed a bachelor's, they must meet three of the four criteria:

1. Have attended an institution of higher learning within the past 5 years
2. Be transferring in 60+ credits from a non-technical college/university
3. Be transferring in an English composition course with a B or higher
4. Have been previously enrolled in an accelerated program

If a student meets three of the four above criteria, they will submit a written request to have the course waived. Along with this request, they must submit a 5-7 page research paper that demonstrates writing skills and proper use of APA (could be a paper from a prior course). The student will submit their paper to the Admissions Counselor or Academic Advisor who will then present it to the Assistant Dean for review and approval.

In keeping with the liberal arts philosophy of an Elizabethtown College degree, if the Foundations for Accelerated Learning course is waived, the learner must take a 200-level core class as a substitution. In other words, the learner cannot transfer in three general elective credits as a substitution for the Foundations for Accelerated Learning course. However, a learner who has earned credits for an additional 200-level core class from a prior institution can use that course as a substitution for the Foundations for Accelerated Learning course, as long as those credits do not exceed the maximum number of credits permitted for transfer.

## Course Descriptions

### **AC 1050 - Principles of Accounting I**

3.00 credits. Introduction to accounting concepts, processes, procedures, and practices in the preparation of financial statements. The course will introduce students to the four basic financial statements, comprised of the income statement, statement of cash flow, balance sheet, and statement of owner's equity. Students will also incorporate current accounting events and accounting ethics into this course.

### **AC 1060 - Principles of Accounting II**

3.00 credits. Principles of Accounting II involves using economic and financial information to plan and control many of the activities of an entity, and to support the management data-driven decision-making process. Topics include job order costing, activity-based costing, cost-volume-profit analysis, budgetary planning and controls, and planning for capital investments. The objective of this course is to provide students with an understanding of the management and information that aids management with making sound decisions. **Prerequisites & Notes:** AC 1050 - Principles of Accounting I

### **AC 1070 - Business Financial Accounting**

3.00 credits. Introduction to accounting concepts, processes, procedures, and practices in the preparation of financial statements. The course will introduce students to the four basic financial statements, comprised of the income statement, statement of cash flow, balance sheet, and statement of owner's equity. Students will also incorporate current accounting events and accounting ethics into this course.

### **AC 1080 - Managerial Accounting**

3.00 credits. Managerial accounting involves using economic and financial information to plan and control many of the activities of an entity, and to support the management data-driven decision-making process. Topics include job order costing, activity-based costing, cost-volume-profit analysis, budgetary planning and controls, and planning for capital investments. The objective of this course is to provide students with an understanding of the management and information that aids management with making sound decisions. **Prerequisites & Notes:** AC 1050 - Principles of Accounting I or AC 1070 - Business Financial Accounting

### **AC 2050 - Intermediate Accounting I**

3.00 credits. Intermediate Accounting I is the in-depth study of professional accounting pronouncements – Generally Accepted Accounting Principles ("GAAP"), used for financial reporting purposes. This first course of a two-part series focuses mainly on asset accounts. An overview of financial statement preparation and accounting principles that govern the reporting of cash, receivables and inventories will be explored. Other topics of study focus on accounting for property, plant and equipment, key concepts in accounting for intangibles, and current liabilities accounts. **Prerequisites & Notes:** AC 1060 - Principles of Accounting II or AC 1080 - Managerial Accounting

### **AC 2060 - Intermediate Accounting II**

3.00 credits. Intermediate Accounting II is a continuation of the study of generally accepted accounting principles. It is an in-depth study of stockholders' equity, earnings per share, investments, revenue recognition and accounting for income taxes, pensions and leases. The course will be completed with the preparation of the cash flows financial statement. **Prerequisites & Notes:** AC 2050 - Intermediate Accounting I

### **AC 3010 - Introduction to Federal Income Tax**

3.00 credits. This course is designed to explore tax implications on individuals, corporations, partnerships, trusts, and wealth taxation. The course will concentrate on the application of tax law using analytical and problem solving techniques. Significant reference will be given to federal tax forms and online tax research.

### **AC 3030 - Financial Analysis and Reporting**

3.00 credits. To be effective financial managers and advisors, accountants must understand not only how financial information is generated, but also how to analyze and interpret the information to assess a company and its operations. This course is designed to provide students with the tools they need to effectively evaluate the financial position of a firm. The course presents analytical tools for evaluating organizational financing, investing and operations activities, cash flow, profitability, liquidity, solvency, and leverage. **Prerequisites & Notes:** AC 2060 - Intermediate Accounting II

**AC 3040 - Forensic Accounting**

3.00 credits. Forensic Accounting is a specialty practice area of accounting that utilizes accounting, auditing, and investigative skills to conduct an examination into a company's financial statements for disputes or litigation. This course will introduce the learner to the concept of accounting fraud. It combines solid accounting principles with fraud detection and prevention techniques. The prevalence of financial statement manipulation in recent years is reviewed and analyzed. The topic of ethics and the breakdown thereof in relation to the frauds perpetrated will also be discussed. **Prerequisites & Notes:** AC 2060 - Intermediate Accounting II

**AC 3050 - Cost Accounting**

3.00 credits. Cost accounting deals with cost management. Cost management produces information through the process of identifying, collecting, measuring, classifying, and reporting information to managers within a firm. Cost management requires in-depth understanding of a firm's cost structure. This course will provide the student with the knowledge to utilize and manage cost data effectively for management decision making. **Prerequisites & Notes:** AC 1060 - Principles of Accounting II or AC 1080 - Managerial Accounting

**AC 3060 - Strategic Cost Management**

3.00 credits. The purpose of the course is to introduce the student to activity and strategic-based cost management. Changes in the business environment have dictated the need to incorporate total quality management. The cost management team must emphasize providing value to the customer, know their providers and gather and use all available information. **Prerequisites & Notes:** AC 3050 - Cost Accounting

**AC 3080 - Accounting for Nonprofit Organizations**

3.00 credits. Accounting for Governmental and Nonprofit Entities is the study of authoritative pronouncements for the reporting of state and local governments and other nonprofit entities. It involves the study of Governmental/Accounting and Financial Accounting Standards. This course will introduce the student to basic fund accounting principles and other financial considerations for non-profit entities. Actual financial reports from governments and non-profit organizations will be reviewed to provide real world application.

**Prerequisites & Notes:** AC 2060 - Intermediate Accounting II

**AC 3400 - Accounting Information Systems**

3.00 credits. With the use of real-world case studies and discussions, this class will explore the importance of Accounting Information Systems in multiple areas of business. The course will take an in-depth look at business processes, transaction cycles and analysis and internal business controls through software. Additionally, the course will examine audit trails, data security, internal controls and reporting needs for management.

**AC 4050 - Auditing**

3.00 credits. Learners in this course will discuss the importance of the audit process in providing individuals with the assurance that their information is reasonable and free of material errors. Essential auditing concepts including internal controls, substantive testing, and analytical procedures will be applied to real-world situations. In addition, learners will discuss the importance of ethics and professional integrity in the audit process. Industry standard auditing software will be used to ease the audit process. **Prerequisites & Notes:** AC 2060 - Intermediate Accounting II

**AL 1200 - Foundations in Accelerated Writing**

3.00 credits. This course focuses on applying college-level writing skills to the accelerated and online environments. Emphasis will be placed on applying clear, concise, and grammatically correct writing to a variety of purposes and audiences. Self-reflections and critical thinking will be utilized to address real world experiences.

**ART 1550 - History of Art I: Ancient Civilization to the Renaissance**

3.00 credits. **Western Cultures Core Course.** This course provides an introduction to the painting, sculpture, crafts and architecture of the Paleolithic, Near Eastern, Egyptian, Greek, Roman, and medieval civilizations. The invention of visual systems, the symbolic function of images, and the role of the artist as an interpreter of cultural values are discussed.

**ART 1570 - History of Art II: Renaissance Through the Modern Age**

3.00 credits. **Western Cultures Core Course.** The second half of the survey of the history of Western art. This course examines the painting, sculpture, crafts, and architecture of Europe and the United States from the 15th

through the 20th centuries. Issues discussed include the changing role of the artist in society, the development of aesthetic theories, and the impact of technology on the visual arts.

**BA 1550 - Managerial Communication**

3.00 credits. This course provides a study of the various communication techniques, incorporating the use of theory and technology. Emphasis is on the analysis, ethics and organization of materials for effective oral and written communications in a business setting.

**BA 2150 - Principles of Marketing**

3.00 credits. Effective marketing is critical for the long-term success of any business or organization. In this course, students will acquire an understanding of the marketing concept, "STP" (Segmenting, Targeting & Positioning), the marketing mix (product, place, promotion and price), and how to design a customer-driven marketing strategy. Among the topics explored are customer value, pricing, branding, global marketing, consumer behavior, ethics and social responsibility in marketing, and market research. The course will culminate in a final project with students developing and presenting a marketing plan for a new product or service.

**BA 2480 - Quantitative Techniques for Business**

3.00 credits. This course provides an introduction to quantitative analysis designed to solve practical business problems, break-even analysis, forecasting, inventory management, linear programming, and transportation problems. Network flow models, project management, decision, and queuing analysis will also be covered in this class. **Prerequisites & Notes:** MA 1510 - Probability and Statistics. Recommended: working knowledge of Excel formulas.

**BA 2650 - Principles of Management**

3.00 credits. Learners in this course will study the process of utilizing and coordinating technical and human resources in order to achieve the objectives of an organization. This includes analysis of the concepts, principles and practices involved in the planning, organizing, staffing, motivating, and controlling functions.

**BA 3100 - Business Ethics**

3.00 credits. **Values, Choice, and Justice Core Course.** This course examines the ethical issues that arise in today's business environment with special focus in the areas of business, marketing, finance, and accounting. The values and principles guiding ethical business decisions will be studied along with how ethics integrated into business can play a part in business strategy. Learners will explore their own values and apply an ethical decision making process to ethical dilemmas in business.

**BA 3120 - Advertising Management**

3.00 credits. The course covers advertising principles and practices. It will take advertising theory and show how it is applied to produce advertising that works. **Prerequisites & Notes:** BA 2150 - Principles of Marketing.

**BA 3140 - Sales and Sales Management**

3.00 credits. This course is an introduction to the principles of salesmanship as practiced in the modern business organization and an examination of the role of the sales manager in organizing and directing a sales force.

**BA 3150 - Internet Marketing**

3.00 credits. The course entails the development of an understanding of the complexity of marketing goods and services over the Internet. Coverage includes developing strategic business models for e-commerce and planning and implementation of an Internet-focused organization. **Prerequisites & Notes:** BA 2150 - Principles of Marketing.

**BA 3190 - Consumer Behavior**

3.00 credits. This course is an introduction to the study of consumer behavior, looking at the consumer as an individual, examining consumers in their social and cultural settings and reviewing the many variables that go into the consumer decision-making process.

**BA 3250 - Business Finance**

3.00 credits. We will focus on learning techniques that are utilized in financial decision making. The course can be broken down into five distinct categories: Accounting review and financial statement analysis, tools and techniques

utilized in capital budgeting decision making, asset valuation, risk and return, and long-term financing. The course will utilize Microsoft Excel software extensively to solve and present problems. **Prerequisites & Notes:** AC 1060 - Principles of Accounting II or AC 1080 - Managerial Accounting Recommended: a working knowledge of Excel formulas.

**BA 3310 - Business Law**

3.00 credits. The purpose of this course is to examine the important areas of law that relate to business under the United States constitutional legal system. This course will emphasize the origin of law in America, intellectual property, cyber law, contract law, corporate and unincorporated entity law, and agency law.

**BA 3600 - Leadership**

3.00 credits. It is essential to gain a fundamental understanding of leadership and even more importantly, to gain knowledge in the attributes of leadership in order to make better decisions, both professionally and personally. In this course, we will examine the characteristics, attributes, and styles of leadership. We will discuss the results of a lack of leadership and the impact of following.

**BA 3640 - Building on Diversity in Business**

3.00 credits. **Values, Choice, and Justice Core Course.** This course will examine different cultures, religions and employee groups, while analyzing issues and strengths towards creating a positive workplace. Learners will explore how to effectively manage these groups through real-life work situations and develop strategies for long-term solutions.

**BA 3690 - Organizational Behavior**

3.00 credits. Organizational Behavior is a course that addresses the interaction of the individual, group, and enterprise in the work environment, with special attention to the basic motivational, organizational, and leadership theories and their application. **Prerequisites & Notes:** BA 2650 - Principles of Management and PSY 1050 - General Psychology.

**BA 3800 - Entrepreneurship**

3.00 credits. Entrepreneurs make significant investments in an economy and thus contribute to the economic well-being of all stake holders. Since the great recession of 2008, the role of the entrepreneur has become even more crucial. It is, therefore important to gain a solid understanding of the characteristics of entrepreneurship. This course explores the nature of entrepreneurship and what it means to be an entrepreneur. Emphasis will be placed on the unique skill-set that is required to be effective in this role, including vision, creativity, innovation, planning, critical thinking, leadership, communication, and the willingness to take risks. The components of an economy and what the role of the entrepreneur is within the economy will be discussed. Case studies and exercises will be used to illustrate how the theoretical framework translates into the realities of our chaotic economic environment.

**Prerequisites & Notes:** BA 2650 - Principles of Management

**BA 4160 - Marketing Management**

3.00 credits. This course is an advanced marketing management course focusing on strategic marketing planning, segmentation and positioning. Learners will incorporate marketing theories and concepts into marketing plans and reports. **Prerequisites & Notes:** BA 2150 - Principles of Marketing.

**BA 4250 - Problems in Financial Management**

3.00 credits. Learners in this course will examine financial and conceptual issues in business finance including financial markets, interest rates, economic environments, valuation of financial assets, time value concepts, risk and return, valuation of bonds and stocks, capital budgeting and project cash flows, cost of capital and capital structure, financial planning and control, and pro forma statements. **Prerequisites & Notes:** BA 3250 - Business Finance

**BA 4600 - International Business**

3.00 credits. **World Cultures and International Studies Core Course.** International Business is a course that addresses the interdependencies of the global marketplace with particular focus on the various aspects of conducting business outside of the US, but also the impact on domestic business operations because of globalization. (Can be used as a World Cultures & International Studies by non-Business Administration majors) **Prerequisites & Notes:** BA 2650 - Principles of Management and EC 1000 - Global Macroeconomics: Principles and Issues.

**BA 4660 - Operations Management**

3.00 credits. Operations Management is the critical study of the decision-making techniques used in operations management, emphasizing the practical application of scientific methods and management principles to production activities. Areas of study include resource allocation, production cycles, job design, facility layout, production planning, quality improvements, and process control. **Prerequisites & Notes:** MA 1510 - Probability and Statistics

**BA 4670 - Human Resource Management**

3.00 credits. Human Resource Management is the analysis of the HR function within organizations. The focus is on the critical component of every business: people. In this course, learners will evaluate how the HR function supports employees while providing critical services for the organization to achieve success. Learners will examine the departments and key partnerships within HR and analyze how the pieces work together to provide employees with the skills and motivation to be efficient and productive. **Prerequisites & Notes:** BA 2650 - Principles of Management

**BA 4680 - Industrial and Labor Relations**

3.00 credits. This course addresses the analysis of employment relationships. This includes contemporary labor relations, union philosophy, structure and function; collective bargaining, and the interrelated interests of management, union, workers, and the community. **Prerequisites & Notes:** BA 2650 - Principles of Management

**BA 4690 - Strategic Planning and Implementation**

3.00 credits. Most businesses and nonprofit organizations today engage in some type of planning but do they actually develop a strategic plan? Students will learn how strategic planning differs from other types of planning. Discussions include who is involved, the issues typically addressed, the necessary steps, and the variety of processes used by organizations today in developing a usable strategic plan. Students will practice using several strategic planning tools and techniques. **Prerequisites & Notes:** BA 2650 - Principles of Management and Junior class standing

**BA 4950 - Corporate Strategy**

3.00 credits. This course examines how organizations position themselves and strive to compete in today's rapidly changing marketplace and business environment. It is designed to integrate the concepts, principles, and practices from a learner's prior business courses. The course involves a comprehensive study of the interrelationships between management principles, problem analysis, strategy formation and implementation for the contemporary enterprise. **Prerequisites & Notes:** Consultation with the advisor is required in order to register. In the event of large enrollment, preference will be given to graduating seniors.

**CD 1000 - Career Development for the Lifelong Learner**

1.00 credit. When entering into an educational program, the goal of the person upon graduation is often to be promoted within their company or to change the direction of his/her career. The needs of the adult learner in the area of career development vary from assessment of abilities to refining job search skills. This course will assist the learner to examine his/her interests and skills as well as develop a career portfolio for either movement within a company or for changing careers. One of the final outcomes will hopefully be the answer to that age-old question: "What do you want to be when you grow up?"

**CJ 1150 - Criminology**

3.00 credits. **The Social World Core Course.** Criminology is the scientific study of the nature, extent, cause, and control of criminal behavior. The course examines sociological approaches to the study of crime with an emphasis on current sociological and criminal theory and research in explaining how various theories account for criminal behavior. The course outlines how crime is defined, measured and studied; theories to explain crime causation; and forms of criminal behavior. (Can be used as a Social World by non-Criminal Justice majors)

**CJ 1170 - Introduction to the American Criminal Justice System**

3.00 credits. This course provides the learner with an overview and general understanding of the American Criminal Justice system. Learners will examine criminal law, policing, lawyers, judges, court processes, sentencing, and corrections.



**CJ 2100 - Police Organization and Management**

3.00 credits. This course will examine the organization and management of modern law enforcement agencies through a review of readings detailing the past, present and future trends in the field. Topics will include management theory, community policing, organization/group influence, as well as leadership.

**CJ 2200 - Court Administration and Management**

3.00 credits. This course will examine the history, structure, administration and management of state and federal adult criminal courts. Topics covered include the interrelationship between the trial court and its social, economic, and political environments; the major participants in the court; the trial process; and sentencing methods and appeals.

**CJ 2420 - Modern Corrections**

3.00 credits. This course provides the learner with an overview of the origins, processes, organizations, contemporary trends, and current issues in corrections for juveniles and adults. Emphasis is on adult corrections.

**CJ 2520 - Juvenile Law and Justice**

3.00 credits. This course provides the learner with an analysis of juvenile crime, delinquency theory, juvenile law, and the components and processes of the juvenile justice system.

**CJ 2700 - Criminal Investigation**

3.00 credits. This course examines the fundamental principles and practices of criminal investigation. Topics covered include information acquisition, surveillance, interviewing and interrogation, crime scene investigation, physical evidence, and the legal aspects of investigation.

**CJ 2900 - Introduction to Forensics**

3.00 credits. This course introduces the learner to an overview and general understanding of the field of forensic science. Learners will be presented with the techniques, skills, and limitations of the modern crime laboratory. Learners will also be presented with the basic information required to understand crime scenes, crime scene processing and evidence collection at crime scenes.

**CJ 3100 - Ethical Issues in Criminal Justice**

3.00 credits. **Values, Choice, and Justice Core Course.** This course examines ethical dilemmas pertaining to the administration of criminal justice and professional activities in the Criminal Justice field. The primary focus will involve the examination of ethics and ethical decision making in law enforcement, terrorism, legal practice, sentencing, corrections, research, crime control policy and philosophical issues. In addition, students will review training issues as related to ethics in the criminal justice field. (Can be used as a Values, Choice and Justice by non-Criminal Justice majors)

**CJ 3300 - Methods of Criminal Justice Research**

3.00 credits. This course will cover basic procedures of criminal justice research including research design, sampling, measurement, and data analysis. This course is designed to provide students with basic knowledge and skills required to undertake research in the field of criminal justice while simultaneously offering an introduction to the process of critically understanding and interpreting research findings in an applied context.

**CJ 3400 - Community-Based Treatments**

3.00 credits. This course introduces the student to an analysis of the relationship of the community to effective implementation and sustainability of criminal and juvenile justice services. Structures will be explored for increasing the mutual understanding and cooperation between the community and the criminal and juvenile justice systems. Specific topics that will be covered include: the history, goals, functions, philosophical orientations of community corrections, probation, and parole; evidence-based practices; graduated responses; careers in community corrections; theories of offender treatment, juvenile justice; and re-entry/aftercare.

**CJ 3500 - Substance Use and Abuse**

3.00 credits. This course will examine a multitude of issues relating to the past, present, and future of substance abuse. The issues will span areas involving prevention, law enforcement, treatment and policy making.

**CJ 3600 - Organized Crime**

3.00 credits. This course will cover the historical background as well as the current state of crime patterns observed and attributed to organized criminal groups. Topics to be covered will include, but not be limited to, traditional organized crime, international organized crime groups, narcotics based crime groups, as well as cultural and social differences as they relate to organized criminal groups.

**CJ 4000 - Criminal Law and Procedure**

3.00 credits. This course will examine the legal foundations of the criminal justice system to include its organization, function, and enforcement. The course will include a study of what constitutes a crime, the difference between substantive and procedural criminal law, and constitutional limitations. In addition, the course will include an analysis of the United States Supreme Court decisions involving the constitutional rights of individuals in the criminal process. Specific topics to be discussed include interrogation, probable cause, arrest, search and seizure, the exclusionary rule, and the trial and appellate processes. **Prerequisites & Notes:** CJ 2200 - Court Administration and Management

**CJ 4110 - Constitutional Law**

3.00 credits. This course will examine the evolution of constitutional principles and methods of constitutional interpretation and analysis. Learners will utilize legal case study methods as a tool and learning strategy for identifying constitutional issues. Additionally, learners will examine how the Supreme Court and other courts interpret the constitution, and the impact that has on everyday lives.

**CJ 4200 - Psychology of Criminal Behavior**

3.00 credits. **The Social World Core Course.** This course is a study of the psychological bases and dynamics of criminal behavior. Topics to be discussed include the role of free will and expected utility in crime, psychopathic behavior, and the role of society in crime. We will also review the ways in which the criminal justice system (presently and historically) processes, treats, and affects the different types of offenders. (Can be used as a Social World by non-Criminal Justice majors)

**CJ 4300 - White Collar Crime**

3.00 credits. This course will introduce the learners to a variety of topics and issues in the white collar crimes area. The course will examine the definition, history, types, causes and measurements of white collar crime. Specifically, the course will review the costs and effects of white collar crime on society and explore the use of criminal sanctions to address this type of criminality.

**CJ 4900 - Criminal Justice Seminar**

3.00 credits. This course is the capstone course in the major and intended to provide the student with the chance to utilize those skills and ideas obtained during the completion of their required Criminal Justice classes. This experiential learning process will allow the student to demonstrate a broad knowledge of many aspects of the Criminal Justice system. The class will facilitate the completion of a critical review of an established Criminal Justice related program by each student. The program review will encompass both scholastic research and field work including interviews of participants of the selected program. (This is a capstone course and therefore intended to be the final course taken in the major. Consultation with the advisor is required in order to register. In the event of large enrollment, preference will be given to graduating seniors.)

**COM 1200 - Introduction to Mass Communication**

3.00 credits. Through history, application, and practice, this course explores the field of Communication in order to prepare students for the challenges of research, design, and understanding for the Communication major. As an overview course, all areas of communication will be explored: public speaking, media, public relations, organizational, and interpersonal.

**COM 1500 - Introduction to Interpersonal Communication**

3.00 credits. This course is designed to show how research and theories can lead to more effective and satisfying relationships. The text will reinforce concepts such as win-win conflict management and good listening skills for personal and professional success. Students will also read about how respectful, supportive language produces better results than harsh words. Beyond reading about interpersonal communication, this course will give students strategies for application that will help them in their careers as well as in their personal lives.

**COM 1650 - Introduction to Web Design**

3.00 credits. This course introduces students to the building blocks of website creation, HTML and CSS. Learners will explore best practices for composing web content, image selection and preparation, file structure and file naming, web accessibility, and responsive design for both desktop and mobile. Learners will gain practical skills in writing and editing web pages in a text editor, along with working in a content management system (CMS).

**COM 2100 - Public Performance and Presentation**

3.00 credits. In this course, students will examine the strategies and goals of different occasions for public speaking, and then apply the lessons learned to in-class speeches and a longer final presentation. They will apply those lessons learned to speeches that will be presented to the class both in-person and to a virtual audience.

**COM 2480 - Communication Law and Ethics**

3.00 credits. An overview of select legal concepts within the field of Mass Media Law. The focus will be on the First Amendment Right of Free Speech, the law of Libel, Regulation of Advertising, Copyright, and Freedom of Information Requests.

**COM 2510 - International Communications**

3.00 credits. **World Cultures and International Studies Core Course.** This course examines how systems of communication media are organized and function around the world. It is designed to assess our experience as an American by exploring the sociocultural, economic, political, and scientific/technical impact of communication media on the diverse societies of other countries. (Can be used as a World Cultures & International Studies by non-Communication majors)

**COM 2520 - Multicultural Communication**

3.00 credits. **Values, Choice, and Justice Core Course.** This course is designed to study issues of diversity and the media by investigating the audience, content, and institutions of communications. Cultural perceptions will be explored as they relate to an individual's beliefs on diversity such as race, ethnicity, gender, sexual orientation, religion, age, class, and disability. A research and field experience will challenge learners to analyze and formulate their own views.

**COM 3020 - Social Media Marketing**

3.00 credits. This course will explore the importance of social media as a strategic marketing and communications tool. By focusing on the role of communication research, students will explore best practices for evaluating social media tools and constructing messages that support organizational marketing communication objectives. Students will develop a social media marketing plan to demonstrate expertise in planning, implementation, and evaluation of social media efforts.

**COM 3040 - Persuasion**

3.00 credits. This course will examine the methods, psychology, and ethics of persuasion. Learners will analyze the various attempts at persuasion we encounter in our daily lives, will refine and practice our own strategies toward argument, and will consider the responsibilities involved in attempting to change beliefs and behaviors.

**COM 3110 - Reporting and Newswriting for the Media**

3.00 credits. This writing intensive course will examine strategies to gather, report and deliver newsworthy information using traditional and emerging resources. Students will discuss the ethical, legal, and professional arguments surrounding journalism as it strives toward honest, informative reporting to the public.

**COM 3330 - Organizational Communication**

3.00 credits. This course will examine the way organizations - and specifically businesses - communicate, and how these strategies affect both the organization and its members. Learners will be encouraged to compare the course materials to their own employment experience to gain a better understanding of how an employer educates, motivates and influences its stakeholders. Learners will then apply the course themes to improve their own workplace communication.

**COM 3510 - Public Relations**

3.00 credits. This course introduces students to the study of the theory and practice of public relations, its role in administration, its role in society, and its potential as a career. Com 311, Reporting and Newswriting for the Media, is recommended prior to taking this class.

**COM 3580 - Integrated Marketing Communication**

3.00 credits. This course will provide learners with skills necessary to understand and apply the unique interaction of communications and marketing disciplines when considered in a global context. By focusing on the role of communication research in development of a global marketing communication strategy, learners will apply concepts which integrate advertising, public relations, sales promotion and other organizational efforts for a strategic viewpoint in the global/international environment. Learners will develop an integrated marketing communications plan to demonstrate expertise in planning, implementation, and control of marketing communications initiatives.

**Prerequisites & Notes:** BA 2150 Principles of Marketing.

**COM 3600 - Communication Planning**

3.00 credits. This course evaluates different communication plans and their purpose within an organization. It reviews in depth the components of a strategic communication plan and how to develop one responding to an organizational need. Learners will explore how operational strategy and communication strategy relate through the use of a case study, as well as evaluate crisis communication planning strategies.

**COM 3620 - Visual Communication**

3.00 credits. This course focuses on the planning, management, and coordination of corporate communications' production projects. The course provides the learner with a working knowledge of print and audio-visual production sufficient for effective collaboration with artists and producers and for the successful coordination of out-sourced production projects. This course includes applied computer skills as well as decision-making techniques, production scheduling, and production and quality control.

**COM 3640 - Small Group and Team Communication**

3.00 credits. This course explores the study and application of small group communication processes. Learners in this course will discuss theoretical research and apply it to the examination of their own participation in groups. In addition, this course will focus on topics that will encourage students to improve upon their own group behaviors.

**COM 4120 - Advanced Public Relations**

3.00 credits. This course provides an opportunity for learners to build upon knowledge, skills, and expertise in public relations by applying them to the study of actual public relations cases and realistic situations. The analysis and evaluation of case studies lead the adult learner to a better knowledge of public relations principles, application, and management. In addition, this course will focus on the writing and distribution of public relations collateral.

**Prerequisites & Notes:** COM 3510 - Public Relations

**COM 4850 - Communication Seminar**

3.00 credits. The course is the final, or capstone, course required for the major. Provides an opportunity for an integration of coursework, knowledge, skills, and experiential learning to enable the student to demonstrate a broad mastery of professional expectations in order to gain initial employment, further learning, and career change or advancement. The course employs critical thinking, creative thinking, problem solving strategies, effective written and oral communication, quantitative and qualitative analysis, computer literacy, library competency and mediated communication related to a student's concentration and specific career plans. (This is a capstone course and therefore intended to be the final course taken in the major. Consultation with the advisor is required in order to register. In the event of large enrollment, preference will be given to graduating seniors.)

**CS 1020 - Introduction to Excel**

1.00 credit. This course covers the basic tools, techniques and functionality of Excel so that students are able to use it in a wide variety of applications. The course starts with the basics of navigation through a worksheet and then covers data manipulation, formulas, text management, charts and graphs. Use of many of the Excel functions for mathematics, statistics and finance are also covered.

### **CS 1180 - Fundamentals of Computer Architecture**

3.00 credits. This course will introduce students to the basic concepts and history of the Information Technology revolution. Students will explore the development of modern information systems, including hardware, software, and business applications. The course deals with the role information systems play in an organization and the key principles a successful manager must grasp. The value of information is directly linked to how it helps decision makers achieve the organization's goals.

### **CS 1190 - Database Design Systems**

3.00 credits. With the use of thought-provoking real-world and fictional case studies, interesting lectures and stimulating discussions, this class will explore the world of database systems, and database management. We will discover how vital a database is in today's business and technological environments; and the strength of the DBMS. Several different models will be discussed, and we will extract information from the database with query languages such as SQL. Time will also be spent finding techniques to improve most of the challenges of the database environment while also discovering methods for optimizing, enhancing and protecting the database itself.

**Prerequisites & Notes:** CS 1180 - Fundamentals of Computer Architecture

### **CS 1210 - Computer Science I**

3.00 credits. **Mathematical Analysis Core Course.** This class will provide students with a solid, fundamental understanding of the Java programming language. The interactive class sessions will combine lecture with "practice programming." Students may expect to explore topics such as Java syntax, writing and running Java applications, basic testing and debugging, and classes and objects. **Prerequisites & Notes:** CS 1180 - Fundamentals of Computer Architecture and CS 1190 - Database Design Systems

### **CS 1220 - Computer Science II**

3.00 credits. This class will provide students with advanced development skills using the Java programming language. The interactive class sessions will combine lecture with "practice programming." Students may expect to explore topics such as interactive programming, development of database applications and reading/writing UML class diagrams. **Prerequisites & Notes:** CS 1190 - Database Design Systems and CS 1210 - Computer Science I

### **CS 2000 - Information Systems Ethics**

3.00 credits. This course provides an exploration of ethics in our society, specifically in the technological world. Topics such as codes of conduct and social media will be investigated through case studies using various approaches to ethical decision making. With technology as the stage, we will be able to explore such issues as computer and internet crimes, privacy rights, freedom of expression, and intellectual property laws. **Prerequisites & Notes:** It is recommended that students should have several sessions completed before taking this course to be more aware of the issues surrounding computers, computer programs, property rights, and Information Systems.

### **CS 2050 - Visual Programming**

3.00 credits. This class will build on the foundational programming courses and allow the student to apply the computer science concepts to the visual programming environment. The concepts of good visual design and the event-driven model will be learned through hands-on experience. These concepts will be explored through the development of rich and extensive web pages created using the C# programming language and the .NET Framework. In-class examples, book samples, and assignments will provide a comprehensive view of these concepts. COM 1650 Introduction to Web Design recommended for students without HTML and CSS experience. **Prerequisites & Notes:** CS 1180 - Fundamentals of Computer Architecture CS 1190 Database Design Systems and CS 1210 - Computer Science I.

### **CS 3100 - Introduction to e-Commerce**

3.00 credits. This course covers the study of business conducted via the internet. Learners will examine the history of e-commerce, types of e-commerce, and best practices. The importance of security and privacy will be discussed. Innovation and the impact of social media will also be examined.

### **CS 3410 - Systems Analysis and Design**

3.00 credits. This course covers the system development methodologies, systems analysis, detailed systems design, database design, user interface design, testing, documentation, and development of information systems. The students will gain knowledge and skills in using CASE tools, different software packages, commercial DBMSs, MS Visio, MS Project, and Visible Analyst to create, organize, process, and visualize their data. The UML language

representing one of the most recent tools for object-oriented systems design is also considered. The course provides preparation for the systems analyst profession and offers a detailed understanding of the interaction between different computing aspects and basic business applications. **Prerequisites & Notes:** CS 1180 - Fundamentals of Computer Architecture and CS 1210 - Computer Science I

### **CS 3420 - Computer Networks and Networking Systems**

3.00 credits. Provides the student with the theory and knowledge of computer networks, the operation of the network, the characteristics of the network architecture as it relates to the ISO model and administration. Security and management of the network are also discussed. The course contrasts network operating systems including TCP/IP, Novell, Token Ring and AppleTalk. Topics include network security, network management, the ISO model, network hardware requirements, such as routers, repeaters, gateways, interface cards, file servers, network topology options, and the Internet. **Prerequisites & Notes:** CS 1220 - Computer Science II

### **CS 4090 - Data Mining, Data Warehousing, and Business Intelligence Concepts**

3.00 credits. This course involves the study of Data Mining, Data Warehousing and Business Intelligence Concepts. Content covered will include the following: Extraction, Transformation and Load (ETL) process, data warehousing architectures, various techniques to present data, data presentation techniques, data mining, text and web analytics, big data, predictive analytics, and emerging trends and future impacts of business analytics. These concepts will be reinforced by the use of the Rapid Insight Software tool. **Prerequisites & Notes:** CS 1190 - Database Design Systems Recommended: knowledge of statistics

### **CS 4420 - Computer Network Security**

3.00 credits. This course provides an introduction to the principles and practice of network security. It aims to introduce students to the fundamental techniques used in implementing secure network communications, and to give them an understanding of common threats and attacks, as well as some practical experience in attacking and defending networked systems. Topics include: security threats in networks, principles for providing security mechanisms (cryptography, key management, message authentication), practice of securing systems (PGP, IPsec, SSL), and recent research topics in security. **Prerequisites & Notes:** CS 3420 - Computer Networks and Networking Systems

### **CS 4900 - Readings and Projects in Computer Science**

3.00 credits. In this course, the learner will complete either a project or research paper relevant to computer science or computer information systems. The learner will conduct an oral defense of their written paper or project.

### **EC 1000 - Global Macroeconomics: Principles and Issues**

3.00 credits. **The Social World Core Course.** This course gives learners an orientation to the nature of economics on a global scale and examines the aggregate performance of all markets in our economy. This course will cover capitalism, supply, demand, free markets, inflation, recession, and money supply, allocation of scarce resources, and the role of the Federal Reserve Board. Learners will have the opportunity to correlate economic theories to their everyday experiences.

### **EC 1020 - Principles of Microeconomics**

3.00 credits. Economics now, more than ever, plays a crucial role in our lives and has a significant impact on our success, both personally and professionally. Microeconomics focuses on the behavior of individual consumers and individual firms. Microeconomics gives us a focused perspective, and deals with specialized issues and detailed analysis within economics. A strong emphasis is placed on discussion of current events and how those events incorporate various economic theories. This will give the learner a greater appreciation of the relevance of economics as a science.

### **EN 1000 - Writing and Language**

3.00 credits. **Power of Language Core Course.** In this writing-intensive introductory course, adult students will learn and practice various strategies and structures to write college-level papers. Each week, students will read and study examples of each strategy, and then apply them to their own papers. The course culminates in a critical/research paper that allows adult students to bring together many of the skills they've practiced in the course.

**EN 1130 - Introduction to Drama**

3.00 credits. **Values, Choice, and Justice Core Course.** The analysis of character and motive in drama is the focus of this course. A psychological approach will emphasize how actions and words reveal personality. Emphasis will be placed upon the role of theatre in cultural development, and the cultural context of each play will be studied. An investigation of the unique role of drama as a lively social forum will be an integral part of the course.

**EN 1160 - Film as Literature**

3.00 credits. **Creative Expression Core Course.** An introduction to film as an art form with particular attention to the discourse of film: how film "speaks" to us and how we speak about film.

**EN 1350 - Living Shakespeare**

3.00 credits. **Creative Expression Core Course.** Learners gain a deep critical and imaginative understanding of Shakespeare's plays and a knowledge of the Elizabethan theatre and its stage conventions by reinforcing textual analysis with informal performance of scenes from several key works.

**EN 2420 - American Literature: 1865 to Present**

3.00 credits. **Western Cultures Core Course.** In this survey course, students examine representative works written by American authors over the last 150 years.

**EN 2450 - Growing up in America**

3.00 credits. **Creative Expression Core Course.** In this survey course, we will examine autobiographical works written by diverse authors over approximately 150 years to gain a larger perspective on the subjects of autobiography, history, and childhood in America. Students will be encouraged to compare these themes to their own experience of growing up in America to determine if they are still accurate and relevant.

**EN 2610 - Literature and the Workplace**

3.00 credits. **Creative Expression Core Course.** In this survey course, students will examine a variety of literary works that focus on the benefits and challenges of the workplace as a theme. Through a close reading of essays, poems, plays, and stories, students will be encouraged to develop their skills as readers and writers of literary fiction. Students will also be encouraged to compare these themes to their own work experience, and to consider the role that work plays in their lives.

**EN 2810 - Writing and Analyzing the Short Story**

3.00 credits. **Creative Expression Core Course.** In this writing-intensive course, students will read and explicate short stories that are considered classics in the genre. They will then apply their critical ideas on theme, character and craft to original essays and short stories.

**ES 2210 - Geology on Location**

4.00 credits. **The Natural World Core Course.** Geology on Location is an introductory course in geology that examines national parks and other notable landmarks in order to illustrate basic Earth Science concepts. Additionally, the course blends our knowledge of the geosphere and hydrosphere with issues that affect our human existence on this amazing planet. By understanding the processes within specific geologic features, we enhance our appreciation for the natural world. When applicable, other related issues such as water pollution, conservation, biodiversity, climate controls, natural resources, and natural disasters will be discussed throughout the course. Students should expect to have fun and be amazed as we discover the geology behind extraordinary landforms, coastlines, volcanoes, etc. In the lab component of this course, students will be required to visit, create a photo journal, and write about the geology of an approved location of their choosing. They will be required to conduct a soil experiment on their own using a few household items.

**FS 1500 - Foundations for Accelerated Learning**

3.00 credits. **Core Course.** Foundations for Accelerated Learning is designed to introduce adult learners to the scholarly demands of Elizabethtown College's accelerated coursework. Emphasis is placed upon self-reflection and collaboration with peers, implementing skills for success in an accelerated learning environment, evaluating personal strengths, and identifying strategies to overcome challenges. Students will develop research, writing, and presentation skills that lay the foundation for future success.

**HCA 1620 - Health Care Policy**

3.00 credits. This course provides an introduction to the development and implications of U.S. health care public policy, including key governmental and non-governmental participants within the political process. It examines the major roles played by local, state, and federal governments in the oversight, funding, delivery and evaluation of health care services. To perform this examination, a brief background to the U.S. health care system will be presented. The course then investigates the formulation of health care legislation, the prioritization of health care legislation and the implementation of legislative provisions.

**HCA 2150 - Health Care Marketing and Consumer Issues**

3.00 credits. This course introduces students to marketing and consumer issues in a rapidly evolving health care environment. The learning outcomes will be emphasized from both the provider and consumer perspective. The impact, challenges and issues of consumer decision making with nontraditional and present-day health care marketing are also examined.

**HCA 2650 - Health Care Management**

3.00 credits. This course provides the knowledge and skill set to administer health care organizations and programs. It examines the internal operations of health care organizations (e.g. hospitals, practices, ambulatory care, long-term care, managed care and insurance companies); and expand the student's traditional management knowledge - plan, direct, monitor, evaluate - as well as contemporary management models that are used in health care organizations. Concepts of planning, organizational behavior, and management specifically applicable to the administration of health care organizations and programs are presented.

**HCA 2680 - Information Systems in Health Care Management**

3.00 credits. The course examines key processes in health care information systems and how information systems support the delivery of health care services. The intent of this course is to identify issues confronting management in health care information systems, examine their causes, and develop reasonable solutions to these issues. Specific federal regulations, vendor solutions, and financial implications are analyzed along with critical current information system topics like electronic health records and telemedicine.

**HCA 3100 - Health Care Ethics**

3.00 credits. This course examines the ethical issues and challenges in today's complex and changing health care system. Course focus will be on major ethical themes and challenges within the United States health care system. In addition, learners will have opportunities to examine their own values and apply a decision-making process to ethical dilemmas specific to the health care industry.

**HCA 3250 - Health Care Billing, Budgeting and Finance**

3.00 credits. This course emphasizes basic financial management theory related to the health care industry, as well as accounting practices targeted for health care organizations. Focus is on budgeting, cost control, cost reimbursement, taxation, revenue, cost incentive programs and financial analysis specific to the health care and public sectors. An overview of the health care billing practices from a variety of health care delivery systems is presented including an examination of insurance and reimbursement practices in today's health care industry. Financial data analysis is introduced including quality and performance metrics.

**HCA 3310 - Health Care Law**

3.00 credits. This course will examine the various laws that impact the delivery of health care in the United States. The purpose of the course is to familiarize students with the legal environment of health care that requires compliance of both providers and facilities. Students will analyze case studies and apply applicable laws to the scenarios.

**HCA 3400 - Contemporary Issues in Health Care**

3.00 credits. This course provides the learner with the opportunity to examine challenges facing the healthcare industry in the United States. Learners will analyze controversial issues and differing perspectives to develop understanding of the issues faced by policy makers, healthcare providers, management and citizens. **Prerequisites & Notes:** HCA 3100 - Health Care Ethics, HCA 3310 - Health Care Law and HCA 3800 - Health Care Insurance Policy and Management



### **HCA 3600 - Issues in Women's Health Care**

3.00 credits. This course explores some of the major health conditions and challenges that specifically affect women. It examines the effects of chronic, infectious, autoimmune and psychological health conditions on women; as well as health disparities and gender differences in health behaviors. The goal of the course is to provide students with a comprehensive understanding of the needs of women accessing health care, and how this knowledge is useful in developing successful and effective health care programs, services, management practices and policies.

### **HCA 3610 - Managerial Epidemiology**

3.00 credits. Epidemiology uses sound scientific methods of inquiry to determine frequencies (incidence and prevalence) and patterns (distribution) of disease, injury and disability within specific populations. Groups rather than individuals are the focus of epidemiological study. The results of epidemiologic studies help direct public health actions and policies, and to establish best practices in the health care. This course in managerial epidemiology is designed to prepare students for health care management practice in an arena that transitions focus from individual care and facility-based care to managed population-based care. Students will apply principles and tools of epidemiology to the study of health care management, with a focus on quality and planning. The goals of the course are to explore the use of epidemiological tools to design effective health care programs, manage health care resources efficiently, plan strategically for health care services, and strengthen health care decision-making.

### **HCA 3620 - Nutrition in Health Care**

3.00 credits. This course will offer basic and essential nutritional information to health care administrators, who will be responsible for the development, implementation, oversight, and communication of nutrition-related programs and services at multiple levels in a variety of settings. The course will cover nutritional requirements, eating behavior, food safety, clinical nutritional interventions, community nutrition, national dietary guidelines and nutrition policies, and health care services. Multiple levels of influence on nutrition-related choices and health outcomes will be examined, including cultural, social, economic, demographic, and environmental barriers. Course assignments will help students think critically and engage in constructive dialogue with peers to better understand how diet influences health outcomes for patients, clients, and community members.

### **HCA 3630 - World Health Care Systems**

3.00 credits. **World Cultures and International Studies Core Course.** This course provides an analysis of world healthcare systems with an emphasis on the healthcare issues and challenges between low, middle, and high-income countries. The course focuses on the global organizations that impact world health and the financial and regulatory issues that each country encounters. The course also analyzes many different health systems throughout the world, examining population demographics, economics, major health problems, healthcare financing, healthcare workforces, and future healthcare perspectives within these various nations. **Prerequisites & Notes:** HCA 1620 - Health Care Policy

### **HCA 3800 - Health Care Insurance Policy and Management**

3.00 credits. This course investigates the relationship between the health care provider, patient and the payer (insurer). Learners are exposed to the different organizational pieces of the health care insurer including the management of the provider network, ensuring the delivery of quality care, and the operational components such as claims administration. The course also examines Medicare and Medicaid in today's society. Recognizing the rapid change occurring within the industry, relevant legal and regulatory issues are discussed and debated. **Prerequisites & Notes:** HCA 1620 - Health Care Policy

### **HCA 4500 - Long-Term Care Administration**

3.00 credits. Learners in this course will study the fundamentals of organization, financing, and management of the institutional and community-based health and social services that make up the long-term care delivery system. Learners will be able to describe the impact of demographics and the changing nature of family relationships on senior services delivery programs as well as to evaluate various models of service delivery, including their relevance to current economic, political and social conditions. The course will include a focus on the role of health care delivery within seniors housing, with attention devoted to the determinants of quality care, various models of care, and the critical role of quality management.

**HCA 4650 - Human Resources in Health Care**

3.00 credits. This course covers how health care institutions manage the people issues that, to a great extent, determine their success. A comprehensive foundation for all aspects of human resources planning, development, and administration is discussed and is vital to both the human resources professional and the line manager within a healthcare setting. **Prerequisites & Notes:** HCA 2650 - Health Care Management

**HCA 4700 - Quality Management in Health Care**

3.00 credits. The purpose of this course is to familiarize the student with the concept of quality and the process of quality improvement across the health care continuum. This course focuses on the history and evolution of quality, its terms, principles, theories, and practices. Students will be introduced to the health information technology safety issues, including tools for operationalizing Health Information Technology safety. Learners will be introduced to data quality, the challenges of data from devices, e-quality measures, as well as experience the challenge of calculating quality measures with data from the Electronic Health Record. The merging of quality outcomes with evolving reimbursement paradigms and models will be examined. Additionally, the students will be asked to review the changes that a selected number of health care systems from across America have implemented in order to achieve the Institute of Medicine's goals to make quality health care more safe, timely, effective, equitable, efficient, and patient-centered.

**HCA 4900 - Strategy of Health Care Organizations**

3.00 credits. This comprehensive capstone course examines how health care organizations position themselves and strive to compete in today's rapidly changing marketplace and business environment. It is designed to integrate the concepts, principles, and practices from the student's prior health care courses. With the aid of case studies, the course involves a comprehensive study of the interrelationships between management principles, problem analysis, strategy formation and implementation for healthcare organizations.

**HI 1150 - Modern European History**

3.00 credits. **Western Cultures Core Course.** The course is an examination of the major developments that have taken place in European History since 1500. The course will not survey all of the developments over 500 years, but choose those that seem significant in their impact on subsequent developments. Consequently, we will focus on understanding how modern, western attitudes toward religion and politics emerged in response to more traditional attitudes toward religion and politics. We will focus on how industrialization transformed modern society for better and for worse. We will, lastly, focus on the challenge that extremist politics posed to democracies in Europe after World War I and consider what lessons this troubled history can teach us about how to preserve democracy in a time of crisis.

**HI 2020 - United States History Since 1877**

3.00 credits. **The Social World Core Course.** This course invites learners to examine major developments of American History from 1877 to the present as a way of preparing them to evaluate key social and political problems of American life. Learners will consider what America's leading principles should be, what government ought to be for, and how we might solve longstanding problems such as racial and economic inequality in American society.

**HI 2120 - Race and Ethnicity in American History**

3.00 credits. **Values, Choice, and Justice Core Course.** This course focuses on a variety of racial and ethnic groups in 19<sup>th</sup> and 20<sup>th</sup> century America. It will emphasize the struggles, successes, and failures that accompanied each group as they sought a better life for themselves and their families. The course will ask each student to examine critically such terms as multiculturalism and assimilation. The course examines how these terms have also shaped and defined America and its continuing dialogue on race and ethnicity. The course challenges learners to apply lessons learned from the past to current events and most importantly, what we can learn from our history to improve race and ethnic relations in America.

**HS 1080 - Introduction to Human Services**

3.00 credits. This introductory course reviews the historical foundations and the various political and social influences on the development of human services. It examines models of human service delivery, client systems, and service systems. It reviews the major social welfare programs, implementation of human service interventions, and working with diverse clients. Finally, the course covers issues crucial to human service workers, such as burnout and legal issues.

**HS 1620 - Social Welfare Programs and Policy**

3.00 credits. The purpose of this course is to help students understand what drives social welfare policy, the values and beliefs underlying social welfare policy, and how it impacts our lives. The course is designed to be both theoretical and practical. Fundamental concepts and theories of social welfare policy are examined. The competing values and beliefs that influence social welfare policy are discussed and analyzed. An overview of the history of social welfare policy in the United States is explored. Social welfare policies and programs are examined within the context of the social problems they address. The course also explores the strengths and weaknesses of current government interventions. Students will also explore ways to conduct effective social welfare policy analysis.

**HS 2200 - Wellness for All**

3.00 credits. **The Social World Core Course.** Balancing the roles of student, employee, and family member creates challenges to maintaining a healthy lifestyle and promoting it in others. This course will enable students to investigate the six dimensions of wellness from both the personal and professional perspectives. Students will also evaluate the theoretical models of wellness in order to promote a wellness lifestyle in others. (Can be used as a Social World by non-Human Services major)

**HS 2300 - Introduction to Substance-Related and Addictive Disorders**

3.00 credits. This foundations course will provide essential concepts for understanding contemporary theories and practices relating to addictive and substance use disorders. Learners will identify appropriate methodologies for identification, prevention, and proper treatment of disorders. Review of the historical perspectives, various diagnostic issues, and numerous types of addictive behaviors, treatment options, and current research developments will be discussed.

**HS 2350 - Counseling Techniques and Skills**

3.00 credits. This course will provide learners with a background of concepts, historical perspectives, and information regarding counseling systems. Learners will develop skills for building effective working relationships with clients and focus on skills required to explore clients' difficulties and recognize and enhance strengths. It will discuss how to establish plans and implement strategies to accomplish goals related to identified problems or concerns. This course will provide strategies for evaluating case progress in work with individuals, groups and families. It will provide learners with the information they need to meet several Educational Policy and Accreditation Standards (EPAS) competencies—a set of nine standards or competencies centered on an educational format that prescribes attention to outcome performance.

**HS 2800 - Group Counseling**

3.00 credits. Learners are exposed to theories, principles, and practices of group counseling. Opportunities are provided for learners to engage in dialogue relating to ethical and professional concerns, group dynamics and processes, understanding of various types of groups, assessment of group outcomes, group entry and exit transitions, and different leadership styles.

**HS 3100 - Ethical Issues in Human Services**

3.00 credits. **Values, Choice, and Justice Core Course.** This course will examine the principles, philosophy and theories relating to social and human ethics. Topics for discussion include: why ethics is important, personal vs. community values, social responsibility, cultural and global ramifications, and applicable legislation surrounding ethics in the human services. Application of real-life scenarios and case studies may be utilized. (Can be used as a Values, Choice & Justice by non-Human Services majors)

**HS 3220 - Pharmacology and Substance Use Disorders**

3.00 credits. This course will cover the role of pharmacology in substance use disorders and in the recovery process. Learners will discover how to work collaboratively with clients, patients, and healthcare providers in providing medication assisted treatment. Learners will become familiar with commonly prescribed medications for substance use disorders as well as their side effects, limitations, and advantages.

**HS 3300 - Research Methods in Human Services**

3.00 credits. Considering all that happens around us, it is easy to assume that the world is basically chaotic and unorganized. Nevertheless, one assumption in social research is that there are patterns to social life. Research involves a systematic and objective attempt to study the problems of human nature for the purpose of deriving some of its general principles. This involves explorations, descriptions, and explanations of problems and sometimes

evaluations of possible solutions. This course will cover research design, literature review, critically evaluating sources, sampling, measurement, data analysis, primary vs. secondary research, and qualitative and quantitative studies. **Prerequisites & Notes:** HS 1080 - Introduction to Human Services.

#### **HS 3480 - Case Management and Documentation**

3.00 credits. This course educates learners on principles, practices, and issues in human services case management with an emphasis on professional case management skills. Topics include intake assessment, service planning, referral procedures and follow-up. **Prerequisites & Notes:** HS 2350 - Counseling Techniques and Skills

#### **HS 3500 - Biopsychosocial Factors of Substance Use and Abuse**

3.00 credits. **The Social World Core Course.** This course examines the biological, psychological and social factors relating to the past, present, and future of substance abuse, including its prevention and treatment. (Can be used as a Social World by non-Human Services majors)

#### **HS 3660 - Counseling Theory and Practice**

3.00 credits. This course will survey the major concepts and practices of the contemporary therapeutic systems and address some ethical and professional issues in counseling practice. The course aims to teach students to select wisely from various theories and techniques and to begin to develop a personal style of counseling. Skills are provided to build the counseling competencies needed in the counseling process. **Prerequisites & Notes:** PSY 1050 - General Psychology.

#### **HS 3800 - Recovery and Relapse Prevention**

3.00 credits. This course introduces learners to specific theories and various methods of treatments for preventing relapse and promoting recovery from substance abuse and/or psychiatric disorders. Particular focus will be given to the Transtheoretical Model and Motivational Interviewing. Other areas for examination and discussion will include community education programs and twelve-step programs, psychoanalytic approaches, family systems, cognitive-behavioral treatments, and behavioral economics.

#### **HS 3900 - Mental Health and Crisis Intervention**

3.00 credits. This course will provide learners with an exploration of mental health and associated issues, including but not limited to depressed, disruptive, violent, angry, anxious or suicidal clients. Other areas covered include crisis intervention skills and techniques, application, and a systematic approach to dealing with people in crisis.

**Prerequisites & Notes:** HS 2350 - Counseling Techniques and Skills and PSY 1050 - General Psychology ; Recommended Prerequisite: PSY 3220 - Abnormal Psychology

#### **HS 4120 - Human Services Delivery**

3.00 credits. This course provides an in-depth look at how human service organizations handle various processes. Learners will analyze both the systems – internal and external - and the practices of organizations, including but not limited to: roles and responsibilities of administrators and staff, leadership, organizational culture, HR and fiscal management, strategic planning, marketing and public relations, partnerships and collaborative relationships, and working with a non-profit board of directors. Interaction with a human service agency or comparative study may be required as an individual or group project. **Prerequisites & Notes:** HS 1080 - Introduction to Human Services.

#### **HS 4350 - Cognitive-Behavioral Therapy**

3.00 credits. Learners will review, practice, and demonstrate the clinical application of cognitive-behavioral therapies. Areas examined are principles of both cognitive and behavioral theories, engagement and the education of clients, goal setting, strategies and techniques for positive change, enhancement of individual motivation, contingency management, and ongoing assessment **Prerequisites & Notes:** HS 2350 - Counseling Techniques and Skills.

#### **HS 4480 - Advanced Assessment and Interventions**

3.00 credits. This upper-level course covers outcome measures, documentation, functional and strengths-based approaches, uniform patient-placement criteria, co-occurring medical, addictive and psychiatric disorders and intervention practices and methods. Learners will actively engage in applications of multi-modal assessments and treatment planning process incorporated for individuals with addictions. Intervention tactics are discussed. Relevant and related mental health treatment settings are also incorporated. **Prerequisites & Notes:** HS 3480 - Case Management and Documentation.

**HS 4900 - Human Services Seminar**

3.00 credits. This capstone course encapsulates a comprehensive understanding of the human services. Integration of previously learned theories, concepts, skills and practices will be implemented. Learners will incorporate critical thinking skills necessary for a human service professional. A major project is required which will assess mastery of the learner's competency in the field.

**Prerequisites & Notes:** Senior status.

**HUM 2600 - The Creative Process**

3.00 credits. **Creative Expression Core Course.** This course will examine the creative process as it relates to both individuals and organizations. Learners will use readings and their own experiences to explore how the creative process varies from individuals and how it can be developed. The idea of creativity will be explored from both the perspective of business and artistic expression. Through readings, discussion and group activities, learners will better understand how the creative process is used in the creation of art, literature, music and product development and design. The course will also focus on the importance of creativity in the workplace and the impact of innovation on both society and business.

**IDC 1050 - Introduction to Philosophy through Environmental Consciousness**

3.00 credits. **Western Cultures Core Course. Values Choice and Justice Core Course.** As an introduction to the Western philosophical tradition, this course uses the topic of environmental consciousness to explore the most fundamental existential questions that confront us, and examines some of the great Western philosophers' answers to these questions throughout history. Great historical figures in Western philosophy such as Plato, Aristotle, Descartes and Nietzsche are covered, as well as contemporary voices in the field. Course topics and questions include: the examined life, reality, knowledge, and values.

**IDC 2710 - Introduction to Globalization**

3.00 credits. **The Social World Core Course. Values, Choice, and Justice Core Course.** In an increasingly interconnected world, globalization is a political, economic, cultural, and environmental phenomenon affecting individuals and communities in every society. This course will examine the dynamics of globalization along with the ethical implications of living in a globalized world.

**IDC 2750 - Religion and the Human Condition**

3.00 credits. **World Cultures and International Studies Core Course. The Social World Core Course. Values, Choice, and Justice Core Course.** Using Judaism, Christianity and Islam, and perspectives from "Eastern" and so-called "primal" religions, this course examines three interrelated topics: 1) Religious teachings regarding the human condition; 2) Religious traditions' responses to the human condition and 3) the behavior of those who claim to be followers of a religious tradition. The course will conclude with a look at what constitutes a "true" follower of a tradition and how "true" followers act in relation to the norms of the prevailing culture.

**IDC 2770 - Poverty in the World of Plenty**

3.00 credits. **World Cultures and International Studies Core Course. Values, Choice, and Justice Core Course.** This course will examine the many causes behind half of the world's people living on less than two dollars a day--the majority of them women and children. Factors such as bias against women, sweatshop labor, a failing environment, government corruption, the history of colonialism, and misguided foreign aid will be explored. Solutions will be sought related to consumer purchases, women's empowerment, and influencing government policies and aid distribution. **Prerequisites & Notes: May not be taken by students who have completed IDC 273.**

**IDC 2780 - Global Films: Reflections of Cultures and Creativity**

3.00 credits. **Creative Expression Core Course. World Cultures and International Studies Core Course.** This course involves the study of global films selected for their artistic, cultural, and historic value. A variety of styles and genres of films will be studied and analyzed, including classic as well as contemporary films. The reflective nature of film allows the viewer to investigate cultural identity and the impact of political and historical events through the eyes of the cultures themselves. All films are subtitled and the readings, written work, lectures and discussions are all in English.

**IDC 2790 - The Female Immigrant Experience**

3.00 credits. **Western Cultures Core Course. World Cultures and International Studies Core Course.** In this course we will consider the female immigrant experience through historical and contemporary cultural analysis. Learners will identify, articulate, and explore values as they interpret issues associated with women and immigration. This knowledge will be integrated into analysis and discussion of gender-related immigration and public policy issues.

**IDC 3150 - Victimology**

3.00 credits. **The Social World Core Course.** (This interdisciplinary course can be used to fulfill a Criminal Justice Elective, a Human Service Elective or a Social World Core requirement.) The course examines crime victims, their quandary, and the relationships they have among social groups and institutions, such as the media, business, politicians, special interest groups, and social movements. Issues such as justice and compensation from the perspective of the victim, as well as society at large are examined. A review of programs designed to support victims from prevention and assistance through approaches that are gaining attention such as Restorative Justice, Victim Repayment, and Victim/Offender Mediation will be discussed. Also addressed is the interdisciplinary approach to the study of victims with particular relevance for students in the fields of criminal justice, human services and the social world.

**IDC 3700-3800 - Special Topics**

Credits: 1.00 - 3.00 credits. **Core Course.** Weekend seminar courses are offered on contemporary topics of interest with an interdisciplinary focus in one or three-credit options. In the three-credit option, the learner will extend the classroom learning to produce a significant research project by the end of the course. This course is repeatable for credit. **Prerequisites & Notes:** EN 1000 Writing and Language and nine college credits

**IDC 4900 - Core Program Capstone**

3.00 credits. **Core Course.** This course serves as the Core Program's capstone course with a final project that represents the student's ability to define a contemporary problem and construct a defense of the thesis, both orally and in writing. The course also provides the opportunity for the student to reflect on the impact of Core Program learning and explore how that learning relates to a contemporary problem being studied.

**MA 1080 - Applied Mathematics: Problem Solving Using Excel**

3.00 credits. **Mathematical Analysis Core Course.** This course provides an introduction to a variety of mathematical concepts focusing on real-world applications of mathematical modeling and meaning, rather than on proving theorems. This is an application-oriented course and the approach is practical. Learners will use Excel to find the solutions to real-world mathematical situations. Focusing on translating every day questions into mathematical problems to solve, the topics will include: Algebra, Sets, Graphing, Number Theory, Linear Equations and Inequalities, Statistics, Probability, and Consumer Mathematics. Part of the class is devoted to lecture and part will be an interactive lab. *Although not required, this course is recommended as a preparatory course for Ma 1510, Probability and Statistics.*

**MA 1510 - Probability and Statistics**

3.00 credits. **Mathematical Analysis Core Course.** This course will explore the basic principles and methods of Probability and Statistics in order to develop: An awareness and appreciation of the role of statistics in our daily environment and activities; as well as a foundation for the advanced study and further application of statistics in one's particular area of specialization.

**MBA 501 - Foundations in Critical Business Analysis**

3.00 credits. This foundations course will cover three essential key areas: statistics, research design, and economics. Learners will study statistics and probabilities as applied to the business environment, including how to approach statistical problems, obtain quantitative results, and interpret those results. The research design segment covers the process of survey and questionnaire design, as well as evaluating data for reliability. The economics segment discusses supply and demand, competitive environments, financial markets and labor markets. (If this course is listed as a requirement, it must be completed prior to taking MBA520, MBA540, and MBA595).

**MBA 502 - Foundations in Financial Accounting and Finance**

3.00 credits. Foundations in Financial Accounting and Finance will provide a solid base of understanding for learners in two essential disciplines: Accounting and Finance. The accounting portion of the course covers the

recording of the transactional information and the creation of financial statements and reporting using Generally Accepted Accounting Principles (GAAP). The finance portion will cover the key concepts of discounting versus compounding and creation of the optimal capital structure for the organization to maximize shareholder value. (If this course is listed as a requirement, it must be completed prior to taking MBA520 Data Analysis and Techniques for Informed Decision Making, MBA525 Accounting for Strategic Decision Making, and MBA595 Applied Business Leadership in Action.)

**MBA 510 - Leadership in Business and Life: Bridging the Gap**

3.00 credits. This introductory course provides a foundation for the study of leadership through a comprehensive examination of the history, theories, and processes of leadership. Opportunities will be provided for learners to explore the application of specific leadership strategies and techniques within the context of challenges leaders face. Learners will be engaged in self-reflection and feedback activities geared toward assessing current strengths and formulating plans for building their own leadership skills.

**MBA 515 - Integrated Marketing Communications, Branding and Promotions**

3.00 credits. Product and brand management are at the heart of an organization's survival. This course offers cutting-edge thinking on integrated marketing communication, branding, and promotion. The goal of this course is to prepare managers and/or potential managers to build brand assets and create an enduring advantage for their brands in the marketplace. Learners will be exposed to the contemporary challenges facing firms in creating and maintaining brand equity.

**MBA 520 - Data Analysis and Techniques for Informed Decision Making**

3.00 credits. Information is everywhere, but managers need to know how to effectively collect and use that information to make informed business decisions. This course follows information through its life cycle from creation to reporting. Learners will compile spreadsheets for analysis, dashboards, key performance measures and visually impactful reports to disseminate the data to stakeholders and to assist in making business decisions.

**MBA 525 - Accounting For Strategic Decision Making and Control**

3.00 credits. This course delves into the characteristics of organizational costs at all levels and the accounting systems and processes that record them for purposes of reporting, analysis and decision making. Focus is on the use rather than the detailed generation of complex cost management reports. Different reporting formats are reviewed which provide management with improved insights for decision making. Analytical skills and thought processes required to identify the relevant costs will be incorporated. Application and practice will enhance understanding and exposure to the actual practice of management accounting.

**MBA 530 - Corporate Social Responsibility: Making a Bigger Impact on the World**

3.00 credits. Corporate social responsibility (CSR) is viewed as a business and social movement that influences the role of businesses in a global world. The fundamental component of CSR is essential in an age of transparency to how a business operates and how CSR is linked to business strategies and practices. Students will gain an understanding of how integrating CSR into day to day business operations serves as a differentiating factor for businesses to remain competitive over the long term in a constantly evolving and globalized world. This syllabus explores the environmental and social aspects of CSR and the advantages/disadvantages to stakeholders. It examines the moral, rational, and economic argument for CSR and its importance and relevance when tied to an organization's core mission.

**MBA 540 - Societal Economic Analysis**

3.00 credits. Leaders must be able to critically examine a wide-range of interrelated organizational, governmental and societal issues by applying economic analysis. Learn to apply the economic theories, techniques and applications necessary to practically explore a variety of real-world domestic and global problems.

**MBA 550 - Information for Strategic Decision Making**

3.00 credits. Business leaders must have a solid grasp of the organizational change dynamics associated with new information systems being implemented. This course addresses the real world of Information Technology (IT) management. Topics include evaluating IT investment value, outsourcing, working with vendors, IT governance, IT project management, and IT security and trends.

**MBA 560 - Global Business Strategies**

3.00 credits. Multinational corporations are increasingly exposed to greater risks associated with currency fluctuations, trade embargoes, and social and political instability. Similarly, domestic businesses must be increasingly aware of competitive threats related to new technologies or cheaper subsidized products arising from foreign entrants. Thus, globalization is a pervasive phenomenon that requires the attention of both foreign and local businesses alike. This course provides learners with a comprehensive understanding of the political, economic, social, and technological forces shaping today's global business environment.

**MBA 570 - Strategic Human Resource Management**

3.00 credits. This course will provide a comprehensive overview of strategic Human Resource Management (HRM) by exploring today's Human Resource (HR) environment including current trends in HRM. The course examines the principles of employee recruitment and selection, performance management, employment law, employee compensation, talent development, and safety and wellness. The goal of this HRM course is to provide leaders with a deeper insight into their crucial role in the management of people and with an understanding of current best practices in the field of human resources.

**MBA 571 - Organizational Behavior**

3.00 credits. Whatever the size and purpose of the organization and the technology involved, people are the common denominator when facing today's immense challenges. Success or failure hinges on the ability to attract, develop, retain, motivate, and lead a diverse array of appropriately skilled people (and to do so in an ethical manner). The human factor drives everything. To know more about workplace behavior is to gain a valuable competitive edge. The purpose of this course is to support organizational participants to better understand and manage people at work.

**MBA 573 - Business Ethics**

3.00 credits. This course includes discussion and evaluation of social and moral dimensions of managerial decision making. Focus of the course is an in-depth study of values, conflicts, resolutions, and ramifications in a variety of business contexts. A major priority of the course is to equip students to make thoughtful and effective arguments as to how to deal with business issues as to which there is no obvious, clear answer, and in which ethical, social, or political concerns are present.

**MBA 576 - Sustainability**

3.00 credits. Today, nearly everything from architecture to zoos is being described as sustainable. Sustainability is elusive, it defies definition for many. This module aims at equipping learners with the tools to critically evaluate sustainability claims by providing an understanding of the rich cultural and historical roots of the idea of sustainability or "Nachhaltigkeit". Through an examination of the major issues confronting our environment and the systemic relationships with the business domain, this module explores how individuals and organizations can integrate sustainability perspectives to arrive at better outcomes. A specific focus will be on how organizations can incorporate the environmental (planet), social (people), and economic (profit) perspectives of the concept into their strategies, operations and stakeholder engagements. Also considered are measurement and reporting of sustainability and its challenges, as well as the role of innovation and technology.

**MBA 580 - Corporate Finance for Business Leaders: Theory and Practice**

3.00 credits. This course provides a review and further enhances the understanding of financial theories and practices, and develops the skills necessary to strategically manage the financial operations of an enterprise. Readings and case studies will inject real-world situations into the learning process in order for students to draw upon them in the formulation of financial strategies and management of financial issues. **Prerequisites & Notes:** MBA 525 - Accounting For Strategic Decision Making and Control

**MBA 595 - Applied Business Leadership in Action**

3.00 credits. What strategic moves are necessary for an organization to stay competitive in today's ever-changing business environment? This capstone course challenges learners to integrate what they have learned from previous MBA courses. Learners will assess an organization's current strategy and identify the next steps a leader should consider to strengthen the organization's ability to compete successfully in the business world.

**MCI 505 - Curriculum Theory in Comparative Peace Contexts**

3.00 credits. This course explores the foundations and exemplars of curriculum theory with emphasis upon their philosophical, ethical, political, and cultural influences and their methodological and epistemological dimensions.



Examining the broad PK-12 continuum, it brings into focus the comparative curricular approaches of peace educators and emphasizes the development of a student-centered curriculum which promotes inquiry, respect, responsibility, social justice, and ethical growth. Register by Instructor.

**MCI 510 - Curriculum and Public Policy**

3.00 credits. This course examines the current educational policy debates, both in the United States and abroad, with focus upon governance, the purposes of schooling, models of curriculum reform, and teacher preparation. Students will be required to apply what they learn as they analyze real-life case scenarios. Register by Instructor.

**MCI 520 - Pedagogy, Models, and Methods of Instruction for Effective Schools**

3.00 credits. This course explores best practices in pedagogy and the correlates for the creation of effective schools across the PK-12 continuum. It emphasizes the epistemologies and strategies associated with instructional models and curricula of peace education across the globe, including intercultural, multicultural, and integrative programs. Students will be required to apply what they learn as they analyze real-life case scenarios. Register by Instructor.

**MCI 530 - Building Social and Community Capacity**

3.00 credits. This course explores how teachers across the PK-12 continuum can create partnerships with parents and students that facilitate participation in the schools while also validating home culture and family concerns and aspirations. It reflects current research and theory in family literacy development, bilingual and multicultural education, critical pedagogy, participatory research, cooperative learning, and feminist perspectives. It examines the roles the community and family play in sustaining a cooperative and peaceful culture of learning. Register by Instructor.

**MCI 535 - Current Issues and Trends in Assessment in Special and Applied Statistics**

3.00 credits. This course emphasizes the latest research in the current trends of assessment and evaluation. The course discusses methods for planning assessments that are integrated with instruction, crafting assessment tools, crafting scoring rubrics, grading and evaluating students, assessing higher order thinking, and applied statistics for assessment and evaluation. Strategies are discussed that promote and evaluate the continual intellectual, social-emotional, and personal development of all learners. Register by Instructor.

**MCI 540 - Methods in Culturally Responsive Teaching**

3.00 credits. This course explores the methods of culturally responsive teaching and provides participants the opportunity to develop the knowledge, skills, process, and understanding of the techniques and methods needed to create culturally responsive curricula, learning activities, relationships and classrooms. Learners will have the opportunity to authenticate their learning experiences through research, exploration, implementation, and reflection. Register by Instructor. **Prerequisites & Notes:** Completion of all foundational courses.

**MCI 550 - Social Emotional Learning**

3.00 credits. Students will develop and demonstrate an understanding of social-emotional learning and explore how it can impact both academic achievement and classroom behavior. Students will engage in activities through which they will learn, plan to use, and implement strategies designed to foster social-emotional and self-management skills using the peace education paradigm. Register by Instructor. **Prerequisites & Notes:** Completion of all foundational courses.

**MCI 555 - Classroom and School Climate**

3.00 credits. This course examines the dynamics of power – as it is contextualized in the PK-12 school and classroom – and the implications for student performance, regulation, and achievement. The discussion will revolve around practices that create a school culture that empowers educators and students to critically evaluate and seek to improve traditional educational cultures through the workings of a "culture" including routines, rituals, myths, lore, and values. Register by Instructor. **Prerequisites & Notes:** Completion of all foundational courses.

**MCI 560 - Conflict Resolution**

3.00 credits. This course explores the theory, process and principles of conflict resolution and examines the methods, curriculum, and peace programs used in schools to manage conflict constructively. Students will have the opportunity to apply course concepts through reflection on personal conflict style, case study, and research. Register by Instructor **Prerequisites & Notes:** Completion of all foundational courses.

**MCI 590 - The Graduate Research Seminar**

6.00 credits. This course serves as the research seminar capstone for graduate teachers to understand and apply research theories and design in curriculum and instruction, culminating in a scholarly paper and corresponding oral defense. Register by Instructor. **Prerequisites & Notes:** Completion of all foundational courses.

**MHA 510 - Leadership and Management in Health Care**

3.00 credits. This course examines the major leadership and management approaches in public and private health care agencies. The course will focus on management principles in the American health care delivery system, including the roles of patients, third party insurance payers, and health care professionals. The course presents contemporary thinking about leadership and management skills, competencies, and how management "gets it done" in health care organizations. This course will also explore both the structure and functions of health care organizations. How governance, administration, and professional components interface to provide proper health care to society will be examined. The course will similarly explore health care leadership approaches to evaluate a student's leadership skill set. In addition, students will apply management skills and techniques to case studies and real-life situations involving health care administration. Students will showcase critical thinking skills with support from outside references, in addition to the assigned reading, in order to better understand health care leadership and management.

**MHA 550 - Health Informatics**

3.00 credits. This course will offer a broad overview of major information system methodologies and approaches in the delivery and administration of modern health care systems. The development and use of decision support systems and Internet-based applications in the context of Electronic Health Record (EHR) needs, Health Insurance Portable and Accountability Act (HIPAA) requirements, health care data standards, and associated clinical information systems will be examined. Students will also study how core competencies of health care informatics can be developed and applied to real-world situations.

**MHA 570 - Human Resource Administration in Health Care Organizations**

3.00 credits. This course examines human resource management functions, processes and systems within organizations including recruitment, selection, training of personnel and the legal and regulatory environment affecting human resource management operations in health care organizations. Managing and developing human resources within and between systems/organizations is also studied. Organizational performance and creativity are examined as critical factors in adapting to the quickly-changing business of health care.

**MHA 573 - Health Care Policy: Ethics, Compliance, and Legal Issues**

3.00 credits. This course addresses the government's responsibility to respect the interests, promote and protect the health and welfare, and uphold the rights of the public. Students will explore health care policy, applications of health care law and ethics, and management ideas, theories, and case studies.

**MHA 580 - Health Care Finance and Decision Making**

3.00 credits. This course will provide the practical skills necessary for health care managers to understand and effectively use financial information in a health care setting. The course will cover health insurance and health care related internal and external financial reports and data to ensure a working understanding of the most critical information needed by a health care finance professional. Learners will develop the skills to prepare budgets, calculate reimbursement and use metrics to understand and quantify health care staffing / personnel expenses. In addition, learners will utilize established profitability measures to evaluate the efficacy of specific investments and their value to the organization.

**MOD 560 - Leading Individuals and Teams**

3.00 credits. Successful leadership of individuals and teams requires strategic leaders to employ aspects of situational and transformational leadership principles. This course will examine how individual personalities, team dynamics, corporate structures and organizational needs provide direction for a strategic leader. Learners will explore how team leadership, tasks, and goals impact team design and function in order to build effective teams.

**MOD 562 - Leading Innovation and Change through Cross-Sector Collaboration**

3.00 credits. Successful strategic leaders must lead and facilitate innovation, creativity, change, and collaboration within and amongst diverse organizations---including local, regional and international partners in the public, private, and service sectors. These partners will have varied and often conflicting goals, incentives, power bases, resources,

and cultures. Participating in a course-long student-led cross-sector strategic planning case study, students will strengthen their capacity to create and implement strategies and methodologies for leading and facilitating innovation, creativity, change, and cross-sector collaboration to effectively address complex community problems.

**MOD 564 - Leading Conflict Resolution and Negotiation**

3.00 credits. This course addresses the prevention and management of internal and external conflicts that managers encounter daily; as a part of working in medium and large organizations. Learners will identify their habitual responses to conflict situations; learn the various conflict styles and how to utilize alternatives to address conflict in a proactive rather than reactive method. Our focus will include: conducting fact-finding workplace investigations, building the skills to resolve conflict through basic negotiations, and Alternate Dispute Resolution (ADR) processes. Learners will model how to conduct constructive discussions with employees on topics including the setting of performance goals, giving feedback and Performance Improvement Plans. Learners will examine internal workplace conflict from individuals and teams; and external conflict with customers. The strategies and skills learned and applied will be of use in many life roles and professional career.

**MSE 512 - Learning Environment and Social Interaction in Inclusive Settings**

3.00 credits. A study of the scientific principles and best practices for creating and sustaining an optimal learning environment and positive social interaction for diverse learners in an inclusive classroom setting. Emphasis is on analyzing factors that influence academic and social behavior, adapting the physical environment, implementing an equitable classroom management system, maintaining a respectful climate, teaching social skills, and implementing positive behavioral supports.

**MSE 522 - Foundations of Inclusive Education**

3.00 credits. This course is an introduction to philosophical, historical, and legal foundations of special education and inclusive education principles and practices. The history, etiology, characteristics, and accommodations for students with special needs in the classroom setting will be examined. Twenty hours of field experience required.

**Co-requisite(s):** MSE 522L

**MSE 524 - Methods of Teaching Students with High Incidence Disabilities**

3.00 credits. A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on high incidence disabilities, such as learning disabilities, ADD/ADHD, emotional and behavioral disorders, communication disorders, and cultural or linguistic diversity. Field experience is required. **Co-requisite(s):** MSE 524L

**MSE 530 - Teaching Individuals with Low Incidence Disabilities**

3.00 credits. This course is designed to prepare students to implement best practices, ensure access, and to serve as advocates in collaboration with a service team for students with low incidence disabilities and their families. These disabilities include the traditional categories of significant and/or multiple disabilities: mental disabilities with significant cognitive needs, low vision and blindness, hearing impairments and deafness, deaf-blindness, autism, physical or health disabilities, and traumatic brain injury.

Students learn strategies for collaboration, specific instructional and classroom management procedures, considerations for younger and older students, and are challenged to identify and use innovative tools to support active participation. Students are also encouraged to wrestle with current trends and issues in special education and the larger field of education. Collaborative learning are an integral part of the course.

**MSE 533 - Assessment**

3.00 credits. This course provides an overview of assessment as a tool to guide various types of decisions in the educational setting. The primary focus is on use of informal and formal assessment to craft instruction that is responsive to individual learners. The course also includes information on how to use data to make eligibility and placement decisions while highlighting best practice to ensure that these decisions are well informed and in the best interest of the learner. Specific topics include legislation, trends, and issues in assessment practices; different types of tests and their appropriate administration, scoring, and interpretation; use of descriptive statistics to describe and interpret data sets; reliability and validity considerations in designing, administering, and reporting; and assessment of young children and behavior.

**MSE 540 - Etiology, Equity and Law**

3.00 credits. This course discusses federal and state special education law, including relevant court cases, and its interrelationship with equity and etiology of special needs students. Laws, regulations, policy, and stereotypes relating to the education of special needs populations are discussed. Methods of conflict resolution, mediation, and ethical standards are examined. Students will be required to apply what they learn as they analyze real-life case scenarios.

**MSE 542 - Effective Instruction for Students with ASD and/or EBD**

3.00 credits. This course is designed to prepare teachers to support the participation and education of students with Autism Spectrum Disorders (ASD) or Emotional Behavioral Disorders (EBD) in the PK-12 setting. Emphasis is on the diagnostic criteria, methods of identification, and best practices in intervention and support according to current research. Twenty hours of field experience is required. **Co-requisite(s):** MSE 542L

**MSE 544 - Intensive Reading, Writing, and Mathematics Intervention**

3.00 credits. This course provides substantive, research-based instruction that effectively prepares future teachers to assess and provide interventions to students who are struggling in the reading, writing, and mathematics content areas. An emphasis will be placed on determining differences between typical and problematic performance in each of the areas and modifying instructional methods, providing strategy instruction, and monitoring progress in each area. An intensive clinical field experience of 30 hours is required. **Prerequisites & Notes:** MSE 542 - Effective Instruction for Students with ASD and/or EBD **Co-requisite(s):** MSE 544L

**MSE 565 - Issues in Special Education**

3.00 credits. Working with a faculty mentor, this is a self-directed and self-constructed course for those specializing in PK-8 or 7-12 certifications. Graduate candidates select specific topics to explore that are particularly germane to their certificate levels and companion competencies, including access, accountability, advocacy, and assessment.

**Prerequisites & Notes:** MSE 542 - Effective Instruction for Students with ASD and/or EBD and MSE 544 - Intensive Reading, Writing, and Mathematics Intervention

**MSE 575 - Special Education Internship**

6.00 credits. This internship is supervised graduate student teaching for a total of six weeks in a special education classroom setting.

**MSE 590 - Graduate Seminar**

3.00 credits. This course serves as the research seminar capstone for graduate candidates to understand and apply theories and design related to special education. **Prerequisites & Notes:** MSE 565

**MSL 510 - Foundations of Leadership**

3.00 credits. This introductory course provides a foundation for the study of leadership through a comprehensive examination of the history, theories, and processes of leadership. Opportunities will be provided for learners to explore the application of specific leadership strategies and techniques within the context of challenges leaders face. Learners will be engaged in self-reflection and feedback activities geared toward assessing current strengths and formulating plans for building their own leadership skills.

**MSL 520 - Strategic Communication for Effective Leadership**

3.00 credits. This course will focus on the strategic nature of communication and its role in being an effective leader. Coursework will include exploring the role of ethics in communications, feedback, team collaboration and persuasion. Learners will evaluate effective presentations and develop strategies for creating clear and compelling messages. Discussions will include reflection on constituent needs and communication channels as well as an analysis of one's leadership communication style. The course will make use of the case study analysis method and learners will have the opportunity to create a communication plan based on an organizational need.

**MSL 530 - Applying Research for Strategic Leadership**

3.00 credits. Disruptive forces are creating complex challenges for almost every organization. This course develops the learner's ability to apply conceptual frameworks for strategic thinking and using data to solve problems. Learners will discover how to apply strategic leadership principles to deconstruct challenges, consider alternatives and weigh potential consequences. The course will explore how leaders can influence behaviors to achieve desired results

through data-driven decisions. **Prerequisites & Notes:** MBA 510 - Leadership in Business and Life: Bridging the Gap or MSL 510 - Foundations of Leadership.

**MSL 540 - Ethical Dimensions of Leadership**

3.00 credits. This course will focus on the integral part ethics plays in the work of leaders and in the life of organizations. Learners will examine their own ethics and values, along with ethical problems in organizations, to better understand their own leadership behavior and the behavior of others. Learners will apply ethical leadership theories, deconstruct ethical challenges, consider alternatives and potential consequences, and influence behaviors to operate ethically within a broad and global business context.

**MSL 550 - Organizational Design and Development**

3.00 credits. This course examines how business organizations are structured, and the impact of strategy and process in business design. Learners will be involved in process changes and examine how change is managed. Three key business components are analyzed: 1) organizational design and business models, 2) process/product design through continuous improvements and re-engineering, and 3) the role of organizational development and change management as critical efforts to ensure organizational success.

**MSL 570 - Design Thinking for Leaders**

3.00 credits. In this course, students will explore the fundamentals of design thinking and how it can be applied to improve their performance. Students will be immersed in a problem space, and use the design thinking process to develop a solution. Students will establish a framework for collaborative problem solving and learn the steps involved in creating an innovative organizational environment. Through case studies of design thinking in action, students will explore the opportunities and challenges of this approach. The relationship of design thinking and adaptive leadership will be integrated as students demonstrate that design thinking can be applied to multiple fields.

**MSL 580 - Fiscal Management for Strategic Decision Making**

3.00 credits. This course explores leadership through the lens of sound fiscal management that drives an organization's mission. Fundamental terminology and principles for finance and accounting will empower learners to ask critical financial questions leading to sound and ethical decision making. Learners will engage in case studies that explore concepts of financial statement analysis, budgeting and beyond budgeting to leverage relationships and effectively communicate with key stakeholders in the finance function.

**MSL 595 - Leadership for Today and Tomorrow**

3.00 credits. Within today's ever-changing world, effective leadership is pivotal in determining the success of mobilizing others to reach their fullest potential in an environment where resources continue to be limited. This capstone course challenges learners to apply what they have learned from previous MSL courses by assessing an organization's current strategy and identifying areas of opportunities where the implementation of strategic leadership principles could have a positive social impact. Prerequisite: MSL530 Applying Research to Strategic Leadership.

**PHY 1050 - How Things Work**

4.00 credits. **Natural World Core Course** This course will introduce students to several concepts in physics which are related to commonly-used technology and modern life. Topics covered will be: motion (skating, projectiles, wheels, bumper cars), mechanics (scales, baseball, amusement parks, bicycle), resonance (musical instruments), optics (camera, telescope), and modern physics (relativity of simultaneity and quantum non-locality).

**PHY 1120 - Investigations in Astronomy**

4.00 credits. **The Natural World Core Course.** This course will introduce modern astronomy with a focus on our solar system and the celestial bodies it contains. This will serve as the backdrop for explorations of the scientific method and developing evaluative thinking skills. We will explore the historical perspective of humanity's explorations of space. While studying the origins of the cosmos students will be challenged to define our place in the universe. Lab work will consist of a combination of digital simulations and naked eye astronomy, all with the goal of bringing space down to Earth.

**PS 1110 - American National Government**

3.00 credits. **The Social World Core Course.** This course provides an overview of the fundamentals of government in the United States, starting with the federal system and the foundations of our democracy. The history and

evolution of the federal government will be examined, along with the impact of that on state and local governments. We will explore the details of these government systems, including separation of powers, the role of public opinion and the media, and how those influences can shape public policy. Learners will analyze the impact of federal law and policy on their everyday life.

### **PS 1150 - Public Policy Making for the Future**

3.00 credits. **Values, Choice, and Justice Core Course.** Public Policy is no longer made within the four corners of government. It has become increasingly complex and dynamic. One must also consider the ever-changing environment when analyzing public policy.

This course is designed to provide the adult student with a solid understanding of the fundamentals of public policy, with strong emphasis of the differences between traditional public policy making and what is required for effective policy making in the future. This juxtaposition of traditional vs. futuristic will lend itself to highly interactive, dynamic class discussion.

The class is facilitated on two levels: The first part of the class focuses on an interactive discussion of current events, and how they relate to the policy arena. Students will formulate their views based on research and required readings during the week. The second part of the class is a more "formal" lesson that covers required material.

Class material presented from texts and articles coincide with current event discussions in order to enable students to completely bridge the gap between "theory" and reality.

### **PS 3610 - Public Administration**

3.00 credits. This course will include a study of the role and influence of executive branch departments and agencies in American politics, government and policy-making. The difference between public and private sector leadership, decision-making, communications, organization, budgeting and human resource management will be emphasized.

### **PSY 1050 - General Psychology**

3.00 credits. **The Social World Core Course.** This course provides an introduction to the science of psychology, including methods of inquiry, the biological perspective, learning and motivation, abnormal behavior, developmental and social influences, cognition, sensation and perception, stress and health, social psychology, neuroscience, and personality.

### **PSY 2080 - Health Psychology**

4.00 credits. **The Natural World Core Course.** Health Psychology is a specific, and relatively recently developed, branch of psychology which interrelates psychological knowledge, theory, and practices with the biological and sociological disciplines devoted to health. This course examines the status, place and function of psychology in the medical setting, explores the psychology of illness and its twin components of stress and pain, illustrates the behavioral aspects of specific diseases (cardiovascular, cancer, etc.) as well as habits such as tobacco smoking, alcohol use, and unnecessary eating. Alternate and healthful lifestyle habits are reviewed. The laboratory integrated with this course involves the adult student directly with the techniques and practices of health psychology.

### **PSY 2250 - Developmental Psychology**

3.00 credits. **The Social World Core Course.** This course examines human development over the course of the lifespan, beginning with prenatal growth and continuing to old age and death. Each stage will be examined from the physical, cognitive, and socioemotional aspects of development. Issues of diversity and the personal application of learning will be integrated throughout the course. **Prerequisites & Notes:** PSY 1050 General Psychology

### **PSY 3220 - Abnormal Psychology**

3.00 credits. **The Social World Core Course.** This course introduces the student to the focused and defined area of abnormal human behavior. The course not only elaborates the taxonomy of abnormal behavior but points to the scientific process of extracting normal from abnormal indicators and clarifying influences on development of the studied behaviors, whether physiological, social, or psychological. Treatment indicators emerge from these considerations. **Prerequisites & Notes:** PSY 1050 General Psychology

### **REL 2210 - Western Religions in a Global Context**

3.00 credits. **World Cultures and International Studies Core Course.** This course is an introduction to the major religious traditions of the western world: Judaism, Christianity, and Islam. In this course students will explore the roots of these three traditions, their contemporary manifestations, their similarities and differences, and their ideals and realities

**SO 1010 - Discovering Society**

3.00 credits. **The Social World Core Course.** This course provides the opportunity to learn about society through the lens of sociology. With an emphasis on applying theoretical perspectives to explaining the major institutions in society, the course enables learners to utilize critical thinking in making sense of the social world.

**SO 2120 - Sensitivity toward the Aging Adult**

3.00 credits. **The Social World Core Course.** This course will provide a comprehensive look at the issues and systems impacting the aging population, the latest approaches to the aging process, and strategies for achieving health and independence into the senior years. Areas of discussion will also include the diseases of the elderly and loss of activities of daily living, such as driving, bathing, and walking. To better understand the care of those unable to live without assistance, Long Term Care or Assisted Living/Personal Care facilities and how they care for the elderly will be explored. Learners will become familiar with laws and regulations as well as advocacy groups for the elderly.

**SO 2200 - Race and Ethnic Relations**

3.00 credits. **Values, Choice, and Justice Core Course.** This course examines racial and ethnic minorities and their relationship with dominant groups. Important topics examined include discrimination, prejudice, racial and ethnic myths, and methods of reducing inter-group tensions. Although the emphasis is on the United States, the impact of the global environment and immigration is also explored.

**SO 3010 - Social Issues**

3.00 credits. **The Social World Core Course.** The purpose of this course is to examine contemporary social issues through the lens of sociology. After an examination of the bases of inequality, learners will evaluate social issues related to the major social institutions and problems of individual behavior and the physical world. The course will culminate with learners conducting social issue research that integrates diverse viewpoints and solutions.

**Prerequisites & Notes:** SO 1010 - Discovering Society

**SO 3050 - Marriage and Family**

3.00 credits. **The Social World Core Course.** This course provides a sociological analysis of contemporary marriages, families, and intimate relationships with an emphasis on diversity. The course explores the impact that societal changes have had on traditional family functions, courtship, role expectations, child rearing, and family stability. Interrelated topics which impact the family as a social institution are examined. **Prerequisites & Notes:** SO 1010 - Discovering Society

**SSC 2600 - Equity and Justice in the Workplace**

3.00 credits. **Values, Choice, and Justice Core Course.** An exploration of how laws and social customs affect the workplace, with special attention to equity and justice. Topics will include the socio-political environment in which business operates, the specific requirements placed on business, the impact of values on business behavior and on the treatment of employees, and the choices faced by individuals in the workplace. Depending on the particular experiences of students in the class, special topics will be addressed, e.g., global issues, women, minorities, labor organizations, political involvement, small business concerns.

**SSC 2620 - Environmental Choices**

4.00 credits. **The Natural World Core Course.** This class will explore human impacts on the earth and the consequences of these impacts for the human and non-human living systems; ethical considerations for environmental decision-making; and avenues for more sustainable living.

## **Academic Policies**

### **Academic Advising**

One of the unique features of the School's programs for adults is its emphasis on individualized academic advising. Admissions Coordinators and Academic Advising Coordinators are available to assist the student with the decision to pursue a degree. They will discuss basic program requirements and review previous coursework for possible credit. After the formal application has been made, the student will be assigned to an academic advising coordinator by program of study. The advisor will work with the student to provide assistance and guidance through the college experience regarding:

- Major/Minor/Concentration Program requirements
- Course prerequisites
- Registration procedures
- Approved Transfer Credit Evaluation (TCE)
- Graduation requirements

### **Transfer Credit Evaluation**

When a student is accepted into an academic program, an approved Transfer Credit Evaluation (TCE) is provided with the acceptance packet. It outlines the specific requirements for each individual student's program. Courses accepted in transfer from other institutions or already completed at Elizabethtown appear on the TCE. All adult students are responsible for reading and understanding the information found on their TCE. Once matriculated, students will be able to see a detailed list of their degree requirements using the degree audit tool via their JayWeb (the E-town student portal) account. Fuller descriptions of all degree/program requirements are listed in this college catalog.

### **Transfer Credit Review Policy**

The TCE is completed using the following process:

1. Admissions representatives meet with prospective students and prepare a preliminary degree plan indicating courses which could transfer into the program. Admissions representatives have access to SCPS's internal historical record of course usage and equivalency, and to CollegeSource® Online, a database of 109,854 digital college catalogs, institution profiles, transcript keys, and other critical resources. This initial transfer credit evaluation document provides applicants with suggested course placements. These suggestions are then reviewed by academic advisors and the SCPS Admissions Committee.
2. Academic advisors review course placements once an applicant has submitted all admissions documents. The admissions packet is then submitted to the Admissions Committee for review and final approval.
3. The Admissions Committee is comprised of the Director of Student Services, Director of Enrollment and Marketing, Assistant Dean of Academic Affairs, and SCPS Dean. Lead faculty and/or other faculty members with a specific subject specialty are consulted when questions regarding course content arise.

### **Credits/Residency**

All Elizabethtown College programs require minimum numbers of academic credit for completion.



- Associate Degrees (64 credits)
- Baccalaureate Degrees (125 credits)
- Graduate programs require 30, 33, 36, 39, or 42 credits (depending upon program of study)
- Graduate certificates (12 credits)

### **Distribution of Credits**

The credits stipulated above must be distributed in such a way that all curriculum requirements for the program/major are met. This means that a particular student may need to take credits beyond the minimum required in order to meet the requirements of his or her major curriculum and/or the core curriculum.

### **Residency Requirements**

Residency means courses/credits completed through Elizabethtown College. The minimum number of Elizabethtown College courses needed to satisfy the requirements varies depending on the program.

- Associates: Students must have at least 9 credits in their major and a minimum of 15 of the last 30 credits in the program overall from Elizabethtown College.
- Baccalaureate degrees: A minimum of 30 of the last 60 credits must be taken from Elizabethtown College. Elizabethtown College credits must include 15 credits in the major, 9 of these must be upper division. Core Program Capstone must be taken at Elizabethtown.

These are the general requirements, but they may vary slightly by major. Students should refer to the policies in the catalog or on their approved program Transfer Credit Evaluation (TCE) for their particular major and/or check with their academic advising coordinator.

### **Change of Major/Minor**

Students who wish to change their major or minor are encouraged to speak with their academic advising coordinator to determine how their completed coursework fits in the requested major/minor program. Students must then complete the "Request for Change of Degree or Major" form in JayWeb. The advisor will then facilitate the process to issue a new, approved, degree program Transfer Credit Evaluation (TCE).

### **Registration**

Course schedules are published in October for winter, spring, and summer sessions and in March for fall sessions. The academic calendar will indicate the date students may begin to register for classes.

Matriculated adult students will have access to the web-based registration system through their student portal, JayWeb. This allows students to add and drop courses directly (see Registration Holds below for exceptions), print out their individual class schedule, and access a variety of other information relating to their academic records and information. Registration deadlines are listed in the School's calendar and important dates.

Students will be responsible for obtaining their materials of instruction and may be required to complete preparatory work before the course begins. The required textbook material and course assignments can be found in the syllabus, which will be emailed to everyone via Canvas two weeks prior to the start of a session.

If there are any questions at all about the appropriateness of a course, students should check with their academic advising coordinator first. The student's account must be paid in full before he or she may register for the next semester. This includes textbook voucher charges, library fines, parking tickets, etc.

### **Course Limitation Policy (Undergraduate and Graduate)**

Students in the undergraduate program may register for no more than one course per five-week session. Exceptions may be made if the student has completed at least 18 credits, has a cumulative GPA of 3.6 or higher, and can justify the reason for the request. Requests for exceptions should be submitted in writing to the student's academic advising coordinator.

Students in the graduate program may register for no more than one course per eight-week session. Exceptions may be made if the student has completed at least nine credits, has a cumulative GPA of 3.8 or higher, and can justify the reason for the request. Requests for exceptions should be submitted in writing to the student's academic advising coordinator.

### **Registration Holds**

A student's account may have a hold placed on it, identified in the student portal, JayWeb. The hold will affect a student's ability to add/drop classes; the student will still have access to all other information and functions in JayWeb.

- **Business Office Hold:** a student will not be able to register for upcoming classes when there is an account balance. Contact the Business Office (717-361-1417) for assistance.
- **Continuing Education/GPA Hold:** this hold is placed on a student's account when the GPA goes below good academic standing. It will remain on the account until the GPA is raised. Students should contact their academic advising coordinator for assistance and to register for classes.
- **Preliminary Check in Hold:** this hold is placed when a student needs to complete and verify the information on their academic record. The hold will automatically be removed after the form(s) are submitted via JayWeb.

### **Late Registration**

It is not possible to register for a course, including online courses, after the first day of a session. See academic calendar for specific session dates.

### **Course Cancellations**

Although the School will make every effort to run all scheduled courses, it reserves the right to cancel courses at its discretion. In such cases, every attempt will be made to contact students enrolled in the cancelled course in time to allow rescheduling.

### **Directed Study**

Under extraordinary circumstances, a student may be approved to undertake directed study of a regular Elizabethtown course, currently listed in the Catalog, that is not being offered in a given session or semester. The student works independently with a facilitator to achieve the learning outcomes of the selected course based on a

learning contract. A directed study is scheduled and completed within the semester or session in which it is registered. In addition to regular tuition, a per credit directed study fee is charged as follows:

(1) \$100 per credit for undergraduate students; (2) \$150 per credit for graduate students.

Applicants for a Directed Study:

- Must be a degree-seeking student with 30 completed credits in his or her academic plan and must have taken nine residential (or local) credits.
- Must have a minimum of a 3.00 or higher GPA in the major and overall GPA.
- Must submit the application for consideration three weeks prior to the start of a semester or session.

Please be advised, by course design, not all courses in the Catalog may be completed as directed studies.

## **Undergraduate Internships**

Through internships, Elizabethtown College offers undergraduate students the opportunity to apply and augment their classroom learning with real-world experience. Internships can assist students with deepening and sharpening their personal learning and career goals.

In order to be eligible for an internship, students must have a minimum GPA of 2.5, have completed 70 credits overall with a minimum of 9 credits through SCPS. Any courses directly related to the area of the internship placement should be completed prior to the internship as well.

For students who are currently employed, an internship must occur outside of the existing employment, although a learner may intern in a different position within the current place of employment.

Students may request approval for up to six internship credits which are graded on a pass/fail basis. To be awarded academic credit, learners must intern a minimum of 40 hours per credit over the course of the term in which the internship is registered. A three-credit internship equates to a minimum of 120 hours of work; six credits equates to 240 hours.

To determine eligibility and procedures for earning internship credit, students should contact their academic advisor.

## **Repeating courses (Undergraduate and Graduate)**

Courses that are eligible to be repeated must be taken at Elizabethtown College and not at another institution as a transfer course.

Undergraduate students may repeat any course in which they earned an F or NP and may attempt failed courses as many times as needed until the course is passed. Under certain conditions, students may be able to repeat a course in which they earned a C- or a grade in the D range. To do so, the following conditions must be met:

- The course to be repeated must be in their major/minor or be a course that is a prerequisite to a Core Program requirement.
- The student must submit a request to his or her academic advisor who will seek the approval of the Dean of the School.
- The student must submit a course repeat request form in JayWeb.

Under federal financial aid (Title IV) guidelines, a previously passed course that meets these conditions may be repeated only one time. This includes courses in which a program requires a minimum grade in the course (i.e., students who have previously passed a course have one opportunity to repeat the course for a better grade). When repeating a course in order to earn a different grade, the original grade remains on the transcript but is removed from

calculation of the grade point average, course credits are counted only once toward degree and program requirements, and only the last (i.e., most recent) grade earned for the course is counted in the grade point average.

Graduate students may repeat any course in which they earned an F or NP. Students will only receive one attempt at retaking the course. A request to repeat a course in which a C or higher is earned must be approved by the Dean of the School of Continuing and Professional Studies.

## **Taking Courses at Another Institution**

Once the SCPS has accepted an adult student into a degree program, that student may request approval to take courses at another accredited institution and transfer credits to the School, assuming the request meets all transfer and residency policies.

A Transfer Course Approval form must be submitted to an academic advising coordinator at least 30 days prior to the beginning of the course.

Approval of the request only guarantees that the course requested meets the School's transfer guidelines and will satisfy a specific requirement in the student's program. The student is responsible for not duplicating any credit already earned. Credit(s) will be granted upon receipt of an official transcript verifying completion of the course(s) with a grade of C- or higher for undergraduate students and a B or higher for graduate students.

## **Earning Undergraduate Credit through CLEP/DANTES Examinations**

Students who have completed high school (or its equivalent) prior to taking CLEP or DANTES Examinations may be awarded Elizabethtown College credits, following recommendations of the American Council on Education (ACE) in place when the exam was taken. Up to 27 credits may be awarded for CLEP exams. Credits may not duplicate College credits completed or enrolled in at the time of the examination. CLEP examination credits do not count towards residency credits.

## **Earning Undergraduate Credit through Experiential Learning**

Experiential Learning is a term used to define learning from work and life experience. The philosophy of the School of Continuing and Professional Studies (SCPS) program at Elizabethtown College is that college level learning may be acquired through experiential learning; and that when properly documented and assessed, such learning may be applied toward partial fulfillment of your degree requirements.

For work and/or life experience to be evaluated for academic credit in an undergraduate SCPS program, the learner must assemble course equivalency proposals in which your learning is equated to academic courses offered at SCPS. Faculty experts then evaluate the course equivalencies to determine whether the learning is comparable in quality and quantity to the corresponding credit courses(s) we offer. There is a limit on the amount of academic credit that can be earned for experiential learning—a maximum of 24 credits. To request this type of credit, learners must be matriculated in one of our programs and need to have earned at least 15 credits (from Elizabethtown College, successfully completed or transferred FS1500 Foundations for Accelerated Learning and En1000 Writing and Language, and have a 3.0 or better. Upon approval, credits earned will appear on the learner's transcript as transfer credit and have no effect on the learner's cumulative GPA; nor do they fulfill any of the College's residency requirements.

## College Board's Advanced Placement Examinations

With the approval of the Dean, the College awards credit to students who perform satisfactorily on a College Board AP Examination. A complete list of how AP exams transfer to Elizabethtown is available on the Office of Registration and Records' website.

## Academic Records/Transcripts

As a student matriculated in one of our programs, the permanent record is maintained in the Office of Registration and Records on campus. All credits and courses completed are noted on the graduation report so that questions related to course selection, remaining requirements, etc., may be answered by the academic advising coordinator.

## Quality Points and Grade Point Average Requirements

A 4.0 quality point system and plus/minus grading is used.

Undergraduate quality points are assigned as follows. Students in undergraduate degree programs must have a great point average of 2.0 overall and 2.0 in the major, and 2.00 in any declared minors.

Letter grade	Quality Points per Semester Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Graduate quality points are assigned as follows. Students in graduate degree programs must have a grade point average of 3.0 overall and 3.0 in the major to receive their diploma.

Letter grade	Quality Points per Semester Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Letter grade	Quality Points per Semester Credit
C	2.0
F	0

## Academic Standing

### Good Standing

Undergraduate students in academic good standing maintain a minimum cumulative grade point average of 2.0 overall and a 2.0 in their major.

Graduate students in academic good standing maintain a minimum cumulative grade point average of 3.0 overall and 3.0 in their major.

### Academic Probation

Undergraduate students falling into the following categories at the end of each academic semester are placed on academic probation:

<i>Semester Hours</i>	<i>with</i>	<i>Cumulative Grade</i>
<i>Attempted (Local)</i>		<i>Point Average below:</i>
1-18		1.7
19-34		1.9
35 or more		2.0

Graduate students falling into the following categories at the end of each academic semester are placed on academic probation:

<i>Semester Hours</i>	<i>with</i>	<i>Cumulative Grade</i>
<i>Attempted (Local)</i>		<i>Point Average below:</i>
1-18		2.0
19+		2.5

Students on academic probation will be notified by the School in writing. Students should work closely with their academic advisor to review their degree requirements, develop a course plan for upcoming semesters, and identify resources that can aid in their success. Students should refer to the School's policy on repeating courses.

The status of Academic Probation does not prevent a student from registering for courses in upcoming sessions. However, financial aid eligibility may be impacted, in accordance with the Financial Aid Satisfactory Academic Progress (SAP) standards <http://www.etown.edu/offices/financial-aid/sap.aspx>. Eligibility for use of VA education benefits may also be impacted, as the School is required to report a change in academic status for any student using such benefits.

## Academic Dismissal

The College, upon recommendation of the Dean of the School of Continuing and Professional Studies, may dismiss a student who continues to experience difficulty on academic probation and/or is not making progress toward degree completion.

## Readmission for Academically Dismissed Students

A student who is dismissed from the College due to academic difficulty or probation must petition the admission's review panel for readmission. Consult with an academic advisor or an admission's representative for information on the readmission process.

Students are also encouraged to reach out to the Financial Aid Office to ensure understanding of the Satisfactory Academic Progress Standards that must be met to be eligible for financial aid.

A student who is readmitted to the College after an absence of five successive years may, upon completion of 15 consecutive credits at Elizabethtown College and earning a grade of C or better in each class, have previous grades of F removed from the cumulative grade point average.

## Grades and Grade Reports

Information is provided in the course syllabus explaining how various elements are weighted and how the grading scale is used. In consideration of FERPA (Family Educational Rights & Privacy Act), students agree, by registration in a course, to the electronic exchange of course assignments and/or grades with the facilitator.

Grades are due one week after the session ends. Once grades are recorded, matriculated students may immediately view their grade through JayWeb. Electronic copies of the grades are available to print via JayWeb.

Students who need an official transcript of their coursework may request one through the office of Registration & Records. There is no charge for transcripts. No transcripts will be issued to students who have an outstanding balance on their account. Electronic transcripts are also available via TranscriptsPlus for a fee. Information about transcript requests can be found on the Registration & Records website.

## Grading Standards

The grading standards established for undergraduate courses are:

A	=	94 – 100%
A-	=	90 – 93%
B+	=	87 – 89%
B	=	84 – 86%
B-	=	80 – 83%
C+	=	77 – 79%
C	=	74 – 76%
C-	=	70 – 73%
D+	=	67 – 69%
D	=	64 – 66%
D-	=	60 – 63%
F	=	< 59%

The grading standards established for graduate courses are:

A	=	94 – 100%
A-	=	90 – 93%
B+	=	87 – 89%
B	=	84 – 86%
B-	=	80 – 83%
C+	=	77 – 79%
C	=	73 – 76%

A grade less than 73% results in a failing grade.

### **Incomplete grades**

A student may request a grade of incomplete (I) for a course when extraordinary circumstances prevent completing the course prior to grades being due.

An incomplete is not simply to allow additional time to complete course work; it is only to be requested when extenuating circumstances cause a sudden interruption in the student's ability to complete a session.

Student requests for an incomplete will only be considered if the student has completed at least 50% of the course work at the time of the request. Incompletes are dependent upon the availability and approval of the facilitator; not all Elizabethtown College courses may lend themselves to this process.

To request an incomplete, the student must contact their advisor to initiate the process. The student must complete the incomplete request form no later than one week after the session has ended. The academic advisor will work with the facilitator to finalize the remainder of the form, verifying the 50%, specifying the nature and quantity of the work to be finished, and designating the final date for completion.

Once the form has been signed by both the student and the facilitator, an (I) will be entered for the student's grade. Outstanding work **MUST BE** completed five weeks from the end of the course session for undergraduates and eight weeks from the end of the course session for graduate students.

If any of the remaining coursework to be completed, as stated on the Incomplete Form, is not finished prior to the designated deadline, the student's grade will be calculated based upon the grades earned out of the total possible course points up until the time of the request. A zero will be earned for each remaining unfinished assignment and included in the calculations for the final course grade.

### **Grade Appeals**

Questions concerning a course grade should be brought to the attention of the course facilitator immediately upon the student's receipt of the official grade report. Formal grade appeals must be submitted by the student within 30 days of the date on which the grade was issued by the College. A grade appeal must have a valid basis in order to be brought forward, such as the following:

1. A mathematical error in calculation of the grade
2. A clerical/technical error in recording of the grade (for example, Canvas and Jayweb grades are inconsistent)
3. Harsher grading standards were applied to one student when compared with other students in the course
4. The assigned grade was not calculated using the standards stated in the syllabus



The grade appeal process consists of the following steps:

1. The student requests a meeting with the course facilitator to identify the concern, provide evidence to support position, and seek resolution. This meeting can occur face-to-face, over the phone, or virtually. If the facilitator determines there is a need to change the grade, the facilitator may submit the Change of Grade form.
2. If the student-facilitator meeting does not resolve the issue to the student's satisfaction, the student may submit a Level 1 Grade Appeal Form to the Assistant Dean of Academic Affairs. The Assistant Dean will review the evidence provided by the student and seek to resolve the concern with the facilitator. A decision will be communicated to the student, advisor, and Dean within 10 business days. If the decision is to change the grade, the Assistant Dean will submit the Change of Grade form.
3. If the student is not satisfied with the Level 1 Grade Appeal resolution, the student may submit a Level 2 Grade Appeal Form to the Dean of the School of Continuing and Professional Studies. A decision will be made by the Dean in consultation with the course facilitator within 10 business days and the student and advisor will be notified of the decision immediately. If the decision is to change the grade, the Dean will submit the Change of Grade form. The decision of the Dean is final.

## **Academic Integrity**

Elizabethtown College and the School for Continuing and Professional Studies assumes that all students will act honorably. Students are expected to adhere to the following Pledge of Integrity:

### **Elizabethtown College Pledge of Integrity**

"I pledge to respect all members of the Elizabethtown College community, and to act as a responsible member of the College community. I pledge to respect the free exchange of ideas both inside and outside the classroom. I pledge to represent as my work only that which is indeed my own, refraining from all forms of lying, plagiarizing, cheating, and academic dishonesty. As a member of the Elizabethtown College community, I am responsible to represent and uphold these values."

### **Standards of Academic Integrity**

Academic work is expected unequivocally to be the honest product of the student's own endeavor. Academic dishonesty – including, but not limited to, the examples below – constitutes a serious breach of academic integrity:

Breach of confidentiality. Integral components of courses are based on student and facilitator self-disclosure (the use of personal experiences) for the purpose of facilitating learning. The School expects students to honor confidentiality as it relates to student disclosure. No one should ever use information, comments, or opinions expressed by the students or the facilitator during classroom discussion in a manner intended to humiliate, embarrass, harass, damage, or injure others in their personal, public, or business lives. Confidentiality requires that no information be disclosed which would identify any particular individual. The student has a right to choose how much information to disclose and a responsibility to respect the limits of disclosure set by other students and facilitators.

Fabrication, falsification, or invention of information, data, or citations in any assignment. To knowingly help or attempt to help another student to commit an act of academic dishonesty is considered to be an equivalent breach of academic integrity and is treated as such.

Cheating, defined as using, giving, or receiving unauthorized information as part of an examination or other academic exercise. This includes handing in any work that was originally undertaken to satisfy requirements of the same course by another student.

Plagiarism through the failure to acknowledge, appropriately and accurately, the extent of the student's reliance on or use of someone else's words, ideas, data, or arguments, even when such material has been paraphrased, summarized, or rearranged. Conscious intent is not necessary for plagiarism to take place; committing plagiarism from ignorance still constitutes a serious violation of academic integrity.

Self-plagiarism by handing in any work that was part of work submitted previously in the current course or a prior course. Students are expected to create original work for each assignment, even when re-taking a course.

Violations of academic integrity are reviewed individually and according to the circumstances of the violation.

### **Procedures for Dealing with Violations of Academic Integrity involving course work**

Student Meeting: When a facilitator discovers evidence of academic dishonesty in any form, a meeting is scheduled promptly with the student. This meeting can take place via e-mail, telephone or in person. The facilitator will explain the breach of academic integrity found and discuss the situation with the student. If this discussion resolves the issue and the facilitator determines that there was no breach of academic integrity, the process is complete. If, after the meeting, the facilitator determines there is sufficient evidence of an academic integrity violation, the Written Notification step is initiated. If the facilitator is unable to reach the student to discuss the situation or the student does not respond to the facilitator within three business days, the notification process to the School will proceed to Written Notification without a meeting.

Written Notification: The facilitator will inform the student in writing via email using the Academic Integrity Violation Form. Facilitators exercise discretion in determining the recommended penalty; this discretion includes re-submission of work, assignment failure, and/or course failure. The Form is then reviewed within 10 days of receipt to determine whether a Review Committee is required and signed by the Director of Student Services, the Assistant Dean of Academic Affairs, and the Dean. In addition, Recommended Actions will be made to facilitate student development so that a future violation is less likely to occur. This formal documentation will be sent to the student and academic advisor, who will place a copy in the student's advising file.

Review Committee: If the violation is of sufficient seriousness, or forms a pattern of abuse by the student, the Dean of the School may appoint a Review Committee to evaluate the violation and/or history of violations. Recommendations from the Review Committee may include failure of an assignment or course up to expulsion or dismissal from the School and College. The Dean will notify the student in writing within 30 days of receipt of the initial form of the decision and the factors that influence that decision.

The student may appeal the decision of the Review Committee to the Dean. The appeal must be presented in writing to the Dean within 5 days of receipt of the decision. A meeting will be held with the student, the Assistant Dean of Academic Affairs, and the Dean. The Dean will review the matter and will inform the student in writing of the final outcome. The Dean's decision is final.

### **Time Zone Policy**

The School of Continuing and Professional Studies runs courses on Eastern Standard Time (EST). Courses begin at 12:00 am EST of the first day of the session and end at 11:59 pm EST on the last day of the session. To maintain equity among all students, assignment due dates and web conferences will be set according the Eastern Standard Time. Students who do not complete any academically-inclined work by 11:59 pm EST of Sunday the first week of

the session will be marked as non-attending for financial aid purposes. Students who are unable to participate in web conferences due to their scheduled time will have the opportunity to complete an equivalent activity, through viewing a recording of the web conference and/or completing an alternate assignment.

## **Attendance Policy**

Academic programs offered through the School are in an accelerated format; therefore, it is expected that students attend all scheduled face-to-face classes and complete all online requirements for the entire session in order to achieve the course outcomes.

For face-to-face or blended classes, students are expected to attend all scheduled class sessions for the full class time. Arriving late or leaving early could have an impact on the student's grade. If absence or lateness is unavoidable, students must notify the facilitator as soon as possible, prior to the class meeting. The result may be missed points or make-up work assigned by the facilitator; this is at the facilitator's discretion. If a student is aware of a conflict at the time of registration, he/she are encouraged to contact the facilitator immediately to discuss the scheduled absence. Depending on the class session affected, it may be prudent to select a different course that is not impacted by the scheduled absence.

For online or blended classes, students are expected to fully participate in online activities, discussion boards, and assignments throughout the course. If lateness of an assignment or absence from a scheduled on-line session is unavoidable, students must notify the facilitator as soon as possible, prior to the assigned activity. The result may be missed points or make-up work assigned by the facilitator; this is at the facilitator's discretion.

In consideration of the learning experiences that occur in the classroom and the value of those interactions for all students enrolled in the class, students are not permitted to bring any additional persons to class who are not enrolled in that class. This includes any family members (spouses, children, siblings, etc.), friends and co-workers.

Students who determine they are unable to complete a course in which they have enrolled should refer to the SCPS Course Withdrawal and Refund Policy. Students may also contact their academic advisor to discuss options and impact of dropping a class. Medical Withdrawals or Incomplete Requests are for extraordinary circumstances and require additional documentation. More information on medical withdrawals and incomplete grades can be found in this Academic Policies section of the catalog.

Failure to properly drop/withdraw from a course or request a medical withdrawal or incomplete within the appropriate timeframe may result in a student earning a failing grade.

For pertinent deadlines and procedures, refer to the School's catalog and published calendar and important dates.

## **Course Withdrawal and Refund Policy**

Withdrawal from classes after the start of a session may affect your academic record, tuition charge, financial aid, and/or VA benefits (if applicable).

Students may self-drop a class using JayWeb until 11:59pm EST of the **first day of a session\***. Students **MUST** self-drop from JayWeb to initiate and complete this process. Contact your academic advisor for questions on the drop process.

Students may withdrawal from a course from **day 2 until 11:59pm EST of day 5 of a session**. Students **MUST** complete the **Course Withdrawal Form in JayWeb** to initiate the process. Forms **MUST** be received by

Registration and Records to finalize the withdrawal process. Contact your academic advisor for questions on the withdrawal process.

To determine the effect dropping or withdrawing from a course may have upon your financial aid status, please contact the Financial Aid Office at 717-361-1404.

**\*NOTE:** "Session" means the actual start date of each term (F1, F2, M4, etc.) per the academic calendar. It is NOT the first date that the course meets in a session.

	Four-Week Winter Online, Five-Week Undergraduate and Eight-Week Graduate Accelerated Sessions	
<i>Session Dates</i>	<i>Tuition Refund</i>	<i>Grade on Transcript</i>
End of Day 1 of Session (Self-Drop in JayWeb REQUIRED)	100%	Course is dropped. Course/Grade will not appear on transcript. Students drop themselves in JayWeb. Self-drop REQUIRED. No form needed.
Day 2 through end of Day 5 of Session (Course Withdrawal Form REQUIRED)	50%	Withdrawal. Course/W will appear on transcript. Students cannot drop in JayWeb. Course Withdrawal Form REQUIRED.
After Day 5 of Session	0%	Students are financially responsible for the course. Course/earned grade will appear on transcript.

Students may self-drop a class using JayWeb until 8:00am EST of the **first day of a weekend seminar**. Students MUST self-drop from JayWeb to initiate and complete this process. Contact your academic advisor for questions on the drop process.

	Weekend Seminar Courses	
<i>Session Dates</i>	<i>Tuition Refund</i>	<i>Grade on Transcript</i>
Prior to Start of Session (Self-Drop in JayWeb REQUIRED)	100%	Course is dropped. Course/grade will not appear on transcript. Students drop themselves in JayWeb. Self-drop REQUIRED. No form needed.
After Start of Session	0%	Students are financially responsible for the course; course/earned grade will appear on transcript.

## **Fifteen-Week Semester**

Please refer to the Elizabethtown College's withdrawal policy.

## **College Withdrawal (Voluntary)**

Students who withdraw from the College during a semester also withdraw from all of their classes in every session of that semester. Students electing to withdraw from the College are required to submit the online "College Withdrawal Form", located in JayWeb.

A student who withdraws without notification receives no refunds and may incur the full costs of enrollment. Failure to comply with the withdrawal procedures may result in loss of the privilege of readmission to the College and the right to the release of a transcript of credits earned. Please contact the Business Office for information about pro-rated refunds. For more information about the voluntary withdrawal process, contact your academic advisor.

## **Medical Withdrawal (Voluntary)**

A medical withdrawal for a physical health or mental health reason is defined as a withdrawal from the College for at least the remainder of the semester in which it is initiated. The withdrawal may extend through subsequent semesters (and all course sessions in those semesters) depending on the nature and course of the health concerns. The transcript will indicate "W" for all current courses.

A medical withdrawal for physical or mental health reasons is requested voluntarily by the student or the identified individual on the student's FERPA release form and may be approved if, in the judgment of a licensed medical or mental health provider, it is determined to be in the best interest of the student. A Medical Withdrawal Documentation Form must be signed by the student and completed by the student's treatment provider. The Form must be submitted to the Director of Student Services, who also speaks with the student, before the withdrawal can be authorized.

During a medical withdrawal, the College expects the student to participate in professional healthcare treatment with a licensed medical or mental health provider as the primary method of resolving or managing the health concerns which led to the medical withdrawal.

Prior to being considered for readmission by the College, the student must have his/her treatment provider submit the Medical Withdrawal Re-Entry Documentation Form to his/her academic advisor.

Consulting with the Director of Student Services is necessary as part of the readmission process following a medical withdrawal.

Students must also complete the Online Application for Readmission or Re-Entry available on the Office of Registration and Records webpage.

Students are also encouraged to consult with Financial Aid and the Business Office regarding implications for individual financial aid and the Institutional Refund Policy.

## **Involuntary Withdrawal**

The Dean of the School of Continuing and Professional Studies may impose an Involuntary Withdrawal when a student exhibits behavior that has not been appropriately resolved through the grievance process or is threatening to the safety and well-being of the college community.

Each situation will be reviewed on a case-by-case basis through an individualized assessment of the student's ability to safely participate in college programs. The Dean will consult with the SVPAA and other college stakeholders as necessary to fully consider available medical knowledge and the observed, documented behavior which prompted the review in order to determine if a reasonable accommodation can be made or if a withdrawal is recommended.

If a withdrawal is recommended, the Dean will confer with the student to explain the advantages of a voluntary withdrawal or voluntary medical withdrawal and the conditions for re-entry which may include a medical clearance from a licensed physician or psychologist. If the student declines to take a voluntary withdrawal or voluntary medical withdrawal, the Dean may impose an involuntary withdrawal. The Dean will explain the implications for the student including the conditions for re-entry which may include a medical clearance from a licensed physician or psychologist.

During an Involuntary Withdrawal, the student is immediately administratively withdrawn from all classes. The transcript will indicate "W" for all currently enrolled courses. The student may be eligible for a refund according to the course withdrawal policy.

In an emergency situation, the College will take immediate steps to protect the health, safety, and welfare of students, employees, and the campus community including the imposition of an Interim Separation by the Dean of the School of Continuing and Professional Studies. The subsequent individual assessment may result in an Involuntary Withdrawal.

## **Appeal of an Involuntary Withdrawal**

A decision to impose an Involuntary Withdrawal may be appealed by the student to the President within five (5) business days of the decision. Appeals should be in writing and include specific reasons for the appeal. The President has five (5) business days to review the information presented and inform the student in writing of a final decision. The President may uphold the decision of the Dean, adjust the finding, refer the matter back to the Dean for additional consideration or reverse the decision and reinstate the student. The President's decision is final.

## **Leave of Absence**

Students in good academic standing may take a leave of absence from the College for a period of time not to extend beyond the academic year in which the leave is taken. Leaves of absence must be approved by the Director of Student Services.

In order to return to the College following a leave of absence, students must submit a re-entry/readmission request to the Office of Registration and Records.

For more information about the Leave of Absence process, contact the Director of Student Services. Students are also encouraged to speak with a member of the Business and Financial Aid offices to determine the financial impact of a leave of absence.

## **Readmission**

Students who leave the College in good academic standing (minimum 2.00 cumulative grade point average) can request readmission with the Office of Registration and Records by completing the appropriate Readmissions Form.

Students who leave the College in academic difficulty (below 2.00 cumulative grade point average) must petition the SCPS Dean for readmission. Contact an admissions representative, academic advisor, or the Director of Student Services for more detailed instructions on this process.

## **Policy for reservists/students called to active duty**

While the Veterans Administration and the American Council on Education have not mandated policies for colleges/universities whose students are called to active duty, the American Council on Education has provided guidelines for these situations:

- 100% tuition refund through the 3rd week of the session.
- No notations made on the permanent record card.
- After the 3rd week, grades of "I" (incompletes) or "W" (withdrawals) are given – based upon the students' preference.
- Tuition refund is given for only courses with grades of "W."
- If the withdrawal is during the last two full weeks of the session, full course credit is to be awarded and grades earned by the time of activation shall be posted.
- A copy of the activation paper is filed in the SCO's file and the Advising folder.

## **Academic Recognition and Program Completion**

### **Dean's List**

To be eligible for the School's Dean's List, undergraduate students have to complete nine graded credits in the fall semester and nine graded credits in the spring semester (for a total of 18 credits) and achieve a GPA of 3.6 or higher in each semester.

The Dean's List distinction is noted on a recipient's transcript each summer. Additionally, students receive a letter from the Dean, further acknowledging the achievement of academic excellence.

### **Program Completion / Degree Conferral**

Degrees are conferred in May, August, and January. All coursework must be completed and prior to the date of degree conferral. This includes work taken at other colleges or through testing; all official transcripts must be received prior to the date of degree conferral.

### **Commencement**

The School of Continuing and Professional Studies celebrates the achievement of its graduates through an annual commencement ceremony, held in May. All degree-seeking students are invited and encouraged to participate. Students completing a Graduate Certificate are not eligible to participate in commencement.

Undergraduate students must have completed all degree requirements, including having all official transcripts from other institutions submitted, prior to the May commencement date in order to participate in that year's ceremony. Students completing after the May commencement date will be invited to attend the following May's ceremony.

Diplomas are mailed to students following the August and January degree conferral. Diplomas are presented at commencement to students with a May degree conferral date, provided they do not have a Business Office or Financial Aid hold. Diplomas are mailed to May graduates who are unable to attend commencement.

Information relating to commencement will be sent to all eligible students by the College Store for regalia and the SCPS for all details and requests for information. Commencement is a ticketed event, determined by the space available and the number of participants each year.

## **Graduating with Honors**

### **Undergraduate Latin Honors**

Undergraduate students will graduate with Latin honors after having completed a minimum of 60 credits from Elizabethtown College and earning a grade point average for those credits of:

- 3.60 or better for cum laude
- 3.75 or better for magna cum laude
- 3.90 or better for summa cum laude

Bachelor degree students should keep honors' residency requirements in mind when considering the option of taking credits at other schools.

### **Undergraduate SCPS Honors**

SCPS Honors is awarded to undergraduate students who achieve a 3.60 or higher GPA and complete a minimum of 30 credits with Elizabethtown College, but less than 60 credits, which is the residency requirement to receive Latin Honors. SCPS Honors is also awarded to Associate degree candidates with a 3.60 or higher GPA.

### **Graduate Honors in the Discipline**

Graduate students will graduate with Honors in the Discipline having completed their program with a 4.0 cumulative grade point average.



## **Alternative Study Options**

### **Directed Study**

Under extraordinary circumstances, a student may be approved to undertake directed study of a regular Elizabethtown course, currently listed in the Catalog, that is not being offered in a given session or semester. The student works independently with a facilitator to achieve the learning outcomes of the selected course based on a learning contract. A directed study is scheduled and completed within the semester or session in which it is registered. In addition to regular tuition, a per credit directed study fee is charged as follows:

(1) \$100 per credit for undergraduate students; (2) \$150 per credit for graduate students.

#### Applicants for a Directed Study:

- Must be a degree-seeking student with 30 completed credits in his or her academic plan and must have taken nine residential (or local) credits.
- Must have a minimum of a 3.00 or higher GPA in the major and overall GPA.
- Must submit the application for consideration three weeks prior to the start of a semester or session.

Please be advised, by course design, not all courses in the Catalog may be completed as directed studies.

### **Undergraduate Internships**

Through internships, Elizabethtown College offers undergraduate students the opportunity to apply and augment their classroom learning with real-world experience. Internships can assist students with deepening and sharpening their personal learning and career goals.

In order to be eligible for an internship, students must have a minimum GPA of 2.5, have completed 70 credits overall with a minimum of 9 credits through SCPS. Any courses directly related to the area of the internship placement should be completed prior to the internship as well.

For students who are currently employed, an internship must occur outside of the existing employment, although a learner may intern in a different position within the current place of employment.

Students may request approval for up to six internship credits which are graded on a pass/fail basis. To be awarded academic credit, learners must intern a minimum of 40 hours per credit over the course of the term in which the internship is registered. A three-credit internship equates to a minimum of 120 hours of work; six credits equates to 240 hours.

To determine eligibility and procedures for earning internship credit, students should contact their academic advisor.

### **Study Abroad**

SCPS students are eligible for study abroad opportunities per the following requirements:

- Undergraduate students possess at least a 2.6 cumulative GPA.
- Graduate students possess at least a 3.0 cumulative GPA.
- Receive approval from the Director of Student Services, noting that no disciplinary history exists to inhibit success abroad and/or represent the college negatively.

### Financing the Experience

SCPS students on a semester-long experience will direct pay the provider and would not be aid eligible.

SCPS students on a winter or summer experience will direct pay the provider and may be aid eligible if the experience exceeds six credits.

Pay the study abroad fee to cover major medical insurance and emergency evacuation services for the duration of the program (semester, winter, summer).

### Faculty-led trips

SCPS students may join any faculty-led program, typically held in May term. Fees, course credits, and course requirements vary with the each trip.

See <https://www.etown.edu/offices/study-abroad/short-term-programs.aspx> for details.

### Course approval

SCPS students must complete an Elizabethtown College Study Abroad Course Approval Form prior to departure that outlines intended courses, including the credit conversion and the intended course equivalency at E-town. Students are required to obtain approval from their Academic Advisor, Study Abroad and Registration and Records.

### Course transfer

All pre-approved courses will transfer back to the College as designated per the transfer credit policy. Students must earn a C- or better in the US equivalent of the grade.

All SCPS students studying abroad must complete the Study Abroad Office's application and pre-departure orientation. For more information about the Study Abroad Office, please visit [www.etown.edu/offices/study-abroad](http://www.etown.edu/offices/study-abroad).