



**ELIZABETHTOWN COLLEGE**

**SCHOOL OF CONTINUING AND  
PROFESSIONAL STUDIES**

**GRADUATE CATALOG  
2016-2017**

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# **Elizabethtown College and the School of Continuing and Professional Studies**

## **About 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.

## **History of Elizabethtown College**

Elizabethtown College was chartered in 1899 by members of the Church of the Brethren who were interested in establishing an institution of higher education for their denomination in eastern Pennsylvania.

As expressed by the founders in the charter, the purpose of the College was "to give such harmonious development to the physical, mental, and moral powers of both sexes as will best fit them for the duties of life and promote their spiritual interests." While expressed in different words, the purpose of the College today still embodies the essence of this educational philosophy.

The Commonwealth of Pennsylvania granted a charter on September 23, 1899. Classes were held for the first time the following year. During its early years, limited enrollment and finances hampered the general development of the institution.

Supported initially by contributions from individual churchmen, the College in time became the responsibility of the Eastern (now the Atlantic Northeast) and Southern District of Pennsylvania of the Church of the Brethren. The Church Districts officially assumed the responsibility for operating the College in January 1919. With the advancing years, the College grew in the size of its enrollment, the extent of its physical facilities, and the quality of its academic program.

Formal accreditation was granted in 1921 by the Pennsylvania Department of Public Instruction and in 1948 by the Middle States Association of Colleges and Secondary Schools. The rate of growth increased significantly from the end of the Second World War. Student enrollment has more than quadrupled since that time. The academic program has been expanded and is continually revised to meet changing needs of students.

## **Church of the Brethren Heritage of Elizabethtown College**

Founded by the Church of the Brethren, Elizabethtown unhesitatingly supports the free expression of religion for all individuals and groups. In addition, the College is committed to providing an environment that affirms human differences and similarities by encouraging students to examine, recognize and promote diversity related to national origin, religion, race/ethnicity, gender, disability, sexual orientation, age and socioeconomic status.

In 1993, the Church of the Brethren relinquished its governance role at the College. Since then, Elizabethtown has been governed by an independent Board of Trustees. The College's bylaws call for eight of 42 Board positions to be Church of the Brethren members. They are elected by the Board, not the church. Three church executives serve ex officio without vote.

### **Mission of Elizabethtown College**

Molded by a commitment to "Educate for Service," Elizabethtown College is a community of students 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, non-violence, human dignity and social justice.

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

As a distinct academic unit of Elizabethtown College empowered to meet the needs of adult students, the School of Continuing and Professional Studies offers a variety of learning programs for adults in the South Central Pennsylvania Region with courses available at the Elizabethtown Campus, in Harrisburg at the Dixon University Center, in Lancaster at Franklin and Marshall College, the HACC Lancaster campus, and Lancaster Theological Seminary, in York of St. Charles Way, and online.

### **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 higher 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.

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

- To develop and administer all departmental learning programs and activities according to sound principles of academic quality, financial responsibility, and academic/ financial accountability.
- To help lead, by responsible example, the Elizabethtown College Learning Community in successfully meeting the higher education challenges of the 21st century.
- To 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.
- To support and advance the mission and core values of Elizabethtown College by increasing departmental revenues while controlling costs to increase net revenue at the disposal of the College.
- To support and advance the mission and core values of Elizabethtown College and the School by reinvesting a significant portion of increased revenues each year in research and development of new, innovative, and quality learning programs and activities within the department.
- To maintain and advance the liberal arts core values of Elizabethtown College.
- To 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."

- To value and nurture in the School's personnel the qualities necessary to meet these objectives and the qualities necessary for full, personal development.

### **Accelerated Courses and Programs for Adults**

Responsive to the unique learning requirements and life style concerns of adults, the School of Continuing and Professional Studies offers graduate level accelerated courses and programs in eight-week sessions. Most courses are three credits, meet one night a week for a total of twenty classroom hours, and are facilitated by a specially assessed faculty. There are eight-week courses that are completely Internet-based and delivered. The School 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.

Web-based technology supports many accelerated courses and their "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. This mastery of learning outcomes relies on activities, formats, and methodologies that respect adult learning styles; therefore, accelerated courses and degrees are only open to adults. Additionally, these adults must be motivated and self-directed in order to succeed academically.

The School's accelerated courses and programs provide high quality, relevant learning and timely degree-completion to motivated and self-directed adult students. The School offers General Education (Liberal Arts), Accounting, Business Administration, Corporate Communication, Information Systems, Criminal Justice, Health Care Administration, and Human Services courses and programs in this adult-oriented format. Interested adults should contact the School to find out about our courses and programs in the accelerated format.

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

Academic accreditation is critical to the longevity and success of our programs. Elizabethtown College and SCPS are accredited through the Middle States Commission on Higher Education. Middle States defines accreditation as "a process of peer review that the educational community has adopted for its self-regulation since early in the 20<sup>th</sup> century. It is a voluntary process intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence. Institutions choose to apply for accredited status, and once accredited, they agree to abide by the standards of their accrediting organization and to regulate themselves by taking responsibility for their own improvement."

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.

## **Student Policies and Procedures**

### **Educational Philosophy Statement and Goals of Elizabethtown College**

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.

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.

(Affirmed by the Faculty Assembly on 3/11/08 Approved by the Board of Trustees on 4/26/08)

### **Student Responsibilities**

- By enrolling in any course or program offered by the School, the adult student acknowledges responsibility for understanding guidelines and policies in the School’s course catalog and other appropriate documents. In particular, it is the student’s

responsibility to ensure that all requirements for Elizabethtown courses or programs are completed. Successful completion of all requirements is determined by Elizabethtown College.

- It is the adult student's responsibility to ensure that all course prerequisites have been met prior to registering for a course unless the Dean of the School has granted a waiver.
- Since classes are in an accelerated format, registration for courses should take place no later than two weeks prior to the first class meeting in any session since students will be responsible for obtaining their materials of instruction and must complete an assignment prior to the first class meeting. The required material and course assignments can be found in the syllabi, which will be emailed to enrolled students two weeks prior to the start of a session.
- Registration, on-ground or online, carries with it academic and financial responsibilities as detailed in the School's drop, withdrawal, refund, and subsequent registration policies.
- All adult students are responsible for reading and understanding the information found on the approved program Checksheet mailed with the admission offer. It outlines the specific requirements for each individual student's program. Courses accepted in transfer from other institutions or already completed at Elizabethtown are entered appropriately. On the back there are several items concerning residency requirements, grade point averages, etc., as well as the time limit established for completion of the program under the requirements given. This sheet should be used as the guide in selecting courses. The curriculum is continually updated and different students may be operating under different sets of requirements, depending on when they entered the program. Any questions about the program should be referred to the academic advising coordinator, rather than other students.
- All adult students are expected to possess and/or develop the high level of commitment and dedication necessary to succeed in the School's challenging academic programs.
- All adult students are expected to attend all scheduled accelerated classes for their entire duration. Facilitators have full authority and discretion to evaluate punctuality and attendance and their impact upon course grades as a reflection of the achievement of course learning outcomes. Students should avoid scheduling courses if they know they will not be able to attend all class meetings. If absence or lateness is unavoidable, the student should notify the facilitator ahead of the scheduled class meeting time. (Please see attendance policy)
- All adult students in accelerated courses are expected to complete 15 to 20 hours of self-directed learning activities outside of the classroom each week (Learning Outside the Classroom).
- Any change of name, address, telephone number, or email address must be reported to a student's academic advising coordinator immediately, either directly or through the Update Contact Information form on JayWeb. This information must be kept current so that there will be no delay in receipt of information from the School. Changes of name, social security number, etc., require legal documentation.
- Please Note: The School expects adult students in its courses to possess basic computer skills and to have reliable access to the Internet. Both Learning Outside the Classroom (LOC) and Learning Inside the Classroom (LIC) may be computer/internet assisted and/or directed. Adult students challenged by these expectations should notify and consult with their academic advising coordinator as soon as possible. It is also required to have a valid email address for both administrative and course-related communication. If there is a change in the email address the student should notify his or her academic advising coordinator immediately.



### **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 members of the Elizabethtown College community, we hold each other responsible in the maintaining of these values.”

Elizabethtown College is a community engaged in a living and learning experience, the foundation of which is mutual trust and respect. Therefore, we will strive to behave toward one another with civility and with respect for the rights of others, and we promise to represent as our work only that which is indeed our own, refraining from all forms of lying, plagiarizing, and cheating.

Academic integrity, as expressed in the Elizabethtown College Pledge of Integrity, is the foundation of an effective learning environment; an environment in which learning is encouraged, nourished, and achieved. This environment requires a spirit of cooperation, trust, and mutual respect among all partners in the learning process. The following are examples of practices that violate academic integrity and this spirit:

- Fabrication of information, data, or citations in any assignment.
- Multiple submission of work by handing in any work that was originally undertaken to satisfy the requirements of another course or 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. Such material includes that obtained through the Internet.

These breaches of academic integrity are serious academic offenses.

### **School of Continuing and Professional Studies Ethics Statement**

Integral components of courses in this program are the student and facilitator self-disclosure (the use of personal experiences) for the purpose of facilitating learning. The School expects the students enrolled in the program 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.

### **Attendance Policy**

Academic programs offered through the School are in an accelerated eight-week format; therefore, it is required that students attend all scheduled classes for the entire eight-week session. Facilitators expect students to attend all hours of class time, so arriving late or leaving early could have an impact on the student’s participation grade for the course. **If absence or lateness is unavoidable, students must notify the facilitator as soon as possible prior to the scheduled class meeting time.** If a student is late for a class or misses a class, the result will be either missed points/lower grade or make up work assigned by the facilitator. This is at the facilitator’s discretion and can be given at either full or partial points.

Due to the already accelerated nature of the courses and in a spirit of equity to all students in a course, if a student misses more than 20% of the classes held for the course (e.g., one class for a one night a week course), the student will be withdrawn from the course. If extenuating circumstances exist that cause an absence, the student must contact his or her academic advising coordinator immediately. Withdrawing from a course will change the student's academic plan by extending the time for degree completion. There may also be financial implications depending on when the student is withdrawn from a course.

If a pattern exists of continually missing classes from course to course, the student will have to meet with his or her academic advising coordinator before registering for further courses. The academic advising coordinator could also place the student on academic hold, restrict course loads, and/or implement an academic contract to provide guidelines for student success in an accelerated program.

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.

Exceptions can be made for a medically documented reason. Please see medical withdrawal policy below.

### **Student Confidentiality and Privacy – Family Educational Rights and Privacy Act**

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. This includes defining Directory Information, access to the student's academic record, the right to consent to disclose information and the right to withhold information that is Directory Information, and the right to file a complaint with the Department of Education Compliance Office in Washington DC.

An educational 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:

1. The information has been defined by the institution as Directory Information.
2. The information is needed by a school official who has a legitimate education interest in the information. For example, this could be an academic advisor who needs to review a student's past course history in order to advise the student on completion of graduation requirements.
3. 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.

### **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.

Elizabethtown College takes seriously violations of Title IX policy and will investigate allegations of Title IX violations to the fullest extent possible. Any person found in violation of the policy will be subject to discipline, up to and including termination if they are an employee, and/or expulsion if they are a student.

**Title IX Coordinator:** 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. The Title IX Coordinator:

- Explains Elizabethtown College's sex discrimination policy and investigation procedures to internal and external constituencies.
- Collaborates across campus on the delivery of annual training for Title IX reporting officials and other members of the College community
- Explores various means of resolving a complaint including referrals to the Office of Students Rights and Responsibilities or to the Office for Human Resources as appropriate.
- Prepares and oversees any reports, recommendations, or remedial action(s) that are needed or warranted to resolve any prohibited conduct.

### **Title IX Coordinator:**

**Dr. Armenta Hinton, Equity and Title IX Coordinator**, High Library, Rm 219; Phone: 717-361-1179; Email: [hintona@etown.edu](mailto:hintona@etown.edu)

<http://www.etown.edu/about/titleix/index.aspx>

**School of Continuing and Professional Studies Title IX Resource:** Gwen Miller, Director of Student Services, [millerga@etown.edu](mailto:millerga@etown.edu), 717-361-1373.

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.

<http://www.etown.edu/about/titleix/index.aspx>

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)

## Academic Policies and Procedures

### Credits/Residency

Graduate programs require 36, 39 or 42 credits, depending on the need for foundational courses for the degree.

### Transfer Credits

The staff of the School 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. Graduate students may transfer up to six credits into a degree program.

### 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 grades are recorded there, as well as in an advising file in the School. All courses completed are noted in the advising file so that questions related to course selection, remaining requirements, etc., may be answered by the academic advising coordinator.

### Quality points

A 4.0 quality point system is used and plus/minus grading is permitted.  
Quality points are assigned as follows:

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
F	0

### Grade point average

Students in degree programs must have a grade point average of 3.0 overall and 3.0 in the major to receive their diploma.

Repeating courses: Courses which may be repeated are as follows:

1. Any course in which an F or NP is received.
2. A course in which a C- or lower is earned which is in the major/minor, required by the major/minor, or serves as a prerequisite to a Core Program requirement. The request must be made to the academic advising coordinator and approved by the Dean of the School of Continuing and Professional Studies.

Students will only receive one attempt at retaking a course.

### Academic probation

Academic probation means that a student is in danger of being dismissed from the College for academic reasons. Students falling into the following categories are placed on academic probation:

Credits Attempted	Cumulative GPA Below
1-18	2.0
19-36	2.5

### Academic dismissal

The College, upon recommendation of the Council on Academic Management and the Dean of the School of Continuing and Professional Studies, may dismiss a student who is experiencing academic difficulty.

Readmission for students not in good academic standing: A student who leaves the College while in academic difficulty must petition the Director of Student Services for readmission. 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. For more information, students should contact their academic advising coordinator.

### **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.

Once grades are recorded, matriculated students may immediately view their grade through Jayweb. Electronic copies of the grades are available to print via JayWeb. Grades are due to the School office from faculty one week after a session ends.

Students who need an official transcript of their coursework may request one in writing from the Office of Registration and Records, Elizabethtown College, One Alpha Drive, Elizabethtown, PA 17022-2298. 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 Scrip-Safe for a fee. Information about transcript requests can be found on the Registration & Records website.

### **Incomplete grades**

A student may request an Incomplete (I) grade from a course facilitator if a class is almost complete and there are extraordinary circumstances that prevent the student from completing all course requirements on time. A formal request to receive an Incomplete should be made by contacting the academic advising coordinator to ensure that appropriate paperwork is completed. An agreement form that specifies the nature and quantity of work to be finished by the required completion date is completed and signed by both the student and facilitator. A copy goes to the student's academic advising coordinator. If the Incomplete grade is for an eight-week accelerated course, the work must be completed within five weeks of the end of the session; if it is not completed, the "I" grade automatically becomes an "F."

## **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 within 30 days of the date on which the grade was issued by the College.

To appeal a grade formally, the student should request an informal conference with the course facilitator. Should this not resolve the issue, the student should request, in writing, a meeting with the Dean of the School. The student should prepare a written statement for this meeting outlining the basis for the appeal. A decision will be made by the Dean in consultation with the course facilitator, and the student will be notified immediately. The decision of the Dean is the final decision.

## **Program Completion/Graduation**

Students approaching the last few credits in their program will be sent a notice to complete a Diploma Verification form via Jayweb. This will request a best estimate of the semester in which the program will be completed, and can be adjusted if necessary. Students will fill in their name as they wish it to appear on the diploma or degree.

All coursework must be completed prior to the date of graduation for each semester. This includes work taken at other colleges or through testing. Students graduating in August, June, or January will be invited to the following May Commencement. All degree-seeking students are encouraged to participate in the Commencement ceremony. If that is not possible, diplomas will be mailed.

### Graduation with honors

Students graduating with a 4.0 will receive an honor cord to wear at Commencement.

### Early Participation in Commencement

Anticipating summer graduates may petition to indicate their desire to participate in Commencement and for verification of their status as a "member of the class." Students are eligible if they have no more than seven (7) credit hours of course work remaining. Early Participants march with their class, have their name listed in the official program, and are called to the platform for recognition as a member of the graduating class. Latin Honors and SCPS Honors will not be announcement at Commencement for Early Participants. The Early Participation request must be made in writing by February 15 each spring. Forms are available through the School or online at <http://www.etown.edu/offices/registration-records/>. Select "Forms and Email Request" and then choose "Early Participation in Graduation" form. The form should then be sent to the student's academic advising coordinator who will forward it to the appropriate office. The degree will be awarded at the next conferral date after completion of the final requirements. The diploma will be mailed at that time.

Information relating to Commencement will be sent to all eligible students by the School, usually late in March. Tickets will be distributed by the School as well. The College Store will send information on ordering the cap, gown and hood (there is a modest fee for this).

## **Degree Programs**

### **Master of Business Administration**

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.

### **Foundation Courses**

Foundations in Critical Business Analysis  
Foundations in Financial Accounting and Finance

### **Required Courses** (30 credits)

Leadership in Business and Life  
Integrated Marketing Communications, Branding and Promotions  
Data Analysis and Techniques for Informed Decision Making  
Accounting for Strategic Decision Making  
Corporate Social Responsibility: Making a Bigger Impact on the World  
Societal Economic Analysis  
Information for Strategic Decision Making  
Global Business Strategies  
Corporate Finance for Business Leaders: Theory and Practice  
Applied Business Leadership in Action (capstone course)

### **Electives** (choose two, 6 credits)

Strategic Human Resource Management  
Organizational Behavior  
Health Administration  
Business Ethics  
Sustainability  
Strategic Communication for Effective Leadership  
Applied Research for Strategic Leadership  
Ethical Dimensions of Leadership  
Organizational Design and Development  
Leading Individuals and Teams  
Innovation and Change  
Leading Conflict Resolution and Negotiation

## **Master of Science in Strategic Leadership**

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.

## **Required Courses (30 credits)**

Foundations of Leadership  
Strategic Communication for Effective Leadership  
Applied Research for Strategic Leadership  
Ethical Dimensions of Leadership  
Organizational Design and Development  
Fiscal Management for Strategic Decision Making  
Leadership for Today and Tomorrow (capstone)  
Leading Individuals and Teams  
Innovation and Change  
Leading Conflict Resolution and Negotiation

## **Electives (choose two, 6 credits)**

Integrated Marketing Communications  
Data Analysis and Techniques for Informed Decision Making  
Corporate Social Responsibility: Making a Bigger Impact on the World  
Society Economic Analysis  
Information for Strategic Decision Making  
Global Business Strategies  
Strategic Human Resource Management  
Organizational Behavior  
Health Administration  
Business Ethics  
Sustainability



# Course Descriptions

## Master of Business Administration

### **MBA 501 Foundations in Critical Business Analysis (3 credits)**

This foundations course will cover three key areas essential for successful completion of the Elizabethtown MBA program: Statistics, Research Design and Economics. Learners acquire the essential tools of statistics and probabilities as applied to the business environment. Learners will learn to identify the proper statistical approach to a problem, how to produce the correct quantitative result and how to interpret the result. Excel-based software is used to perform calculations. 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 as well as financial and labor markets. The course deploys a range of interactive learning methods that include facilitated discussions, problems and case studies with the goal of using statistical analysis to enhance critical business decisions. Learners will prepare a paper to demonstrate competency in the course concepts. (If this course is listed as a requirement, it should be taken prior to any other courses in the MBA program.)

### **MBA 502 Foundations in Financial Accounting and Finance (3 credits)**

Foundations in Financial Accounting and Finance will provide a solid base of understanding for those enrolling in the Elizabethtown MBA program in these two essential disciplines. Learners will be challenged, however, not to just absorb the fundamentals but to apply them as well. The course will meld the concepts of Financial Accounting, including statement construction and interpretation, with financial skills, including discounting versus compounding, the goals of the financial manager and the understanding of the risk/reward tradeoff, among others. Learners will first attain a grasp of the Financial Accounting process from understanding account structures, to the implementation of transactional analysis and effects, to the closing of the accounting cycle, and the creation of financial statements in accordance with Generally Accepted Accounting Principles (GAAP). Leveraging these fundamentals, the learner will take the accumulated financial information gained from the accounting process and endeavor to understand and implement the primary financial objective of maximizing shareholder value through attainment of the optimal capital structure. (If this course is listed as a requirement, it must be completed prior to taking MBA 525, Accounting for Strategic Decision Making.)

### **MBA 510 Leadership in Business and Life (3 credits)**

Bridging the Gap - What does it take to be an effective leader today? This course identifies the various types of leaders, how effectiveness is determined based on their style, whom they are leading, and the nature of the situations they encounter. Current research and everyday examples of leaders are incorporated to help learners gain a comprehensive understanding of why some leaders succeed and others struggle or fail.

### **MBA 515 Integrated Marketing Communications, Branding and Promotions (3 credits)**

Offers cutting-edge thinking on integrated marketing communications, branding and promotions. Product and brand management are at the heart of an organization's survival. Brand and product managers run a small business and, as such, have profit and loss responsibility for brands. Yet few courses are in-tended to walk learners through the steps necessary to achieve this objective. Accordingly, the goal of this course is to prepare such 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 faced by a broad variety of firms in creating and maintaining brand equity. Cases and exercises used in the course are

quite diverse in terms of the sizes of the organizations involved and the types of markets they serve.

**MBA 520 Data Analysis and Techniques for Informed Decision Making (3 credits)**

Today's managers are inundated with data and are required to make timely, accurate decisions to achieve a competitive advantage in the marketplace. Using case studies, learners will identify the best data and the appropriate statistical technique to generate a solution for varied business situations. Excel-based software will be used to process the data, but the emphasis of the course is on the analysis of the output to develop a business strategy.

**MBA 525 Accounting For Strategic Decision Making (3 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 credits)**

The fundamental component of CSR is essential in an age of transparency for business operations. This course provides an examination of business strategies and practices that offer a framework for planning and evaluating the integration of socially responsible decision-making into the day-to-day operations of the corporation. Focus is on benefits to all stakeholders of the organization. CSR serves as a differentiating factor for organizations in the long term to remain competitive in an evolving business environment. This course explores tying CSR to the organization's core mission, as well as challenging students to think in new ways about the impact of business activities on the world.

**MBA 540 Societal Economic Analysis (3 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 credits)**

Information may be the single most powerful resource in business today. Understanding the collecting, storing, processing and analyzing of data is paramount to any organization. This course focuses on integrating information management systems into business strategies to improve organizational effectiveness. Essential information systems (IS) concepts and models to enhance decisions regarding the investment, planning and evaluation of information systems for strategic purposes are analyzed. Topics include software analysis and design, IS project management, web/e-commerce, mobile computing, IS security, networks including wireless, data warehousing and software testing concepts.

**MBA 560 Global Business Strategies (3 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 credits)**

Emphasis will be placed on issues, policies, and practices affecting specialists, practitioners, and line managers in their management of human capital from multiple perspectives. This course will enable the student and business person to understand the current strategic human resource management practices being utilized in the modern workplace. The various readings, assignments, and discussion board topics will help the student to explore how these practices are envisioned, created, designed and developed, implemented, and evaluated. Discussions will be held to help the student develop critical thinking skills by exploring, evaluating and critiquing strategic human resource management practices, as well as to determine if these practices are appropriate to the given type of situation and/or organization. This course assumes a working understanding and knowledge of the basic Human Resources Management disciplines, principles, legislation, etc.

**MBA 571 Organizational Behavior (3 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 572 Health Administration (3 credits)**

This course examines the major administrative/management approaches in public and private health care agencies and illustrates how regulatory and legal requirements contribute to health care administrative challenges. The ultimate goal of the course is to assist students in understanding 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 management skills and competencies, and "how management gets it done" in health care organizations.

**MBA 573 Business Ethics (3 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 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 579 Graduate Service Project (3 credits)**

The graduate service project provides students with an opportunity to identify, address and contribute to the solution of a community problem and/or need. Learners will be challenged and to apply their study of leadership to real world situations. Learners will work with the School of Continuing and Professional Studies' academic team and community client to determine the scope of the project and the learning outcomes to be assessed. Upon completion of the project hours and supporting paper, a grade of P/NP will be assigned.

**MBA 580 Corporate Finance for Business Leaders: Theory and Practice (3 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.

**MBA 595 Applied Business Leadership in Action (3 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.

**Master of Science in Strategic Leadership**

**MSL 510 Foundations of Leadership (3 credits)**

This introductory course provides a foundation for the study of Strategic 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 current 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 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 Applied Research for Strategic Leadership (3 credits)**

This course develops the learner's ability to think critically, with an eye toward the long term view, in identifying and analyzing problems, data interpretation, and decision making, while avoiding common decision errors. Fundamentals of scientific research, including the application of quantitative and qualitative research methods are incorporated to achieve valid, reliable results.

**MSL 540 Ethical Dimensions of Leadership (3 credits)**

This course will focus on the integral part ethics plays in the work of leaders and in the life of organizations. Learners will articulate their personal ethical philosophy and reflect upon how it is incorporated into their leadership practice. Discussions will include a leader's professional ethics development and the role of the leader in the ethics of teams, units, and organizations, both domestically and globally. Contemporary leaders and organizations will be studied from an ethical perspective. The course will make use of the case study analysis method and require learners to prepare reflection papers and conduct an examination of ethics in action in organizations.

**MSL 550 Organizational Design & Development (3 credits)**

Through an exploration of various theories, organizational models, case studies and experiential activities, learners will come to understand the systemic nature of organizations and how to apply that understanding to organization design. The course will focus on how vision and goals strategically drive an organization and are integrated into an organization's structure. Learners will apply their knowledge and understanding of design concepts through a strategic review of an organization's current design and develop recommendations to better align design with organizational goals.

**MSL 580 Fiscal Management for Strategic Decision Making (3 credits)**

This course explores leadership through the lens of sound fiscal management and accountability that drives an organization's mission and team/project goals. Fundamental terminology and principles for finance and accounting will empower learners to ask critical financial questions that lead to sound decisions within a project, team or organization. Learners will engage in case studies that explore how to leverage relationships with those assigned day-to-day fiscal responsibilities and effectively communicate with financial staff members, executives, and other stakeholders with an emphasis on budgeting and the essential factors that drive this process.

**MSL 595 Leadership for Today & Tomorrow (3 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. Organizations are required to be very strategic in the decisions that are made. This capstone course challenges learners to integrate 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 impact on creating a culture and climate where individuals are able to effectively and efficiently contribute to the overall mission of the organization.

**MOD 560 Leading Individuals and Teams (3 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 tasks and goals impact team design and function, leading to building effective teams, including team leadership. Learners will also take a look at best practices in face-to-face and virtual teams.

**MOD 562 Innovation & Change (3 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 & Negotiation (3 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.