



# Elizabethtown College

## **SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES COLLEGE CATALOG 2018-2019**

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.

The College is accredited by the Middle States Association of Colleges and Schools. In addition, Elizabethtown has specialized accreditations from ABET; the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association; the American Chemical Society Committee on Professional Training; the Accreditation Council for Business Schools and Programs; the Council on Social Work Education; the National Accrediting Agency for Clinical Laboratory Sciences; and the National Association of Schools of Music.

## **How to Reach Us**

### **Mailing Address**

Elizabethtown College  
One Alpha Drive  
Elizabethtown, PA 17022-2298

### **Questions about Admissions**

#### **Admissions Coordinators**

(717) 361-1411  
SCPS Admissions  
[www.etowndegrees.com/admissions-aid](http://www.etowndegrees.com/admissions-aid)

### **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.etowndegrees.com](http://www.etowndegrees.com)

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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 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.

## **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.

## **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.

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.

### **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 life style 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 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.

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

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, 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:*

*Joy Verner, Director of Student Services*

*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 <http://www.etown.edu/about/titleix/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 at <http://catalog.etown.edu/content.php?catoid=11&navoid=547>. Investigations handled by the Office of the Title IX Coordinator will follow all investigation, resolution and appeal processes as outlined in the College Catalog located at <http://catalog.etown.edu/content.php?catoid=11&navoid=547>.

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 online application
- Request official transcripts of all previous college work
- Submit a current resume
- Submit an essay

### **Graduate Degree Admissions Requirements**

To be eligible to apply to graduate 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 degree programs**

Step 1: 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.

Step 2: Complete one of the online applications for: the MBA program or MSL program. Then submit the \$50 nonrefundable application fee. Payments may be made online or via check payable to Elizabethtown College. (Waived for Elizabethtown College graduates).

Step 3: Request official transcripts from all undergraduate institutions attended.

Step 4: Submit, via email, your current resume.

Step 5: Provide two recommendations, using the forms provided. 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.

Step 6: Submit a 3-5 page essay addressing your:

- statement of professional goals
- current approach to leadership/management
- long-term goals for the application of the graduate degree to your professional life

## **Graduate Certificate Admissions Requirements**

To be eligible to apply to graduate 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**

Step 1: 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.

Step 2: Complete the online application for: graduate certificate and pay the \$25 nonrefundable application fee. Payments may be made online or via check payable to Elizabethtown College. (Waived for Elizabethtown College graduates).

Step 3: Request official transcripts from all undergraduate institutions attended.

Step 4: Submit, via email, your current resume.

Step 5: Submit 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:

Step 1: Discuss your desire to apply to a master's degree program with your admissions representative

Step 2: Complete one of the online applications for: the MBA program or MSL program. Then submit the discounted \$25 nonrefundable application fee. Payment may be made online or via check payable to Elizabethtown College. (Waived for Elizabethtown College graduates).

Step 3 (Optional): Request 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)

Step 4 (Optional): Submit, via email, your current resume (Please submit an updated resume if significant changes have occurred since completing your graduate certificate)

Step 5: Provide two recommendations, using the forms provided. 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.

Step 6: Submit a 3-5 page essay addressing your:

- statement of professional goals
- current approach to leadership/management
- long-term goals for the application of the graduate degree to your professional life

## **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 Association. 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 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). Such military education and experience should have received ACE credit recommendation; transcripts should be obtained from the ACE registry.

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 – Diploma Programs**

No more than two courses may be transferred into a program and then only with a grade of C- or better from an accredited college or university.

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.

### **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

Students who take fewer than 12 credit-hours are considered part time and will pay per credit-hour based on the type of course in which they are enrolled. Course credits, internships, and directed studies are combined to determine the student's status as part time, full time, or full time with overload (for those who are taking credits in excess of 18 per semester).

	<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

Elizabethtown College's full-time students have access to campus facilities and programs. Included in the comprehensive fee is the use of the High Library, Baugher Student Center, Body Shop, gymnasium, and athletic fields. Full-time students also receive free admission to all regular season, on-campus athletic events, and most cultural activities offered by the College.

Full-time students may carry up to 18 credits per semester. A cumulative grade point average of 3.20 is required to carry more than 18 credits, with the maximum allowed credit load being 20 credits. The excess credit(s) will be invoiced at the current part-time, daytime course rate of \$1,055 per credit-hour.

### Other Fees

**Directed Studies:** \$1,655 (\$555 per credit)

**Transcripts:** Free-of-Charge

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

### Tuition Payment Policy

All charges are due on or before the due date for each semester. Checks should be made payable to Elizabethtown College.

Full-time students are sent a bill in July and December for one-half of the annual comprehensive fee. All confirmed financial aid is listed on the bill. Students should compare the bill with their latest financial aid award letter and deduct from their bill any aid not listed, excluding Federal Work-Study (FWS).

Elizabethtown College does not accept direct monthly installments or deferred payments for tuition. However, certain third-party tuition plans are accepted. For more information, please contact the Financial Aid Office at (717) 361-1404 or the Business Office at (717) 361-1417.

All amounts not received by the due date are subject to a one-time late payment fee of \$50 and monthly interest at a rate of 1.5 percent per month, which is 18 percent per year. Loan funds – such as Federal Direct Stafford Loans, Federal Direct PLUS Loans, private loans, etc. – or any other sources of financial aid not received by the due date also are subject to a late charge and interest. In order to help ensure timely receipt, all loans should be applied for prior to July 1.

## **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 information and resources, budgeting assistance, debt management advice, and suggestions for financing a college education. 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.

Students interested in need-based financial aid from the College 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 March 15.

All applicants are considered for merit-based scholarships during the admissions application review. 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. Notification of these scholarships follows the offer of admission, but precedes any need-based awards.

All requests for applications and other information regarding need-based 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 request a copy of the "Financial Aid Handbook" from the Financial Aid Office or visit the Financial Aid website at [www.etown.edu/FinancialAid](http://www.etown.edu/FinancialAid).

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

For the undergraduate and graduate degree programs you may mail or email required materials to: Elizabethtown College, Financial Aid, One Alpha Drive, Elizabethtown, PA 17022 or [finaid@etown.edu](mailto:finaid@etown.edu).

A packet of the required financial aid forms is available through the Continuing and Professional Studies Offices.

### **Associate & Bachelor's Aid\***

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

- Complete the Free Application for Federal Student Aid (FAFSA)
- Complete and submit, by mail or email, the Employer Educational Assistance Verification Form

### **Graduate Degree Aid:**

- Complete the Free Application for Federal Student Aid (FAFSA)
- Complete and submit, by mail, the Graduate Program Employer Assistance Verification Form

\*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.

[Undergraduate Scholarship Opportunities \(PDF\)](#)

[Graduate Scholarship Opportunities \(PDF\)](#)

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.

### Institutional Refund Policy

Withdrawal from classes after the start of a session affects your academic record and tuition charge/financial aid. Contact your academic advisor immediately to discuss the withdrawal process and/or complete the Withdrawal Form in JayWeb to initiate the process. To determine the effect withdrawing from a course may have on your financial aid status, contact the Financial Aid Office at [finaid@etown.edu](mailto:finaid@etown.edu); 717-361-1404.

The meeting of class refers to the actual day of the week that blended/on-ground class meets. For purposes of these deadlines, online classes start on the first Monday of each session. For four-week winter online sessions, the class starts on the first Sunday of the session.

**NOTE:** Students are not able to initiate a drop/withdrawal request after the last date of the session.

	Five-Week Sessions and Four-Week Winter Online Sessions	
<i>Last Date of Academically Inclined Participation</i>	<i>Tuition Refund</i>	<i>Grade on Transcript</i>
Prior to the first meeting of class	100%	Course is dropped. Course/Grade will not appear on transcript
After the first meeting of class, but before the second meeting of class	80%	Course is dropped. Course/Grade will not appear on transcript
After the second meeting of class, but before the third meeting of class	25%	Withdrawal, Course/W will appear on transcript
After the third meeting of class, but before the fourth meeting of class	0%	Withdrawal, Course/W will appear on transcript

*Tuition and Financial Aid*

	<b>Five-Week Sessions and Four-Week Winter Online Sessions</b>	
After the fourth meeting of class	0%	Withdrawal Fail (WF) will appear on transcript. F will be computed into GPA.

	<b>Weekend Intensive Courses</b>	
<i>Last Date of Academically Inclined Participation</i>	<i>Tuition Refund</i>	<i>Grade on Transcript</i>
Prior to the first meeting of class	100%	Course is dropped. Course/Grade will not appear on transcript
During the in-class portion of the course	0%	Withdrawal, Course/W will appear on transcript
After the in-class portion, through the remainder of the course	0%	Withdrawal Fail (WF) will appear on transcript. F will be computed into GPA.

	<b>Eight-Week Sessions</b>	
<i>Last Date of Academically Inclined Participation</i>	<i>Tuition Refund</i>	<i>Grade on Transcript</i>
Prior to the first meeting of class	100%	Course is dropped. Course/Grade will not appear on transcript
After the first meeting of class, but before the second meeting of class	80%	Course is dropped. Course/Grade will not appear on transcript
After the second meeting of class but before the fourth meeting of class	25%	Withdrawal, Course/W will appear on transcript
After the fourth meeting of class but before the sixth meeting of class	0%	Withdrawal, Course/W will appear on transcript
After the sixth meeting of class	0%	Withdrawal Fail (WF) will appear on transcript. F will be computed into GPA

## **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 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.etown.edu/offices/disability](http://www.etown.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; for 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 six residence degrees: Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Professional Studies, Master of Business Administration, and Master of Science in Strategic Leadership.

### **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.)
- Social Work (B.A.)

### **Graduate Degrees**

- Master of Business Administration (M.B.A.)
- 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 their fiscal health.

The accounting program at Elizabethtown College's School of Continuing and Professional 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.

**Degree Requirements:**

The associate degree from Elizabethtown College requires 64 credit hours of academic work. Degree candidates must take at least 15 of their last 30 credits from Elizabethtown College. Credits from Elizabethtown must include at least 9 credits in the major.

**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
- EC 1000 - Global Macroeconomics: Principles and Issues
- EC 1020 - Principles of Microeconomics
- BA 2650 - Principles of Management
- BA 3100 - Business Ethics
- BA 3250 - Business Finance
- BA 3310 - Business Law
- BA 3400 - Business Information Systems
- MA 1510 - Probability and Statistics

One of the following:

- 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.

**Degree Requirements:**

The associate degree from Elizabethtown College requires 64 credit hours of academic work. Degree candidates must take at least 15 of their last 30 credits from Elizabethtown College. Credits from Elizabethtown must include at least 9 credits in the major.

**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

One of the following:

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

### **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.

#### **Degree Requirements:**

The associate degree from Elizabethtown College requires 64 credit hours of academic work. Degree candidates must take at least 15 of their last 30 credits from Elizabethtown College. Credits from Elizabethtown must include at least 9 credits in the major.

#### **Course Requirements:**

- COM 1200 - Introduction to Mass Communication
- COM 1500 - Introduction to Interpersonal Communication
- COM 2100 - Public Performance and Presentation
  
- COM 2510 - International Communications **Or**
- COM 2520 - Multicultural Communication

Four of the following:

- 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
- BA 1550 - Managerial Communication
- BA 2150 - Principles of Marketing

## **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 rewarding—and it's a career that emulates E-towns motto, "Educate for Service."

### **Degree Requirements:**

The associate degree from Elizabethtown College requires 64 credit hours of academic work. Degree candidates must take at least 15 of their last 30 credits from Elizabethtown College. Credits from Elizabethtown must include at least 9 credits in the major.

### **Course Requirements:**

- CJ 1150 - Criminology
- CJ 1170 - Introduction to the American Criminal Justice System
- CJ 2420 - Modern Corrections
- CJ 2520 - Juvenile Law and Justice
- CJ 3100 - Ethical Issues in Criminal Justice
- CJ 3300 - Methods of Criminal Justice Research

Three of the following:

- 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 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.

### **Degree Requirements:**

The associate degree from Elizabethtown College requires 64 credit hours of academic work. Degree candidates must take at least 15 of their last 30 credits from Elizabethtown College. Credits from Elizabethtown must include at least 9 credits in the major.

### **Course Requirements:**

- BA 2650 - Principles of Management
- 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

Two of the following:

- 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 life.

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.

**Degree Requirements:**

The associate degree from Elizabethtown College requires 64 credit hours of academic work. Degree candidates must take at least 15 of their last 30 credits from Elizabethtown College. Credits from Elizabethtown must include at least 9 credits in the major.

**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

Three of the following:

- CJ 1150 - Criminology
- CJ 1170 - Introduction to the American Criminal Justice System
- COM 2520 - Multicultural Communication
- HS 2300 - Introduction to Substance-Related and Addictive 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
- IDC 3150 - Victimology
- SO 3050 - Marriage and Family

**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 and organization's global reach.

**Degree Requirements:**

The associate degree from Elizabethtown College requires 64 credit hours of academic work. Degree candidates must take at least 15 of their last 30 credits from Elizabethtown College. Credits from Elizabethtown must include at least 9 credits in the major.

### **Course Requirements:**

- CS 1180 - Fundamentals of Computer Architecture
- CS 1210 - Computer Science I
- CS 1220 - Computer Science II
- CS 2050 - Visual Programming
- CS 2090 - Database Design Systems
- CS 3410 - Systems Analysis and Design
- CS 3420 - Computer Networks and Networking Systems
- MA 1510 - Probability and Statistics

One of the following:

- 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.

### **Degree Requirements:**

The bachelor's degree from Elizabethtown College requires 125 credit hours of academic work. Degree candidates must take at least 30 of their last 60 credits from Elizabethtown College. Credits from Elizabethtown must include at least 15 credits in the major; nine of them must be 300-400 level accounting courses.

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.

**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 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 3400 - Business Information Systems
- 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

**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 Requirements:**

The bachelor's degree from Elizabethtown College requires 125 credit hours of academic work. Degree candidates must take at least 30 of their last 60 credits from Elizabethtown College. Credits from Elizabethtown must include at least 15 credits in the major. Nine of them must be 300-400 level courses in the business curriculum, with a minimum of six as major electives.

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.

**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
- Four major elective courses

**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.

**Degree Requirements:**

The bachelor's degree from Elizabethtown College requires 125 credit hours of academic work. Degree candidates must take at least 30 of their last 60 credits from Elizabethtown College. Credits from Elizabethtown must include at least 15 credits in the major, nine of them in upper-level courses.

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.

**Course Requirements:**

Major 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

Corporate Communication Electives

Select 7 courses (21 credits)

- BA 1550 - Managerial Communication
- BA 2150 - Principles of Marketing
- BA 3120 - Advertising Management
- 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

**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.

**Degree Requirements:**

The bachelor's degree from Elizabethtown College requires 125 credit hours of academic work. Degree candidates must take at least 30 of their last 60 credits from Elizabethtown College. Credits from Elizabethtown must include at least 15 credits in the major, nine of them in upper-level courses.

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.

**Course Requirements:**

**Major 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

**Criminal Justice Electives:**

Select 4 courses (12 credits)

- 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

## **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 healthcare 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.

### **Degree Requirements:**

The bachelor's degree from Elizabethtown College requires 125 credit hours of academic work. Degree candidates must take at least 30 of their last 60 credits from Elizabethtown College. Credits from Elizabethtown must include at least 15 credits in the major, nine of them in upper-level courses.

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.

### **Course Requirements:**

#### Major Requirements:

- BA 2650 - Principles of Management
- 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

Health Care Administration Electives:

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

## **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 ten 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, 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.

### **Degree Requirements:**

The bachelor's degree from Elizabethtown College requires 125 credit hours of academic work. Degree candidates must take at least 30 of their last 60 credits from Elizabethtown College. Credits from Elizabethtown must include at least 15 credits in the major with nine of them in upper level courses.

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.

### **Course Requirements:**

#### **Major 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

## *Degrees, Majors, Minors*

- 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

### Human Services Electives:

Select 3 courses (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
- PSY 3220 - Abnormal Psychology
- SO 3010 - Social Issues
- SO 3050 - Marriage and Family
- SSC 2600 - Equity and Justice in the Workplace
- IDC 3150 - Victimology

## **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.

### **Degree Requirements:**

The bachelor's degree from Elizabethtown College requires 125 credit hours of academic work. Degree candidates must take at least 30 of their last 60 credits from Elizabethtown College. Credits from Elizabethtown must include at least 15 credits in the major, with nine of them in upper level courses.

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.

**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
- 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 3800 - Recovery and Relapse Prevention
- HS 4350 - Cognitive-Behavioral Therapy
- HS 4480 - Advanced Assessment and Interventions

**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.

### **Degree Requirements:**

The bachelor's degree from Elizabethtown College requires 125 credit hours of academic work. Degree candidates must take at least 30 of their last 60 credits from Elizabethtown College. Credits from Elizabethtown must include at least 15 credits in the major.

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.

### **Course Requirements:**

- BA 2650 - Principles of Management
- CS 1180 - Fundamentals of Computer Architecture
- CS 1210 - Computer Science I
- CS 1220 - Computer Science II
- CS 2000 - Information Systems Ethics
- CS 2050 - Visual Programming
- CS 2090 - Database Design Systems
- 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

### **Bachelor of Social Work**

All bachelor degree programs at Elizabethtown College consist of 125 credits.

#### **Social Work (B.A.)**

Elizabethtown College's Bachelor of Social Work offered through the School of Continuing and Professional Studies is a multi-faceted program concerned with change both on an individual, community, national and international level. This program prepares the student for entry into professional social work practice or for graduate school.

The Bachelor of Social Work recognizes both the rural and urban environments of the community and seeks to prepare students for professional social work practice in either setting. Graduates leave with a set of skills and competencies that position them to compete and to succeed in the rapidly changing professional world of social service careers.

The Bachelor of Social Work is only available at the Elizabethtown campus. Courses specifically in the Social Work Department are available only in the 15-week semester format. It will be necessary to take some classes during the day. General electives and core are available in the accelerated five-week format at all locations.

The Bachelor of Social Work is accredited by the Middle States Association of Colleges and Secondary Schools. The program is also accredited by the Council on Social Work Education.

**Degree Requirements:**

The bachelor's degree from Elizabethtown College requires 125 credit hours of academic work. Degree candidates must take at least 30 of their last 60 credits from Elizabethtown College. Credits from Elizabethtown must include at least 15 credits in the major.

Field Instructions and Senior Seminar should be the last major courses a student completes. These credits build on previous course work and prepare the student for work in the social work profession.

**Course Requirements:**

- MA 1510 - Probability and Statistics
- PSY 1050 - General Psychology
- SO 1010 - Discovering Society
- SW 160 - Social Problems and Response of Social Welfare Institutions
- SW 233 - Human Behavior in the Social Environment
- SW 280 - Multicultural Counseling Skills
- SW 330 - Methods of Social Work Research
- SW 367 - Generalist Social Work Practice I: Individuals
- SW 368 - Generalist Social Work Practice II: Families and Small Groups
- SW 369 - Generalist Social Work Practice III: Communities and Organizations
- SW 380 - Social Policy
- SW 498 - Senior Project in Social Work
- SW 470 - Field Instruction I
- SW 471 - Field Instruction II
- Any 100-level Biology course (see Traditional College catalog for course descriptions)

**Academic Minors**

**Accounting Minor**

This minor cannot be combined with a Business Administration major.

**Course Requirements:**

- AC 1050 - Principles of Accounting I
- AC 1060 - Principles of Accounting II
- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- Three Accounting Elective courses (9 credits total)

**Behavioral and Addictions Counseling Minor**

**Course Requirements:**

- HS 2300 - Introduction to Substance-Related and Addictive Disorders
- HS 2350 - Counseling Techniques and Skills
- HS 2800 - Group Counseling
- 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**

#### **Course Requirements:**

- AC 1070 - Business Financial Accounting
- BA 2650 - Principles of Management
- BA 3310 - Business Law
- EC 1000 - Global Macroeconomics: Principles and Issues
- Four Accounting/Business/Economics Elective courses (12 credits total)

### **Communications Minor**

#### **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
  
- COM 2510 - International Communications **Or**
- COM 2520 - Multicultural Communication
  
- Two Communications Elective courses (6 credits total)

### **Criminal Justice Minor**

#### **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
  
- CJ 2520 - Juvenile Law and Justice (If Human Service Major Only in replacement for CJ 3300)

## **Health Care Administration Minor**

### **Course Requirements:**

- 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

## **Human Services Minor**

### **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 2350 - Counseling Techniques and Skills
- HS 3100 - Ethical Issues in Human Services
- Two Human Services Elective courses (6 credits total)

## **Information Systems Minor**

### **Course Requirements:**

- CS 1180 - Fundamentals of Computer Architecture
- CS 1210 - Computer Science I
- CS 1220 - Computer Science II
- CS 2000 - Information Systems Ethics
- CS 2050 - Visual Programming
- CS 2090 - Database Design Systems

Two of the following:

- 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)

## **Graduate Degrees**

### **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.

**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

Elective Courses:

Two of the following:

- 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

### **Health Care Administration Concentration**

- 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

One of the following:

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

### **Strategic Leadership Concentration**

- 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 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.

### **Course Requirements:**

#### Required Courses

- 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

Elective Courses:

Two of the following:

- 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**

- 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

One of the following:

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

## **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:**

- HS 3100 - Ethical Issues in Human Services
- PSY 2250 - Developmental Psychology

## **Graduate Certificates**

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

Upon completion of this certificate program, you will have further developed your expertise and experience in the following critical areas of health care administration:

Manage people and processes in health care organizations

- Assess, develop and apply your management and leadership style in real-world scenarios. Through a mix of case studies, assessments, examinations, and application you will be challenged to evaluate and respond to various situations and issues experienced by health care organizations. An emphasis will be placed on producing effective solutions in alignment with legal, ethical, and compliance standards and an awareness of the financial impact on the organization.

Drive strategy and improvement in health care organizations

- Leverage your leadership skills and knowledge of policies, economics, finance, systems, and organizations to develop and implement strategic enhancements in your health care organization.

Ensure required policies are applied to health care administration

- Examine the government's responsibility to respect the interests, promote and protect the health and welfare, and uphold the rights of the public. Explore health care policy, applications of health care law and ethics, as well as management ideas, theories, and case studies.

Apply principles of economics to manage finances in health care organizations.

- Develop and apply practical skills necessary to understand and effectively leverage financial and insurance information in a health care setting. Prepare budgets, calculate reimbursement, and use metrics to understand and quantify health care staffing / personnel expenses. Utilize established profitability measures to evaluate the effectiveness of specific investments and their value to your organization.

Develop insight into managing information systems in health care organizations

- Through your course work, case studies and projects you will be exposed to, and gain a high level understanding of various information systems utilized in health care organizations. If you choose to take the Information Systems in Health Care Administration elective, you will gain additional knowledge related to Electronic Health Record (EHR) needs, Health Insurance Portable and Accountability Act (HIPAA) requirements, health care data standards, and associated clinical information systems. Additionally, you will study how core competencies of health care informatics can be developed and applied to real-world situations.

#### **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**

Upon completion of this certificate program, you will have further developed your expertise and experience in the following critical areas of strategic leadership:

Develop & Articulate Leadership Style

- Develop and articulate your own, unique leadership style. Through a mix of coursework, case studies, and a leadership profile tool, you will analyze various leadership styles, discern your own strengths and challenges, and, ultimately, articulate and further hone your personal leadership style.

Lead & Manage Change

- Building on your unique leadership style and personal reflection, you will develop skills to effectively assess team dynamics, corporate structures, and foster collaboration, innovation, and creativity to successfully and strategically implement change in your organization.

Identify Problems & Develop Solutions

- Effectively identify problems, assess their impact, and collaborate to develop sound solutions. Strategically communicate your plan to those responsible for execution as well as, key internal and external stakeholders.

Build Teams & Collaborate Across Sectors

- Examine how individual personalities, team dynamics, corporate structures, and organizational needs provide direction for a strategic leader. Analyze high and low performing teams and discover how tasks and goals impact team design and function leading to building effective teams, including team leadership. Explore the fostering of collaboration and teamwork across departmental, organizational, and industry sectors.

Communicate Strategically

- Develop strategies for creating clear and compelling messages with consideration to ethics, feedback, team collaboration and persuasion, assessing constituent needs, analyzing your personal communication style, and evaluating effective communication channels.

### **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.

## **Core Program Objectives**

Courses, either taken at Elizabethtown College or accepted by the SCPS in transfer, that fulfill Core Program requirements, have learning outcomes that support the following Core Program objectives:

- To unite the program of general education into a cohesive and useful whole.
- To develop the student's intellect by helping her/him master the skills and competencies associated with the liberal arts, such as:
  - Writing
  - Speaking
  - Researching
  - Creating
  - Imagining
  - Critically analyzing
  - Problem solving
  - Synthesizing
  - Integrating
  - Valuing
  - Contextualizing
  - Appreciating
- To offer the student fundamental knowledge as the basis for future learning.
- To help the student be aware of and to master various methods of knowledge acquisition as the basis for a lifetime of learning.
- To integrate knowledge across disciplines in a way most effective for adult students.
- To facilitate the adult student's entry or re-entry into college-level learning.
- To encourage the adult student to develop and maintain the skills and competencies associated with lifelong, independent, self-directed learning.
- To broaden adult student perspectives and awareness through valuable learning experiences which enhance and complement the professional and/or academic disciplines.

## **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:

- Write clearly and persuasively.
- Speak clearly and persuasively.
- Analyze, critically, arguments, positions, and hypotheses.
- Solve problems imaginatively and creatively.
- Recall and apply fundamental knowledge from a number of different disciplines.

## *The Core Program*

- Find and apply more specific knowledge in a number of different disciplines.
- Synthesize and integrate knowledge from many different disciplines.
- Choose and apply values from many possible choices.
- Direct her/his own independent learning.
- Complete a college-level learning program.
- Apply a broad, human perspective and awareness to professional studies.

## **Baccalaureate Core Program Structure**

The Baccalaureate Core Program is divided into two basic categories – common learning experiences (Foundations for Accelerated Learning and the Senior Research Project), 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:*

- Implement college-level writing research and communication skills.
  - Synthesize information from a variety of sources and apply it to various personal, educational, and professional situations.
  - Understand and demonstrate concepts of paraphrasing appropriately, citing works properly and avoiding plagiarism.
  - Identify personal strengths and areas for improvement related to effective learning in an accelerated learning environment.
  - Describe and analyze his or her own educational development/history and cultural competence.
- 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.
- Speak clearly and persuasively.
- Analyze arguments and positions that support the thesis.
- Solve problems imaginatively and creatively.
- Recall and apply fundamental knowledge from a number of courses within the liberal arts core.
- Research, apply, and integrate more specific knowledge from a number of different disciplines.
- Choose and apply values from many possible sources and/or references.
- Self-direct her/his own learning.

Normally, the Senior Research Project should be taken only after adult students have satisfied Power of Language, Foundations for Accelerated Learning, and Math Analysis requirements; those taking Senior Research Project 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 (1 course)

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 (1 course)

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.

The following courses offered by the SCPS fulfill this area:

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

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

### Creative Expression: 3 credits (1 course)

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.

## *The Core Program*

*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 (*formerly Shakespeare through Performance*)
- 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 (1 course)**

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 2220 - Literature of the English Renaissance
- EN 2420 - American Literature: 1865 to Present
- HI 1150 - Modern European History
- 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 (1 course)**

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 (*Students who completed IDC 273 may not take this course.*)
- 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 (1 course – 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 1120 - Investigations in Astronomy (4 cr lab)
- PHY 1050 - How Things Work (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 (1 course)**

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.

### *The Core Program*

- 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 (cross-listed as Psy 420) (*Criminal Justice majors cannot use for Core*)
- EC 1000 - Global Macroeconomics: Principles and Issues (*Accounting & Business Administration majors cannot use for Core*)
- HI 2120 - Race and Ethnicity in American History
- 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 (1 course)**

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 2710 - Introduction to Globalization
- IDC 2750 - Religion and the Human Condition
- IDC 2770 - Poverty in the World of Plenty (Students who completed IDC 273 may not take this course.)
- PS 1150 - Public Policy Making for the Future
- 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:

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

### **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:

## *The Core Program*

- 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.

## **Waiving Core Requirements**

Adult students may petition the Assistant Dean 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**

1. 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)
2. 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**

Credits: 3.00 credits. This course is designed as the first accounting course for accounting majors. The primary focus is to provide a rigorous and solid foundation for the study of accounting. The initial concentration will be on understanding and preparing journal entries for the various types of business transactions and understanding their impact on the primary financial statements. T-accounts and the horizontal statements model are both used to help understand the accounting process. Accounting concepts are presented including the accounting equation, double entry accounting, accrual accounting, the accounting cycle, the closing process and the preparation of statements. The course concludes with accounting for merchandising businesses, including accounting for inventory. This course relies on a hands-on approach, by working practice sets of accounting illustrations and problems.

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

Credits: 3.00 credits. This course is a continuation of the Principles I (AC 105) course and includes: advanced topics in receivables and payables; accounting for long-term operational assets; accounting for long-term debt, including amortization of bond premiums and discounts; accounting for equity transactions; and the statement of cash flows. The focus will be on journalizing the transactions in the above mentioned areas, and will present intensive practice sets of problems. **Prerequisites & Notes:** AC 1050 - Principles of Accounting I

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

Credits: 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**

Credits: 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 1060 - Principles of Accounting II or AC 1070 - Business Financial Accounting

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

Credits: 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 1070 - Business Financial Accounting or permission of the dean.

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

Credits: 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 or permission of the dean.

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

Credits: 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**

Credits: 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 or permission of the dean.

#### **AC 3040 - Forensic Accounting**

Credits: 3.00 credits. Forensic Accounting utilizes accounting, auditing, and investigative skills to conduct an examination into a company's financial statements. It is a specialty practice area of accounting that describes engagements that result from actual or anticipated 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 or permission of the dean.

#### **AC 3050 - Cost Accounting**

Credits: 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 1070 - Business Financial Accounting or permission of the dean.

#### **AC 3060 - Strategic Cost Management**

Credits: 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 or permission of the dean.

#### **AC 3080 - Accounting for Nonprofit Organizations**

Credits: 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 1060 - Principles of Accounting II or AC 1070 - Business Financial Accounting or permission of the dean.

#### **AC 4050 - Auditing**

Credits: 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 or permission of the dean.

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

Credits: 3.00 credits. **Western Cultures Core Course.** This is a survey of Western traditions in the visual arts. 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**

Credits: 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**

Credits: 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**

Credits: 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**

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

**BA 2650 - Principles of Management**

Credits: 3.00 credits. A study of the process of utilizing and coordinating technical and human resources in order to achieve the objectives of a business, governmental, education, social or religious organization. Includes analysis of the concepts, principles and practices involved in the planning, organizing, staffing, motivating, and controlling functions.

**BA 3100 - Business Ethics**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 3.00 credits.

A study of financial management covering financial analysis, working capital management, capital budgeting and planning, capital structure, dividend policy, and sources of capital. It will introduce you to Finance and how it is practiced in industry.

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 1070 - Business Financial Accounting. Recommend a working knowledge of Excel formulas.

**BA 3310 - Business Law**

Credits: 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 3400 - Business Information Systems**

Credits: 3.00 credits. With the use of real-world case studies and discussions, this class will explore the world of business information systems, electronic commerce, and electronic business as they relate to accounting. Students will search for ways to solidify the relationship among the people of all levels in the organization and the information system of the business. Time will be spent exploring techniques to improve challenges that invade business and accounting information systems while also discovering methods for optimizing, enhancing, and protecting the information system itself.

**BA 3600 - Leadership**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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.

**BA 4160 - Marketing Management**

Credits: 3.00 credits. An advanced marketing management course focusing on strategic marketing planning, segmentation and positioning. **Prerequisites & Notes:** BA 2150 - Principles of Marketing.

**BA 4250 - Problems in Financial Management**

Credits: 3.00 credits. This course strikes a balance between understanding current financial issues that are being discussed in the financial markets and media, and conceptual issues that every student should have in their "financial toolbox" as a result of completing a course in finance. The course will focus on several specific problem areas. These areas include: financial markets, interest rates, economic environment; valuation of financial assets, including time value concepts, risk and return, and valuation of bonds and stocks; capital budgeting and project cash flows; cost of capital and capital structure; and financial planning and control, projected (pro forma statements). **Prerequisites & Notes:** BA 3250 - Business Finance or permission of the dean.

**BA 4600 - International Business**

Credits: 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**

Credits: 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**

Credits: 3.00 credits. Human Resource Management involves the analysis of the principles, concepts and practices of procurement, development, maintenance, and utilization of personnel in organizations. **Prerequisites & Notes:** BA 2650 - Principles of Management

**BA 4680 - Industrial and Labor Relations**

Credits: 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 or permission of instructor.

**BA 4690 - Strategic Planning and Implementation**

Credits: 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 or permission of the Dean

**BA 4950 - Corporate Strategy**

Credits: 3.00 credits. Corporate Strategy is the required capstone course to be taken by accounting and business administration learners in their senior year (preferably last semester) of studies. 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. 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 the contemporary enterprise. (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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 3.00 credits.

This course introduces the student to an analysis of the relationship to the community and effective implementation of criminal and juvenile justice services. Techniques will be explored for increasing the mutual understanding and cooperation between the community and the criminal and juvenile justice systems.

Among the subjects that will be covered will be the history of probation and parole; the goals, functions, philosophical orientations, roles and responsibilities of probation and parole officers; jails and prisons; theories of offender treatment; juvenile probation and aftercare; and recidivism.

**CJ 3500 - Substance Use and Abuse**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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 2100 - Public Performance and Presentation**

Credits: 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.

**COM 2480 - Communication Law and Ethics**

Credits: 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**

Credits: 3.00 credits. **World Cultures and International Studies Core Course.** This course is an examination of the organization and function systems of communication media 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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 & quality control.

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

Credits: 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**

Credits: 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**

Credits: 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 1010 - Fundamentals of PowerPoint**

Credits: 1.00 credit. This is a comprehensive introductory PowerPoint 2010 course comprised of in-depth modules covering PowerPoint 2010. No prior knowledge of this software is necessary. You will learn to identify on-screen features, and navigate through a presentation, create and edit bullet slides, use PowerPoint's drawing tools to create a slide, incorporate clip art and WordArt objects in a slide, and create and edit charts by using Microsoft Graph, change the overall appearance of a presentation by using design templates and the Slide Master, run a slide show, become familiar with slide show options, add notes to a slide, add multimedia to a presentation, and build interactive presentations.

### **CS 1020 - Introduction to Excel**

Credits: 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**

Credits: 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 1210 - Computer Science I**

Credits: 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:** High school algebra and/or trigonometry and CS 1180 Fundamentals of Computer Architecture. **Information Systems' majors may not use this course for core.**

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

Credits: 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 1210 - Computer Science I

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

Credits: 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**

Credits: 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 in the C# and Visual Basic (ASP.NET 4.5.1) programming language. In-class examples, book samples, and assignments will provide a comprehensive view of these concepts.

**Prerequisites & Notes:** CS 1180 - Fundamentals of Computer Architecture and CS 1210 - Computer Science I.

### **CS 2090 - Database Design Systems**

Credits: 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. Students 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 and CS 1210 - Computer Science I.

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

Credits: 3.00 credits. This course includes a study of the history, architecture, and functionality of the Internet and the World Wide Web including the effects of e-commerce on the way business transactions now occur. This is followed by an in-depth study of web site design including comprehensive coverage of HTML (Hyper-Text Markup Language) and the establishment of an interactive database driven website for conducting secure and reliable e-commerce transactions. **Prerequisites & Notes:** CS 1210 - Computer Science I

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

Credits: 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**

Credits: 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**

Credits: 3.00 credits. A study of data mining, data warehousing, and business intelligence concepts. Items covered will include: extraction, transformation and load (ETL) process, data warehousing architectures, various techniques to present data, data mining, text and web analytics, 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.

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

Credits: 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**

Credits: 3.00 credits. The course provides the environment and structure within which the student will choose and self-direct an independent programming project or research paper for demonstration, written and oral presentation. The project must be closely linked to the computer sciences, either a programming solution with appropriate documentation or a research paper in a current topic closely related to the computer sciences. The facilitator will guide the student's selection of a project or research paper to ensure that it meets the necessary criteria. The facilitator will also serve as a resource for the student's preparation, presentation, and defense of the project, both in writing and orally. The project or paper will become part of each student's learning portfolio; this portfolio will be used by the School and Elizabethtown College for the assessment of programmatic learning outcomes. (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).

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

Credits: 3.00 credits. **The Social World Core Course.** Economics can no longer be referred to as the dismal science. The world has become so dynamic, and economics has become such an integral part of world dynamics that it affects each and every one of us every single day. Because of its importance in our lives, economics must now be referred to as the relevant science. This course gives students an orientation to the nature of economics on a global scale. The student is further provided with a solid foundation to the principles of macroeconomics as a discipline. This course will highlight the concepts of capitalism, supply, demand, free markets, inflation, recession, and money supply. Particular attention will be given to the way a society allocates scarce resources and how the Federal Reserve Board influences the supply of money. A correlation between economic theories and everyday experiences will help students relate the material in a way that demonstrates its relevance and thus allows a deeper understanding of economics.

A strong emphasis is placed on discussion of current events and how those events incorporate various economic theories. This will give the student a greater appreciation of the relevance of economics as a science.

Macroeconomics examines the aggregate performance of all markets in our economy. (Can be used as a Social World by non-Accounting and non-Business Administration majors)

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

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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. (Pre-requisite BA 2650 Principles of Management).

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

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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.

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

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 3.00 credits. **World Cultures and International Studies Core Course.** This course provides an analysis into world health care systems, issues, and challenges between low, middle, and high-income countries throughout the world. Learners will focus on the global organizations that impact world health and the financial and regulatory issues that each country encounters. Health care systems throughout the world will be analyzed and compared in areas such as demographics, economics, major health problems, health care financing, health care workforces, and future health care perspectives. **Prerequisites & Notes:** HCA 1620 - Health Care Policy

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

Credits: 3.00 credits. This course investigates the relationship between the health care provider and the payer. Students 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 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.

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

Credits: 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**

Credits: 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.

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

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 3.00 credits. **The Social World Core Course.** This course will examine selected major developments in US history since 1877; it will focus on themes related to the development and maintenance of an American national character from the end of its reconstruction in 1877 after a devastating civil war to the present. This focus will be historical and will emphasize an understanding of the values associated with a unique American national character and how those values expressed themselves in ethnic/racial relations, in assimilation and economic processes, and in warfare.

This course will ask learners to identify, articulate, and apply their own values and choices in order to interpret a number of historical issues associated with the American national character and its values; Learners will impart meaning to historical facts and to share the results with the others. Most of all, this course will challenge students to direct their own learning in a way that advances the learning of each member of the course, including the facilitator.

### **HI 2120 - Race and Ethnicity in American History**

Credits: 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**

Credits: 3.00 credits. This introductory course reviews the historical foundations and explores 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 examines both the intimate portrait and the "big picture" of human service issues. This course will educate on the overall context of human service work; questions such as "what does a human service worker do?" It will review the major social welfare programs, implementation of human service interventions, and working with diversity. Finally, the course will review issues crucial to human service workers, such as burnout and legal issues. Once this course is completed, students will have a better understanding of human service work in general and more insight into whether or not human service work is the career field for them.

### **HS 1620 - Social Welfare Programs and Policy**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 3.00 credits. This course will provide an understanding 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 or equivalent.

**HS 4120 - Human Services Delivery**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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 2710 - Introduction to Globalization**

Credits: 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**

Credits: 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 inter-related 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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 **Core Course.** Weekend seminar courses are offered on contemporary topics of interest with an interdisciplinary focus. In addition to classroom instruction from a team of faculty and activities on the topic, students will self-direct further exploration through personalized outcomes to produce a significant research project by the end of the course. Variable credit. This course is repeatable for credit.

**IDC 4900 - Core Program Capstone**

Credits: 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**

Credits: 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**

Credits: 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.

**PHY 1050 - How Things Work**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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. *(Can be used as a Social World core.)*

**PSY 2080 - Health Psychology**

Credits: 3.00 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 3.00 credits. **Values, Choice, and Justice Core Course.** Study of racial and cultural minorities in the United States and their relationship with dominant groups. Includes study of discrimination, prejudice, racial myths, and methods of reducing inter-group tensions.

**SO 3010 - Social Issues**

Credits: 3.00 credits. **The Social World Core Course.** In this survey course, learners will review the major social and contemporary issues in our society. These issues include, but may not be limited to alienation, addiction, crime, and poverty. Various implications for public policy are stressed and discussed.

**SO 3050 - Marriage and Family**

Credits: 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**

Credits: 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**

Credits: 3.00 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.

**SW 160 - Social Problems and Response of Social Welfare Institutions**

Credits: 4.00 credits. An orientation to the sociological and social work approaches examining social problems and the development of social welfare policies and programs to reduce their severity and extent. An understanding of both sociological and social work theories and the way in which these theories form the foundation for research, service, and advocacy is emphasized. Fifteen hours of service-learning are required. (15 week)

**SW 233 - Human Behavior in the Social Environment**

Credits: 4.00 credits. This course provides a study of the interrelationships of social systems, with particular emphasis upon the impact of the environment on human development throughout the life span. Special consideration is given to the influence of ethnicity, racism, sexism, and ageism upon human behavior. Fifteen hours of service learning is required. (15 week)

**SW 280 - Multicultural Counseling Skills**

Credits: 4.00 credits. Theories explaining human behavior and social interaction, in the context of social systems and social welfare, are discussed, analyzed and critically reviewed. Students learn about the cultural heritage of diverse groups, and about the need for equality and social and economic justice for all oppressed people. Students learn and role-play interpersonal relationship skills in a laboratory situation. Fifteen hours of service-learning in a diverse setting is required. (15 week)

**SW 330 - Methods of Social Work Research**

Credits: 4.00 credits. A focus upon the basic elements of the scientific method providing an overview of research designs commonly used in social sciences, including techniques for gathering, analyzing and presenting data. (15 week) **Prerequisites & Notes:** SW 160 - Social Problems and Response of Social Welfare Institutions and SW 233 - Human Behavior in the Social Environment or permission of the instructor.

**SW 339 - Human Sexuality**

Credits: 4.00 credits. This course focuses on the socio-historical aspects of sexuality, survey and experimental research, and attitudes toward sexuality. (15 week)

**SW 344 - Aging: Social Response and Implications**

Credits: 4.00 credits. An examination of the aging process in our society. The emphasis is on the interface of the individual and the environment and the services, needs and institutions related to the elderly. Field trips to community agencies and 10 service-learning hours required. (15 week)

**SW 345 - Irish Perspective on Issues of Social Welfare and Education**

Credits: 3.00 credits. This course is comprised of a 14-day international trip to the Republic of Ireland and Northern Ireland. Students will gain and understanding of: cultural differences, history, politics, educational systems and the social service delivery network in Ireland through this international experience. This course emphasizes service-

learning and reflection. The course is open to all majors upon approval of the instructor. Register by Instructor. (15 week)

**SW 346 - Exploring the Culture and Services of Vietnam**

Credits: 2.00 credits. This course serves as an introduction to the history and culture of Vietnam as it relates to the social problems and social services in modern-day Vietnam. Lectures will provide background on social services and non-profit organizations, specifically Brittany's Hope Foundations. Class periods will focus on the Vietnam War and develop of basic language and communication skills. Later class periods will focus on the development of appropriate age and ability level activities for the children. Finally, there will be a focus on successful fundraising strategies. The course is a prerequisite for students participating the May-term Service Learning Trip to Vietnam. (15 week) **Prerequisites & Notes:** Acceptance to the May term trip to Vietnam (SW 347). Register by Instructor.

**SW 347 - May Term in Vietnam**

Credits: 2.00 credits. This course is comprised of a seventeen-day international trip to Vietnam. Students will have the opportunity to examine issues of culture, poverty, social development, and the needs of orphaned children in Vietnam through direct service learning, lectures and reflective sessions. Graded Pass/No Pass. Register by Instructor. (15 week) **Prerequisites & Notes:** SW 346 - Exploring the Culture and Services of Vietnam

**SW 354 - International Social Work Field Preparation**

Credits: 1.00 This class will help students gain an understanding of the country and culture in which they will be studying, as well as to develop a better understanding of their own cultural development. This class is a prerequisite for SW470 abroad in the Fall of Senior year. Social Work majors only. Graded Pass/No Pass

**SW 355 - Women in Society**

Credits: 4.00 credits. This course is designed to provide a systemic view of women in our society. The emphasis will include the socialization of women, women's roles historically and in our major social institutions, sexism, and the feminist movement. Feminist social work practice and its connection to feminist ideology theory will be explored. (15 week)

**SW 357 - Child Welfare**

Credits: 4.00 credits. A study of ethnic, cultural and economic problems as they relate to children, the services available to combat those problems, and the legal and legislative aspects of child welfare. (15 week)

**SW 360 - International Social Development**

Credits: 4.00 The impact of the history, traditions and beliefs of different non-Western cultures on the development of social issues will be examined. The history of the problem, its context and development within the culture, and attempts at resolution will be explored. Students will be able to understand why common issues assume different forms in different cultures.

**SW 366 - Addiction and Society**

Credits: 4.00 credits. An examination of individual, family and social implications of addiction in society and an exploration of social policies related to addiction. (15 week)

**SW 367 - Generalist Social Work Practice I: Individuals**

Credits: 4.00 credits. A focus on problem-solving in generalist practice at the micro level (i.e. individuals) with diverse populations. A variety of interventions, assessment techniques, and theories are studied in preparation for a required 40-hour supervised field experience. (15 week) **Prerequisites & Notes:** SW 160 - Social Problems and Response of Social Welfare Institutions and SW 233 - Human Behavior in the Social Environment or permission of the instructor.

**SW 368 - Generalist Social Work Practice II: Families and Small Groups**

Credits: 4.00 credits. A study of the knowledge, values, and skills that comprise the generalist base of social work practice. It is designed to assist students in developing basic entry level social work competencies to work with groups and families from a systems perspective. A 40-hour, supervised field experience is required. (15 week)

**Prerequisites & Notes:** SW 367 - Generalist Social Work Practice I: Individuals or permission of the instructor. Corequisite: SW 369 - Generalist Social Work Practice III: Communities and Organizations.

**SW 369 - Generalist Social Work Practice III: Communities and Organizations**

Credits: 4.00 credits. Theory and skills development for macro generalist social work practice are presented. Promoting the social welfare of communities and organizations by enhancing social and economic justice is stressed. (15 week) **Prerequisites & Notes:** SW 330 - Methods of Social Work Research or permission of the instructor. Corequisite: SW 368 - Generalist Social Work Practice II: Families and Small Groups

**SW 370-378 - Special Topics in Social Work**

Credits: Variable credit Topical areas in social work, chosen in accord with student and faculty interest. This course is repeatable for credit.

**SW 380 - Social Policy**

Credits: 4.00 credits. Students build their knowledge of social welfare and social work's historical and philosophical foundation. They learn why and who social policy is formulated and implemented, how policy impacts direct practice, and frameworks for policy analysis. Majors only. (15 week) **Prerequisites & Notes:** SW 330 - Methods of Social Work Research, SW 367 - Generalist Social Work Practice I: Individuals, or permission of the instructor.

**SW 470 - Field Instruction I**

Credits: 6.00 credits. Supervised field instruction for at least 200 hours in an agency. Student begins to assume responsibility with client systems in such ways as monitoring tasks, providing support, conducting group activities, and assisting the social worker with other professional responsibilities. Majors only. (15 week) **Prerequisites & Notes:** SW 380 - Social Policy or permission of the instructor.

**SW 471 - Field Instruction II**

Credits: 12.00 credits Supervised field instruction for at least 400 hours plus a weekly on-campus seminar. Student proceeds from an "assistant" position to one of complete client responsibility under direct supervision. Roles student assumes may include advocate, enabler, social broker, and program planner. Majors only. (15 week) **Prerequisites & Notes:** SW 470 - Field Instruction I or permission of the instructor. Corequisite: SW 498 - Senior Seminar in Social Work

**SW 480-489 - Independent Study in Social Work**

Credits: 1.00-4.00 Opportunity for advanced students independently to pursue study otherwise not available in the curriculum. \*Prerequisite(s): Permission of the Department Chair and approval of the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

**SW 498 - Senior Project in Social Work**

Credits: 2.00 credits. Students who are completing a senior research project may register for this course in the semester in which the project is completed. Completion of this course does not assure recognition for Honors in the Discipline. Majors only. Register by Instructor. (15 week)

**SW 498 - Senior Seminar in Social Work**

Credits: 4.00 credits. Final course integrating the theory from preceding courses with the professional experience of field instruction. A major project is required. Majors only. (15 week) **Prerequisites & Notes:** Corequisite: SW 471 - Field Instruction II or permission of the instructor.

**MBA 501 - Foundations in Critical Business Analysis**

Credits: 3.00 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**

Credits: 3.00 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: Bridging the Gap**

Credits: 3.00 credits. 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**

Credits: 3.00 credits. This course 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 intended 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 3.00 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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.

**MHA 510 - Leadership and Management in Health Care**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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.

**MSL 510 - Foundations of Leadership**

Credits: 3.00 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**

Credits: 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**

Credits: 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**

Credits: 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 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 and Development**

Credits: 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**

Credits: 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**

Credits: 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**

Credits: 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 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 social impact. Learners will integrate previous coursework in working directly with a client.

## **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 his or her decision on pursuing a degree. They will discuss basic program requirements and review previous course work for possible credit. After formal application has been made, the student will be assigned to an academic advising coordinator who will process the application and work with the student to provide academic advising throughout his or her time at the college. They will provide assistance and guidance regarding:

- Course prerequisites
- Registration procedures
- Approved Program Checksheet
- Graduation requirements

### **Degree Program Checksheets**

When a student is accepted into an academic program, an approved degree program checksheet 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 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.

All adult students are responsible for reading and understanding the information found on their checksheet. Program sheets should be maintained by the student and referenced throughout their program. The curriculum is continually updated and different students may be operating under different sets of requirements, depending on when they entered the program. Academic Advising Coordinators also maintain the degree program checksheet for each student to ensure accurate tracking and advising services.

### **Credits/Residency**

All Elizabethtown College programs require minimum numbers of academic credit for completion.

- Associate Degrees (64 credits)
- Baccalaureate Degrees (125 credits)
- Post-baccalaureate Diplomas (24-27 credits; a minimum of 18 must be outside the baccalaureate degree)
- Graduate programs require 36, 39, or 42 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. The Senior Research Project must be taken at Elizabethtown.

These are the general requirements, but they may vary slightly by major. Students should refer to the policies on their approved program checksheet 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 checksheet.

## Registration

Course schedules are typically published in late October for winter, spring and summer sessions and in late March for fall sessions. The schedule 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. Self-registration is required for all sessions.

Since classes are in an accelerated format, registration for courses must take place no later than two weeks prior to the start of the semester (College closings will impact the exact end date of the registration period). This is necessary to ensure regulatory compliance and to provide sufficient time for students to obtain their materials of instruction and to complete any required assignments prior to the first class meeting. A list of required textbooks for undergraduate and graduate courses is available on the SCPS website. Books for all locations and sessions are available through our online vendor, MBS Direct. Courses are published in Canvas two weeks prior to the start of a session. Students can access course syllabi through a link in the Canvas course. Informational emails will be sent to the official Etown.edu email account for all registered students two weeks prior to the start of a session.

### Late Registration

It is not possible to register for a course, including online courses, after registration is closed.

## 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 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 for assistance.
- **Continuing Education/GPA Hold:** this hold is placed on a student's account when the GPA goes below 2.25. 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.
- **Registration Check in Hold:** this hold is placed when a student needs to complete the form under the Diploma Verification link on JayWeb to submit information about graduation and diploma. The hold will automatically be removed after the form is submitted.
- **Grad Hold/Contact CE Advisor:** this hold is on a student's account when they are close to completing their degree requirements. Students will need to contact their academic advising coordinator for assistance with registering for classes for the remainder of their program.

## **Late Registration**

It is not possible to register for a course, including online courses, after the first class meeting/day of the session.

## **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.

## **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 file a repeat registration card/form in the Office of Registration and Records.

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, 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, 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.

## **Alternative Study Options**

### **Directed Study**

Under extraordinary circumstances, a student may be approved to undertake directed study of a regular Elizabethtown course 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 between them. Directed studies must be completed within the semester or session for which they are scheduled.

Directed studies are dependent on the availability and approval of an appropriate facilitator; all requests for directed studies must be approved by the Director of Student Services. A per credit directed study fee is charged in addition to regular tuition.

An student must have 30 credits in his or her academic plan and must have taken nine credits through Elizabethtown College in order to request directed study. The student must also be in good academic standing (a 3.00 or higher GPA in the major and overall GPA). Students should request a directed study, in writing, through an academic advising coordinator at least 30 days prior to the start of a semester or session. Please remember that all Elizabethtown courses may not lend themselves to this learning option.

### **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.

### **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 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 grade point average of 2.0 overall and 2.0 in the major.

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

## 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.

### Academic Probation

Undergraduate students falling into the following categories at the end of each academic semester are placed on academic probation:

Semester Hours	with	Cumulative Grade
Attempted (Local)		Point Average below:
1-18		1.7
19-34		1.9
35 or more		2.0

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 Scrip-Safe 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%

## 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 the sub-term.

Students Requests for an Incomplete will only be considered if the student has completed at least 50% of course work and/or online participation at the time of request. Incompletes are also dependent on the availability and approval of the facilitator; not all Elizabethtown College courses may lend themselves to being completed as an Incomplete.

TO REQUEST AN INCOMPLETE, THE STUDENT MUST CONTACT THEIR ACADEMIC ADVISING COORDINATOR TO INITIATE THE INCOMPLETE REQUEST FORM. THE STUDENT MUST COMPLETE THE FORM NO LATER THAN ONE WEEK AFTER THE SUB-TERM HAS ENDED. THE ACADEMIC ADVISING COORDINATOR WILL WORK WITH THE FACILITATOR TO COMPLETE THE REMAINDER OF THE FORM, SPECIFYING THE NATURE AND QUANTITY OF WORK TO BE FINISHED AND THE FINAL DATE FOR COMPLETION.

Once the form has been signed by both the student and the facilitator, an (I) will be entered in for the student's grade. If the remaining course work to be completed, as set out on the Incomplete Form, is not complete prior to the deadline, the student's grade will be calculated based on the grades earned up to the point of the Incomplete request, with a zero for each remaining uncompleted assignment, to reach the final grade given for the course.

## 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:

- A mathematical error in calculation of the grade
- A clerical/technical error in recording of the grade (for example, Canvas and Jayweb grades are inconsistent)
- Harsher grading standards were applied to one student when compared with other students in the course
- The assigned grade was not calculated using the standards stated in the syllabus

The grade appeal process consists of the following steps:

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.

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.

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 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 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.

### **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.

Due to the accelerated nature of the courses, students who do not complete coursework in the first week may be administratively withdrawn if they do not show their intent to complete the course by participating academically in the second week.

Students who determine they are unable to complete a course in which they have participated must contact their academic advisor immediately to discuss options. For most situations, students should refer to the SCPS Withdrawal and Refund Policy. Medical Withdrawals or Incomplete Requests are for extraordinary circumstances and require additional documentation.

Failure to properly 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 for initiating a drop/withdrawal, medical withdrawal, or incomplete, see the School's student handbook.

## **Medical Withdrawal**

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 term in which it is initiated. The withdrawal may extend through subsequent semesters depending on the nature of the health concerns. The transcript will indicate "W" for all current courses. The student must provide their academic advising coordinator with the required written documentation from their doctor, and must provide re-entry documentation prior to readmission. Students should also consult with Financial Aid and the Business Office regarding implications for individual financial aid and the Institutional Refund Policy.

## **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.

## **Student Enrollment:**

### **Step In-Step Out**

Step in-step out is a feature of the School of Continuing and Professional Studies in recognition of the many commitments held by our adult students. A student is not required to be enrolled in every session in order to maintain "active" status with the School.

When considering whether to step out, students should communicate with their academic advisor to understand the impact that time away may have on course scheduling and degree completion, as well as the impact to financial aid eligibility. Additionally, students should be aware of the impact that stepping out may have on payment requirements of loans from prior institutions.

### **Inactivation and Re-enrollment Procedures**

If a student steps-out for three consecutive academic semesters (fall, spring, summer) and is non-responsive to SCPS communication, they may be made inactive. In effect, this withdraws the student from the School until action to re-enroll is taken. An Inactive student will no longer receive emails from SCPS, or have access to Elizabethtown College systems.

Inactive students who wish to return may request re-admission by contacting their former academic advising coordinator or admission's counselor.

Students who were inactivated or have left the School while on academic probation or while experiencing academic difficulty (refer to the SCPS Academic Standing policy), will be required to submit responses to specified prompts to petition for re-admission. Responses will be reviewed along with the student's application for re-admission and transcripts. Students will be notified if additional information is needed, and/or when a decision has been made.

## **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 certificate card in the mail, further acknowledging the achievement of academic excellence.

## **Program Completion / Degree Conferral**

Degrees are typically 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.

Students approaching the last few credits in their program will be sent a notice to complete a Graduation Verification form through Jayweb. Students will fill in their name as they wish it to appear on their diploma or degree and will be asked to verify or provide updated contact information.

## **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 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.

## **Discontinuation of Early Participation**

The School of Continuing and Professional Studies no longer allows students to participate in Commencement as Early Participants. The School recognizes the immense accomplishment of students who have completed all program/degree requirements prior to commencement day and wishes to celebrate those achievements. Eliminating Early Participation will allow for additional family members of graduates to attend and will enhance the experience for those who have completed their coursework within the academic year leading up to the ceremony.

Students who complete their requirements after Commencement will be invited to participate in the following year's ceremony. Students are encouraged to talk with their advisors regularly about their degree completion plan.

## **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

### **Undergraduate SCPS Honors**

SCPS Honors is awarded to undergraduate students who achieve a 3.60 or higher and complete a minimum of 30 credits with Elizabethtown College, but less than 60 credits, which is the residency requirement to receive Latin Honors. Students should keep honors' residency requirements in mind when considering the option of taking credits at other schools.

### **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. Recipients will receive an honor cord to wear at Commencement.