

A decorative graphic in the top-left corner consisting of several overlapping, semi-transparent blue triangles of varying shades, creating a dynamic, angular shape.

**ELIZABETHTOWN COLLEGE**

**SCHOOL OF CONTINUING AND  
PROFESSIONAL STUDIES**

**UNDERGRADUATE CATALOG  
2017-2018**

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

## **About Elizabethtown College**

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

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

## **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.

## **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.

## **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.

### **About 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, York, 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.

### **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.

## **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.

### 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.

### **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:

1. The information is needed by a *school official* who has a *legitimate education interest* in the information.



2. 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.*

## **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:

Gwen Miller, Director of Student Services  
[millerga@etown.edu](mailto:millerga@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.

## **Admission to the School of Continuing and Professional Studies**

### **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 Program Requirements

To enter the program, applicants must:

- have a minimum of three years of full-time work experience.
- be at least age 23. Individuals interested in entering the program who are younger than age 23 will need to obtain permission from the dean of the School of Continuing and Professional Studies.
- 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

1. Meet with an admissions counselor
2. Complete the online application
3. Request official transcripts of all previous college work
4. Submit a current resume
5. Submit an essay

### EXCEL Degree Program Requirements

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.

### 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 student 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.

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  
Public Administration  
Religious Studies

#### Diploma Program Requirements

Post-Baccalaureate Diploma programs are available for those adult students who already have obtained a bachelor's degree in another discipline, e.g., English or history. Their purpose is to address the needs of those looking to become more effective in their occupation or field or wishing to develop professional competence in new areas. Diplomas are attractive to adult students interested in a career change or preparation for graduate school. These programs are comprised of eight or nine courses (24-27 credits) specific to theory and practice in the areas of:

Accounting  
Business Management  
Corporate Communication  
Human Resource Management  
Human Services  
Human Services - Behavioral & Addictions Counseling  
Information Systems

#### **Transfer Credits and Experiential Learning**

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

During the application process, admission's 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 programs and then only with a grade of C- or better from an accredited college or university.

## **Academic Policies and Procedures**

### **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:

<i>Semester Hours Attempted (Local)</i>	<i>with Cumulative Grade Point Average below:</i>
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%

### **Grade Appeals**

Questions concerning a course grade should be brought to the attention of the course facilitator immediately upon the student's receipt of the official grade report. Formal grade appeals must be submitted by the student within 30 days of the date on which the grade was issued by the College. A grade appeal must have a valid basis in order to be brought forward, such as the following:

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

The grade appeal process consists of the following steps:



1. The student requests a meeting with the course facilitator to identify the concern, provide evidence to support position, and seek resolution. This meeting can occur face-to-face, over the phone, or virtually. If the facilitator determines there is a need to change the grade, the facilitator may submit the Change of Grade form.
2. If the student-facilitator meeting does not resolve the issue to the student's satisfaction, the student may submit a Level 1 Grade Appeal Form to the Assistant Dean of Academic Affairs. The Assistant Dean will review the evidence provided by the student and seek to resolve the concern with the facilitator. A decision will be communicated to the student, advisor, and Dean within 10 business days. If the decision is to change the grade, the Assistant Dean will submit the Change of Grade form.
3. If the student is not satisfied with the Level 1 Grade Appeal resolution, the student may submit a Level 2 Grade Appeal Form to the Dean of the School of Continuing and Professional Studies. A decision will be made by the Dean in consultation with the course facilitator within 10 business days and the student and advisor will be notified of the decision immediately. If the decision is to change the grade, the Dean will submit the Change of Grade form. The decision of the Dean is final.

### **Academic Integrity**

Elizabethtown College and the School for Continuing and Professional Studies assumes that all students will act honorably. Students are expected to adhere to the following Pledge of Integrity:

#### Elizabethtown College Pledge of Integrity

"I pledge to respect all members of the Elizabethtown College community, and to act as a responsible member of the College community. I pledge to respect the free exchange of ideas both inside and outside the classroom. I pledge to represent as my work only that which is indeed my own, refraining from all forms of lying, plagiarizing, cheating, and academic dishonesty. As a member of the Elizabethtown College community, I am responsible to represent and uphold these values."

#### Standards of Academic Integrity

Academic work is expected unequivocally to be the honest product of the student's own endeavor. Academic dishonesty – including, but not limited to, the examples below – constitutes a serious breach of academic integrity:

- Breach of confidentiality. Integral components of courses are based on student and facilitator self-disclosure (the use of personal experiences) for the purpose of facilitating learning. The School expects students to honor confidentiality as it relates to student disclosure. No one should ever use information, comments, or opinions expressed by the students or the facilitator during classroom discussion in a manner intended to humiliate, embarrass, harass, damage, or injure others in their personal, public, or business lives. Confidentiality requires that no information be disclosed which would identify any particular individual. The student has a right to choose how much information to disclose and a responsibility to respect the limits of disclosure set by other students and facilitators.
- Fabrication, falsification, or invention of information, data, or citations in any assignment. To knowingly help or attempt to help another student to commit an act of academic dishonesty is considered to be an equivalent breach of academic integrity and is treated as such.
- Cheating, defined as using, giving, or receiving unauthorized information as part of an examination or other academic exercise. This includes handing in any work that was originally undertaken to satisfy requirements of the same course by another student.
- Plagiarism through the failure to acknowledge, appropriately and accurately, the extent of the student's reliance on or use of someone else's words, ideas, data, or arguments, even

when such material has been paraphrased, summarized, or rearranged. Conscious intent is not necessary for plagiarism to take place; committing plagiarism from ignorance still constitutes a serious violation of academic integrity.

- Self-plagiarism by handing in any work that was part of work submitted previously in the current course or a prior course. Students are expected to create original work for each assignment, even when re-taking a course.

Violations of academic integrity are reviewed individually and according to the circumstances of the violation.

#### Procedures for Dealing with Violations of Academic Integrity involving course work

Student Meeting: When a facilitator discovers evidence of academic dishonesty in any form, a meeting is scheduled promptly with the student. This meeting can take place via e-mail, telephone or in person. The facilitator will explain the breach of academic integrity found and discuss the situation with the student. If this discussion resolves the issue and the facilitator determines that there was no breach of academic integrity, the process is complete. If, after the meeting, the facilitator determines there is sufficient evidence of an academic integrity violation, the Written Notification step is initiated. If the facilitator is unable to reach the student to discuss the situation or the student does not respond to the facilitator within three business days, the notification process to the School will proceed to Written Notification without a meeting.

Written Notification: The facilitator will inform the student in writing via email using the Academic Integrity Violation Form. Facilitators exercise discretion in determining the recommended penalty; this discretion includes re-submission of work, assignment failure, and/or course failure. The Form is then reviewed 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.

### **Withdrawal and 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
After the fourth meeting of class	0%	Withdrawal Fail (WF) will appear on transcript. F will be computed into GPA.

### **Weekend Intensive Courses**

<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.

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

### **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.

## **Degree Programs**

#### **Associate Degree Programs**

Associate degree programs consist of 64 credits. All courses completed in associate degree programs satisfy requirements for the bachelor's degree programs within the same major.

- Associate of Arts in Corporate Communication
- Associate of Science in Accounting
- Associate of Science in Business Administration
- Associate of Science in Criminal Justice

- Associate of Science in Health Care Administration
- Associate of Science in Human Services
- Associate of Science in Information Systems

### **Bachelor of Arts Programs**

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

- Bachelor of Arts in Corporate Communication
- Bachelor of Arts in Social Work\*

\*Major courses in Social Work are available only at the Elizabethtown College campus in a 15-week format. Most of the major courses in Social Work may only be available during the day.

### **Bachelor of Science Programs**

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

- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Health Care Administration
- Bachelor of Science in Human Services
- Bachelor of Science in Human Services – Behavioral & Addictions Counseling
- Bachelor of Science in Information Systems

### **Academic Minors**

A minor may be added to any bachelor degree program to allow students to focus on a secondary area of interest. They typically require approximately 20-24 credits. The following minors are available:

- Accounting (This minor cannot be combined with a Business Administration major.)
- Business Administration (This minor cannot be combined with an Accounting major.)
- Communication
- Criminal Justice
- Health Care Administration
- Human Services
- Human Services – Behavioral & Addictions Counseling
- Information Systems

### **Diploma Programs**

Post-Baccalaureate Diploma programs are available for those adult students who already have obtained a bachelor's degree in another discipline, e.g., English or History. Their purpose is to address the needs of those looking to become more effective in their occupation or field or wishing to develop professional competence in new areas. Diplomas are attractive to adult students interested in a career change or preparation for graduate school. These programs are comprised of eight or nine courses (24-27 credits) specific to theory and practice in the areas of:

- Accounting
- Business Management
- Corporate Communication
- Human Resource Management
- Human Services
- Human Services – Behavioral & Addictions Counseling
- Information Systems

## **EXCEL Program**

EXCEL is a non-traditional, degree-completion program administered through the Elizabethtown College's School of Continuing and Professional Studies. The program is designed specifically for adults who have a minimum of five to seven years of work-related experience, 50 college credits completed, a clear sense of career goals, and strong academic ability.

Admission to EXCEL is selective and enrollment is limited because of the highly individualized nature of the program. 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.

## **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 student has already achieved the learning outcomes of a specific Elizabethtown College course and can be used to satisfy credit for a course.

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
- Human Services
- Human Services – Behavioral and Addictions Counseling
- Information Systems
- Public Administration
- Religious Studies

## **Degree Program Requirements**

### **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.
- 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:

#### **Foundations for Accelerated Learning (FS 1500) 3 credits (1 course)**



Foundations for Accelerated Learning blends professional studies with the liberal arts by presenting fiction, non-fiction, and educational selections as springboards for discussion and evaluation of students' educational development. The decision to continue education is often a turning point in an adult's life and self-examination can be beneficial to student success.

This course is designed to introduce adult students to the scholarly demands of Elizabethtown College and the accelerated format of the adult degree program. Through the course research requirement, students access critical campus resources, evaluate their learning strengths, and discover keys to participating effectively as a member of an academic seminar.

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.

### **Senior Research Project (IDC 4900) 3 credits (1 course)**

As the Core Program's capstone, this course is designed to assess the student's mastery of the core learning outcomes. The course provides the learning environment and structure within which the student will self-direct an independent, integrative, problem-solving research project for written and oral presentation. This research project must be linked to the liberal arts and will be carried out within a problem-solving framework. The facilitator will guide the student's selection and framing of a contemporary problem, research into the problem, research into its solution, framing a preferred solution, and arguing for that solution. The facilitator will also serve as a resource for the student's preparation, presentation, and defense of the research project, both in writing and orally. Peers, faculty, administrators, staff, and community leaders may be invited to student presentations.

**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.
- Problem-solve.

The following courses offered by the SCPS fulfill this area:

- MA 1080 Applied Mathematics: An Introduction to Statistics 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.

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 & Analyzing the Short Story
- HUM 2600 The Creative Process
- IDC 2780 Foreign Films: Reflections of Global Cultures & Creativity

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

### **Cultural Heritage 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 cultural heritage of the United States.
- Analyze the relationship of the 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: Ancient Civilization to the Renaissance
- ART 1570 History of Art: 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 Foreign and Female: Immigrant Women in America

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

### **Foreign Cultures and International Studies 3 credits (1 course)**

The Foreign Cultures and International Studies Area of Understanding promotes analysis of the human experience from a current international or non-US cultural perspective.

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

- Discuss the interdependence of the world's peoples and countries.
- Demonstrate intercultural awareness.
- Discuss the experience of peoples in cultures different from the prevailing US culture.

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 a World of Plenty (*Students who completed IDC 273 may not take this course.*)
- IDC 2780 Foreign Films: Reflections of Global Cultures & Creativity
- IDC 2790 Foreign and Female: Immigrant Women in America
- 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)
- 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.
- 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 & Issues (*Accounting & Business Administration majors cannot use for Core*)
- HI 2020 United States History since 1877
- HS 2200 Wellness for All
- HS 3500 Biopsychosocial Factors of Substance Use and Abuse (*Human Services majors cannot use for Core*)
- IDC 2710 Introduction to Globalization
- IDC 2750 Religion and the Human Condition
- IDC 3150 Victimology
- PS 1110 American National Government
- PSY 1050 General Psychology
- PSY 2250 Developmental Psychology
- PSY 3220 Abnormal Psychology
- SO 1010 Discovering Society
- SO 2120 Sensitivity Toward the Aging Adult
- SO 3010 Social Issues
- SO 3050 Marriage and Family

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

### **Values, Choice and Justice                    3 credits (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.

### **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 Senior Research Project 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:

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

- Creative Expression
- Cultural Heritage
- Foreign 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**

There are specific guidelines for students to waive FS1500 Foundations for Accelerated Learning; students should contact their advisor to initiate this process. 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 and should present the special circumstances supporting the waiver request.

### **Bachelor of Science in Accounting**

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**

#### **Major Courses (66 credits)**

Principles of Accounting I  
Principles of Accounting II  
Intermediate Accounting I  
Intermediate Accounting II  
Introduction to Federal Income Tax  
Financial Analysis and Reporting  
Forensic Accounting  
Accounting for Nonprofit Organizations  
Cost Accounting  
Strategic Cost Accounting  
Auditing  
Global Macroeconomics  
Principles of Microeconomics  
Managerial Communication  
Quantitative Techniques for Business  
Principles of Management  
Business Ethics  
Business Finance  
Business Law  
Business Information Systems  
Problems in Financial Management

Corporate Strategy (capstone course)  
Probability and Statistics (Mathematical Analysis-Core)

**Core Program** (27-28 credits)

Foundations for Accelerated Learning  
Power of Language (Writing and Language)  
Creative Expression  
Cultural Heritage  
Foreign Cultures & International Studies  
Natural World (must include a lab component)  
Social World  
Values, Choice & Justice  
Senior Research Project

**General Electives** (31-32 credits)

**Bachelor of Science in Business Administration**

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**

**Major Courses** (51 credits)

Business Financial Accounting  
Managerial Accounting  
Global Macroeconomics



Principles of Microeconomics  
Managerial Communication  
Principles of Marketing  
Quantitative Techniques for Business  
Principles of Management  
Business Ethics  
Business Finance  
Business Law  
Corporate Strategy (capstone course)  
Probability and Statistics (Mathematical Analysis - Core)  
Four major elective courses

**Core Program (27 - 28 credits)**

Foundations for Accelerated Learning  
Power of Language (Writing and Language)  
Creative Expression  
Cultural Heritage  
Foreign Cultures & International Studies  
Natural World (must include a lab component)  
Social World  
Values, Choice & Justice  
Senior Research Project

**General Electives (46-47 credits)**

**Bachelor of Arts in Corporate Communication**

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** (24 credits)

Introduction to Mass Communication  
Reporting & Newswriting for the Media  
Introduction to Interpersonal Communication  
Small Group and Team Communication  
International Communication  
Multicultural Communication  
Public Performance and Presentation  
Communication Seminar (Capstone class)

### **Corporate Communication Electives** (select 7 courses; 21 credits)

Communication Law & Ethics  
Persuasion  
Organizational Communication  
Public Relations  
Integrated Marketing Communication  
Communication Planning  
Visual Communication  
Advanced Public Relations  
Managerial Communication  
Principles of Marketing  
Advertising Management

### **Core Program** (30-31 credits)

Foundations for Accelerated Learning  
Power of Language (Writing and Language)  
Mathematical Analysis  
Creative Expression  
Cultural Heritage  
Foreign Cultures & International Studies  
Natural World (must include a lab component)  
Social World  
Values, Choice & Justice  
Senior Research Project

### **General Electives** (49-50 credits)

### **Bachelor of Science in Criminal Justice**

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 (39 credits)**

Criminology  
Introduction to the Criminal Justice System  
Police Organization & Management  
Court Administration & Management  
Modern Corrections  
Juvenile Law & Justice  
Ethical Issues in Criminal Justice  
Methods of Criminal Justice Research  
Substance Use & Abuse in Criminal Justice  
Criminal Law and Procedure  
Constitutional Law  
White Collar Crime  
Criminal Justice Seminar (capstone course)

**Criminal Justice Electives** (select 4 courses; 12 credits)

Criminal Investigation  
Introduction to Forensics  
Community-Based Treatments  
Organized Crime  
Psychology of Criminal Behavior  
Criminal Justice Practicum (3 credits)  
Public Administration  
Race & Ethnic Relations

**Core Program** (30-31 credits)

Foundations for Accelerated Learning  
Power of Language (Writing and Language)  
Mathematical Analysis  
Creative Expression  
Cultural Heritage  
Foreign Cultures & International Studies  
Natural World (must include a lab component)  
Social World  
Values, Choice & Justice  
Senior Research Project

**General Electives** (43-44 credits)

**Bachelor of Science in Health Care Administration**

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 Courses (45 credits)**

Health Care Policy  
Health Care Marketing  
Health Care Management  
Info Systems in Health Care  
Health Care Ethics  
Health Care Finance  
Health Care Law  
Contemporary Issues in Health Care  
Health Care Insurance Policy  
Long-Term Care Administration  
Human Resources in Health Care  
Quality Management in Health Care  
Strategy of Health Care Organizations (Capstone Course)  
Global Macroeconomics  
Principles of Management

#### **Health Care Administration Electives** (select 3 courses; 9 credits)

Issues in Women's Health Care  
Managerial Epidemiology

#### **Core Program (27-28 credits)**

Foundations for Accelerated Learning  
Power of Language (Writing and Language)  
Mathematical Analysis  
Creative Expression  
Cultural Heritage  
Foreign Cultures & International Studies  
Natural World (must include a lab component)  
Values, Choice & Justice  
Senior Research Project

#### **General Electives** (43-44 credits)

### **Bachelor of Science in Human Services**

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.

### **Required Courses**

#### **Major Requirements (46 credits)**

Introduction to Human Services  
Social Welfare Programs and Policies  
Counseling Techniques and Skills  
Ethical Issues in Human Services  
Research Methods in Human Services  
Case Management and Documentation  
Counseling Theory and Practice  
Mental Health and Crisis Intervention  
Human Services Delivery  
Human Services Seminar (capstone course)  
General Psychology  
Developmental Psychology  
Health Psychology  
Discovering Society  
Race and Ethnic Relations

#### **Human Services Electives (select 3 courses, 9 credits)**

Choose any three (3) from the twelve (12) listed:

Principles of Management  
Criminology  
Introduction to the Criminal Justice System  
Community-Based Treatments  
Introduction to Interpersonal Communication  
Multicultural Communication  
Abnormal Psychology  
Psychology of Criminal Behavior  
Social Issues

Marriage and Family  
Equity and Justice in the Workplace

**Core Program (21 credits)**

Foundations for Accelerated Learning  
Power of Language (Writing and Language)  
Mathematical Analysis  
Creative Expression  
Cultural Heritage  
Foreign Cultures and International Studies  
Natural World (must include a lab component) (can be fulfilled by Psy 208)  
Social World (can be fulfilled by Psy 105)  
Values, Choice & Justice (can be fulfilled by So 220)  
Senior Research Project

**General Electives (49 credits)**

**Bachelor of Science in Human Services – Behavioral and Addictions Counseling**

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.

**Required Courses**

**Major Requirements (45/46 credits)**

Introduction to Human Services  
Social Welfare Programs and Policy  
Counseling Techniques and Skills  
Ethical Issues in Human Services  
Research Methods in Human Services  
Case Management and Documentation

Counseling Theory and Practice  
Mental Health and Crisis Intervention  
Human Services Delivery  
Human Services Seminar (capstone course)  
General Psychology  
Developmental Psychology  
Health Psychology  
Discovering Society  
Race and Ethnic Relations

### **Behavioral & Addictions Counseling (21 credits)**

Introduction to Substance Abuse and Addictive Disorders  
Group Counseling  
Pharmacology & Addictions  
Biopsychosocial Factors of Substance Use & Abuse  
Recovery & Relapse Prevention  
Cognitive-Behavioral Therapy  
Advanced Assessment & Interventions

### **Core Program (21 credits)**

Foundations for Accelerated Learning  
Power of Language (Writing and Language)  
Mathematical Analysis  
Creative Expression  
Cultural Heritage  
Foreign Cultures and International Studies  
Natural World (must include a lab component) (can be fulfilled by Psy208)  
Social World (can be fulfilled by Psy105)  
Values, Choice & Justice (can be fulfilled by So220)  
Senior Research Project

### **General Electives (37 credits)**

### **Bachelor of Science in Information Systems**

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**

### **Major Courses** (45 credits)

Fundamentals of Computer Architecture  
Computer Science I  
Computer Science II  
Information Systems Ethics  
Visual Programming  
Database Design  
Introduction to e-Commerce  
Systems Analysis and Design  
Computer Networks & Network Systems  
Data Mining, Data Warehousing and Business Intelligence Concepts  
Computer Network Security  
Readings and Projects (capstone course)  
Principles of Management  
Global Macroeconomics  
Probability and Statistics (Mathematical Analysis - Core)

### **Core Program** (27-28 credits)

Foundations for Accelerated Learning  
Power of Language (Writing and Language)  
Creative Expression  
Cultural Heritage  
Foreign Cultures & International Studies  
Natural World (must include a lab component)  
Social World  
Values, Choice & Justice  
Senior Research Project

### **General Electives** (52-53 credits)

### **Bachelor of Arts in Social Work**

Elizabethtown College's Bachelor of Arts degree in 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 Arts in 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 Arts in 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 Arts in 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**

#### **Major Courses** (67 credits)

Social Problems and the Response of Social Welfare Institutions (4 credits)

Human Behavior in the Social Environment (4 credits)

Multicultural Counseling Skills (4 credits)

Methods of Social Work Research (4 credits)

Generalist Social Work Practice I-Individuals (4 credits)

Generalist Social Work Practice II-Families and Small Groups (4 credits)

Generalist Social Work Practice III-Communities and Organizations (4 credits)

Social Policy (4 credits)

Field Instruction I (6 credits)

Field Instruction II (12 credits)

Senior Seminar in Social Work (4 credits)

#### Additional Requirements\*

Biological Concepts OR Introduction to Biological Sciences I (Natural World)

Probability & Statistics (Mathematical Analysis)

General Psychology

Discovering Society (Social World)

#### **Core Program** (21 credits)

Foundations for Accelerated Learning

Power of Language (Writing and Language)

Creative Expression

Foreign Cultures/International Studies

Cultural Heritage

Values, Choice & Justice

Senior Research Project

#### **General Electives** (37 credits)

# Course Descriptions

## Core Program

### **FS 1500 Foundations for Accelerated Learning** (3 credits)

Foundations for Accelerated Learning blends professional studies with the liberal arts by presenting fiction, non-fiction and educational selections as springboards for discussion and evaluation of students' educational development. The decision to continue education is often a turning point in an adult's life and self-examination can be beneficial to student success.

This course is designed to introduce adult students to the scholarly demands of Elizabethtown College and the accelerated format of the adult degree program. Through the course research requirement, students access critical campus resources, evaluate their learning strengths, and discover keys to participating effectively as a member of an academic seminar.

### **IDC 4900 Senior Research Project** (3 credits)

As the Core Program's capstone, this course is designed to assess the student's mastery of the core learning outcomes. The course provides the learning environment and structure within which the student will self-direct an independent, integrative, problem-solving research project for written and oral presentation. This research project must be linked to the liberal arts and will be carried out within a problem-solving framework. The facilitator will guide the student's selection and framing of a contemporary problem, research into the problem, research into its solution, framing a preferred solution, and arguing for that solution. The facilitator will also serve as a resource for the student's preparation, presentation, and defense of the research project, both in writing and orally. Peers, faculty, administrators, staff, and community leaders may be invited to student presentations. (This is a capstone course and therefore intended to be the final course taken in the core curriculum. Consultation with the advisor is required in order to register. In the event of large enrollment, preference will be given to graduating seniors.)

### **CD1000 Career Development** (1 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 student in the area of career development vary from assessment of abilities to refining job search skills. This course will assist the student 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?"

## Creative Expression

### **En 1160 Film as Literature** (3 credits)

An introduction to film as an art form with particular attention to the discourse of film: how film "speaks" to us and how we speak about film.

### **En 1350 Living Shakespeare** (3 credits)

Students 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 2450 Growing up in America (3 credits)**

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**

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 & Analyzing the Short Story (3 credits)**

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.

**Hum 2600 The Creative Process (3 credits)**

This course will examine the creative process as it relates to both individuals and organizations. Students 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, students 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 2780 Foreign Films: Reflections of Global Cultures and Creativity (3 credits)**

This course involves the study of foreign 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.

**Cultural Heritage****Art 1550 History of Art I: Ancient Civilization to the Renaissance (3 credits)**

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

**Art 1570 History of Art II: Renaissance Through the Modern Age (3 credits)**

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.

**En 2220 Literature of the English Renaissance** (3 credits)

A study of the literature and culture of the English Renaissance with an emphasis on gender roles, philosophy and cosmology, political values, and the literary forms of this yeasty time of rebirth and new knowledge.

**En 2420 American Literature: 1865 to Present** (3 credits)

In this survey course, students examine representative works written by American authors over the last 150 years.

**Hi 1150 Modern European History** (3 credits)

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.

**IDC 2790 Foreign and Female: Immigrant Women in America** (3 credits)

This course will consider the relationship between gender and place of birth as categories of United States' historical and cultural analysis. It will ask you to identify, articulate, and apply your own values and choices in order to interpret a number of issues associated with gender as a category of historical and cultural analysis; it will ask you to impart meaning to historical facts and matters of public policy; it will ask you to share the results with your colleagues and course facilitator. Most of all, this course will ask you to direct your own learning in a way that advances the learning of each member of the course, including the facilitator. (This interdisciplinary course will fulfill either the foreign cultures/international studies or the cultural heritage core requirement.)

**Foreign Cultures and International Studies**

**BA 4600 International Business** (3 credits)

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.

*Prerequisites: BA 2650 Principles of Management & Ec 1000 Global Macroeconomics.* (Can be used as a Foreign Cultures & International Studies by non-Business majors)

**Com 2510 International Communications** (3 credits)

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 Foreign Cultures & International Studies by non-Communication majors)

**HCA 3630 World Health Care Systems** (3 credits)

This course provides a deeper analysis into world health care systems. The primary course objective is to analyze and understand the many health care issues and challenges between low, middle, and high-income countries throughout the world. To accomplish this primary course objective, the course will first focus on understanding the global organizations that impact world health (e.g. World Health Organization) and the financial and regulatory issues that each country encounters. The second course focus will be to analyze many different countries' health systems from throughout the world. Comparison of these health care systems will be conducted examining areas such as population demographics, economics, major health

problems, health care financing, health care workforces, and future health care perspectives within various nations. *Prerequisite: HCA 1620 Health Care Policy*

**IDC 2750 Religion and the Human Condition (3 credits)**

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 a World of Plenty (3 credits)**

**(May not be taken by students who have completed IDC 273)**

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.

**IDC 2780 Foreign Films: Reflections of Global Cultures and Creativity (3 credits)**

This course involves the study of foreign 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 Foreign and Female: Immigrant Women in America (3 credits)**

This course will consider the relationship between gender and place of birth as categories of United States ' historical and cultural analysis. It will ask you to identify, articulate, and apply your own values and choices in order to interpret a number of issues associated with gender as a category of historical and cultural analysis; it will ask you to impart meaning to historical facts and matters of public policy; it will ask you to share the results with your colleagues and course facilitator. Most of all, this course will ask you to direct your own learning in a way that advances the learning of each member of the course, including the facilitator. (This interdisciplinary course will fulfill either the foreign cultures/international studies or the cultural heritage core requirement.)

**Rel 2210 Western Religions in a Global Context (3 credits)**

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.

**Mathematical Analysis**

**CS 1210 Computer Science I (3 credits)**

This interactive class will combine lecture with "practice programming". Team oriented programs may be assigned in addition to individual assignments. Most of the in-class material will be C++

programs that are not included in the text book. This class will provide students with a solid, fundamental understanding of the C++ programming language. *Prerequisite: high school algebra and/or trigonometry and CS 1180 Fundamentals of Computer Architecture.* (Information Systems' majors may not use this course for core.)

**Ma 1080 Applied Mathematics: Problem Solving Using Excel** (3 credits)

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. Students will use Excel to find the solutions to real-world mathematical situations. Focusing on translating every day questions into mathematical problems to solve, the topics will include: Algebra, Sets, Graphing, Number Theory, Linear Equations and Inequalities, Statistics, Probability, and Consumer Mathematics. Part of the class is devoted to lecture and part will be an interactive lab. *Although not required, this course is recommended as a preparatory course for Ma 1510, Probability and Statistics.*

**Ma 1510 Probability and Statistics** (3 credits)

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.

**The Natural World**

**Es 2210 Geology on Location** (4 credits)

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.

**Psy 2080 Health Psychology** (4 credits)

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.

**SSc 2620 Environmental Choices** (4 credits)

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.

**Power of Language****En 1000 Writing and Language** (3 credits)

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.

**The Social World****CJ 1150 Criminology** (3 credits)

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 4200 Psychology of Criminal Behavior** (3 credits)

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)

**Ec 1000 Global Macroeconomics: Principles and Issues** (3 credits)

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)

**Hi 2020 United States History since 1877 (3 credits)**

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 student's to identify, articulate, and apply his/her own values and choices in order to interpret a number of historical issues associated with the American national character and its values; it will ask you to impart meaning to historical facts; to share the results with the student's colleagues and course facilitator. Most of all, this course will challenge students to direct his or her own learning in a way that advances the learning of each member of the course, including the facilitator.

**HS 2200 Wellness for All (3 credits)**

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 3500 Biopsychosocial Factors of Substance Use & Abuse (3 credits)**

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)

**IDC 2710 Introduction to Globalization (3 credits)**

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. This interdisciplinary course will fulfill either the Social World or the Values, Choice and Justice core requirement.

**IDC 2750 Religion and the Human Condition (3 credits)**

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 3150 Victimology (3 credits)**

(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.

**PS 1110 American National Government (3 credits)**

This highly interactive class provides adult students with a beyond-the-fundamentals understanding of our governmental system. The class is facilitated on two levels: the first part of the class focuses on an interactive discussion of current events of the day. Adult students are expected to participate with their views on the topic of discussion. Views and opinions are formulated based on research and 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 adult students to completely relate "theory" to reality of government.

**Psy 1050 General Psychology (3 credits)**

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 2250 Developmental Psychology (3 credits)**

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. *Prerequisite: Psy 1050 General Psychology*

**Psy 3220 Abnormal Psychology (3 credits)**

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. *Prerequisite: Psy 1050 General Psychology*

**So 1010 Discovering Society (3 credits)**

An introduction to the sociological perspective to achieve an understanding of its impact on the individual through exploring social reality, process and explanation.

**So 2120 Sensitivity toward the Aging Adult (3 credits)**

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 3010 Social Issues (3 credits)**

In this survey course students 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 (3 credits)**

This course is a multi-cultural/multi-ethnic sociological analysis of contemporary marriages, families, and intimate relationships. The course delivers an exploration of 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.

**Values, Choice and Justice**

**BA 3100 Business Ethics (3 credits)**

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. Students will explore their own values and apply an ethical decision making process to ethical dilemmas in business. (Can be used as a Values, Choice and Justice by non-Accounting and non-Business Administration majors)

**BA 3640 Building on Diversity in Business (3 credits)**

Valuing difference, inclusiveness, dignity, respect, fairness - all explain the concept of diversity; but how do these apply to managing people and issues? How do these terms impact customers and their needs? This course will discuss real life issues, use situational management, and identify some of industries "best practices."

**CJ 3100 Ethical Issues in Criminal Justice (3 credits)**

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)

**Com 2520 Multicultural Communication (3 credits)**

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 students to analyze and formulate their own views. (Can be used as a Values, Choice and Justice by non-Communication majors)

**En 1130 Introduction to Drama (3 credits)**

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.

**HI 2120 Race and Ethnicity in American History** (3 credits)

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 students to apply lessons learned from the past to current events. Moreover and most importantly, what we can learn from our history to improve race and ethnic relations in America.

**HS 3100 Ethical Issues in Human Services** (3 credits)

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)

**IDC 2710 Introduction to Globalization** (3 credits)

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. This interdisciplinary course will fulfill either the Social World or the Values, Choice and Justice core requirement.

**IDC 2750 Religion and the Human Condition** (3 credits)

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 a World of Plenty** (3 credits)

**(May not be taken by students who have completed IDC 273)**

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.

**PS 1150 Public Policy Making for the Future** (3 credits)

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.

**So 2200 Race and Ethnic Relations (3 credits)**

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.

**SSc 2600 Equity and Justice in the Workplace (3 credits)**

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.

**Accounting**

**Ac 1050 Principles of Accounting I (3 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 (3 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. *Prerequisite: Ac 1050 Principles of Accounting I.*

**Ac 1070 Business Financial Accounting (3 credits)**

Financial statements are used by businesses as the primary means to communicate financial

information to parties outside the organization who want to make decisions and informed judgments about the entity. The objective of this course is to teach a non-accounting major how to prepare, read, and interpret financial statements. The course will introduce the student to the basic accounting principles and concepts and the four basic financial statements, comprised of the income statement, statement of cash flow, balance sheet, and statement of owner's equity.

**Ac 1080 Managerial Accounting (3 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 decision-making process.

The objective of this course is to provide students with an understanding of the management and information that aids management with making sound decisions. Regardless of what career a student decides to pursue, he or she is likely to be confronted with accounting issues. Therefore, this course is beneficial for both accounting and non-accounting majors. Prerequisite: *Ac 1060 Principles of Accounting II or Ac 1070 Business Financial Accounting.*

**Ac 2050 Intermediate Accounting I (3 credits)**

Intermediate Accounting is the in-depth study of professional accounting pronouncements - generally accepted accounting principles used for financial reporting purposes. It will provide an overview of financial statement preparation and will study in depth accounting principles that govern the reporting of cash, receivables and inventories. It will complete the study of assets and related accounts and discuss liabilities. Prerequisite: *Ac 1060 Principles of Accounting II or Ac 1070 Business Financial Accounting or permission of the dean.*

**Ac 2060 Intermediate Accounting II (3 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, pension and leases. The course will be completed with the preparation of the cash flows financial statement. Prerequisite: *Ac 2050 Intermediate Accounting I or permission of the dean.*

**Ac 3010 Introduction to Federal Income Tax (3 credits)**

The objective of this course is to introduce individual income tax codes and regulations to the student. This course will concentrate on the study and application of individual tax law using analytical and problem solving techniques. There will be limited reference made to federal tax forms.

**Ac 3030 Financial Analysis and Reporting (3 credits)**

To be effective financial managers and advisors, accountants must understand not only how financial information is generated, they must also be able 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. Prerequisite: *Ac 2060 Intermediate Accounting II or permission of the dean.*

**Ac 3040 Forensic Accounting (3 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 student 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.

*Prerequisite: Ac 2060 Intermediate Accounting II or permission of the dean.*

**Ac 3050 Cost Accounting (3 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. *Prerequisite: Ac 1060 Principles of Accounting II or Ac 1070 Business Financial Accounting or permission of the dean.*

**Ac 3060 Strategic Cost Management (3 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. *Prerequisite: Ac 3050 Cost Accounting or permission of the dean.*

**Ac 3080 Accounting for Nonprofit Organizations (3 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. *Prerequisite: Ac 1060 Principles of Accounting II or Ac 1070 Business Financial Accounting or permission of the dean.*

**Ac 4050 Auditing (3 credits)**

We are all dependent on information. Audits assist in providing individuals with the comfort that the information they rely on for various life decisions is reasonable and free of material errors. In this course students will examine the audit process, and discuss the practical reasons that audits are necessary. In addition, students will also examine the importance of ethics and professional integrity in the audit process. *Prerequisite: Ac 2060 Intermediate Accounting II or permission of the dean.*

**Business Administration**

**BA 1550 Managerial Communication (3 credits)**

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

**BA 2150 Principles of Marketing (3 credits)**

Effective marketing is critical for the long-term success of any business or organization. In this course, students will acquire an understanding of the marketing concept, "STP" (Segmenting, Targeting & Positioning), the marketing mix (product, place, promotion and price), and how to design a customer-driven marketing strategy. Among the topics explored are customer value,

pricing, branding, global marketing, consumer behavior, ethics and social responsibility in marketing, and market research. The course will culminate in a final project with students developing and presenting a marketing plan for a new product or service.

**BA 2480 Quantitative Techniques for Business (3 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. *Prerequisite: Ma 1510 Probability and Statistics. Recommend a working knowledge of Excel formulas.*

**BA 2650 Principles of Management (3 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 (3 credits)**

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. Students will explore their own values and apply an ethical decision making process to ethical dilemmas in business. (Can be used as a Values, Choice and Justice by non-Accounting and non-Business Administration majors)

**BA 3120 Advertising Management (3 credits)**

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

**BA 3140 Sales and Sales Management (3 credits)**

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

**BA 3150 Internet Marketing (3 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, planning and implementation of an Internet-focused organization. *Prerequisite: BA 2150 Principles of Marketing.*

**BA 3190 Consumer Behavior (3 credits)**

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

**BA 3250 Business Finance (3 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. *Prerequisite: Ac 1060 Principles of Accounting II or Ac 1070 Business Financial Accounting; The course will utilize Microsoft Excel software extensively to solve and present problems. Recommend a working knowledge of Excel formulas.*

**BA 3310 Business Law** (3 credits)

Examine the important areas of the law that relate to business under the United States constitutional legal system. This course shall 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** (3 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** (3 credits)

In this course, we will examine: 1.) The characteristics of leadership, such as decision making, problem solving, communicating, and listening; 2.) The attributes of leadership, such as: integrity, courage, honesty and empathy. We will also examine different leadership styles. This course departs from other more traditional leadership courses in that we will spend time discussing the impact of a lack of leadership and the importance of following. Leadership styles of individual students will be identified and the dynamics within the class will be incorporated into a case study. Opportunities to assume the role of a leader are very often unpredictable and fleeting. We must ask ourselves "when the time comes will I be ready?"

**BA 3640 Building on Diversity in Business** (3 credits)

Valuing difference, inclusiveness, dignity, respect, fairness - all explain the concept of diversity; but how do these apply to managing people and issues? How do these terms impact customers and their needs? This course will discuss real life issues, use situational management, and identify some of industries "best practices."

**BA 3690 Organizational Behavior** (3 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: BA 2650 Principles of Management and Psy 1050 General Psychology.*

**BA 3800 Entrepreneurship** (3 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 (3 credits)**

An advanced marketing management course focusing on strategic marketing planning, segmentation and positioning. *Prerequisite: BA 2150 Principles of Marketing.*

**BA 4250 Problems in Financial Management (3 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). *Prerequisite: BA 3250 Business Finance or permission of the dean.*

**BA 4600 International Business (3 credits)**

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. *Prerequisites: BA 2650 Principles of Management & Ec 1000 Global Macroeconomics. (Can be used as a Foreign Cultures & International Studies by non-Business Administration majors)*

**BA 4660 Operations Management (3 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. *Prerequisite: MA 1510 Probability and Statistics.*

**BA 4670 Human Resource Management (3 credits)**

Analysis of the principles, concepts and practices of procurement, development, maintenance, and utilization of personnel in organizations. *Prerequisite: BA 2650 Principles of Management.*

**BA 4680 Industrial and Labor Relations (3 credits)**

Analysis of employment relationships; contemporary labor relations, union philosophy, structure and function; collective bargaining, and the interrelated interests of management, union, workers, and the community. *Prerequisite: BA 2650 Principles of Management or permission of instructor.*

**BA4690 Strategic Planning and Implementation (3 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: BA 2650 Principles of Management & Junior class standing or permission of the Dean)*

**BA 4950 Corporate Strategy (3 credits)**

Corporate Strategy is the required capstone course to be taken by accounting and business administration students 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 student'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.)

**Corporate Communication**

**Com 1200 Introduction to Mass Communication (3 credits)**

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

**Com 1500 Introduction to Interpersonal Communication (3 credits)**

This course studies the nature of human interpersonal relationships. This course combines both theory and experiential application to encourage students to analyze their own relationships and communication with others.

**Com 2100 Public Performance and Presentation (3 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 (3 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 Communication (3 credits)**

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 Foreign Cultures & International Studies by non-Communication majors)

**Com 2520 Multicultural Communication (3 credits)**

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 students to analyze and

formulate their own views. (Can be used as a Values, Choice and Justice by non-Communication majors)

**Com 3040 Persuasion (3 credits)**

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

**Com 3110 Reporting and Newswriting for the Media (3 credits)**

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

**Com 3330 Organizational Communication (3 credits)**

This course will examine the way organizations - and specifically businesses - communicate, and how these strategies affect both the organization and its members. Students 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. Students will then apply the course themes to improve their own workplace communication.

**Com 3510 Public Relations (3 credits)**

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

**Com 3580 Integrated Marketing Communication (3 credits)**

This course will provide students 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, students will apply concepts which integrate advertising, public relations, sales promotion and other organizational efforts for a strategic viewpoint in the global/international environment. Students will develop an integrated marketing communications plan to demonstrate expertise in planning, implementation, and control of marketing communications initiatives. *Prerequisite: BA 2150 Principles of Marketing.*

**Com 3600 Communication Planning (3 credits)**

This course focuses on the planning, management, and coordination of corporate communications projects through the knowledge of and effective application of appropriate skills - strategic decision-making and goal setting, task definition, scheduling, resource allocation, monitoring, motivation, and project and quality control. The role of the project manager in managing the project life cycle is emphasized within a variety of corporate settings through case studies, scenarios, and real life projects.

**Com 3620 Visual Communication (3 credits)**

This course focuses on the planning, management, and coordination of corporate communications' production projects. The course provides the student 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 (3 credits)**

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

**Com 4120 Advanced Public Relations (3 credits)**

This course provides an opportunity for students 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 student 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. *Prerequisite: Com 3510 Public Relations.*

**Com 4850 Communication Seminar (3 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 either initial employability, 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.)

**Criminal Justice**

**CJ 1150 Criminology (3 credits)**

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 Criminal Justice System (3 credits)**

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

**CJ 2100 Police Organization & Management (3 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 & Management (3 credits)**

A study of the history, structure, administration and management of state and federal adult criminal courts that focuses on a variety of topics including: the interrelationship between the trial court and its social, economic, and political environments; the major participants in the court; the trial process; and sentencing methods and appeals.

**CJ 2420 Modern Corrections (3 credits)**

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

**CJ 2520 Juvenile Law and Justice (3 credits)**

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

**CJ 2700 Criminal Investigation (3 credits)**

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

**CJ 2900 Introduction to Forensics (3 credits)**

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

**CJ 3100 Ethical Issues in Criminal Justice (3 credits)**

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

**CJ 3300 Methods of Criminal Justice Research (3 credits)**

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

**CJ 3400 Community-Based Treatments (3 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. This will be accomplished through didactic lecture, small group activities, classroom discussions, and out of class assignments.

**CJ 3500 Substance Use and Abuse** (3 credits)

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

**CJ 3600 Organized Crime** (3 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 & Procedure** (3 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. *Prerequisite: CJ 2200 Court Administration and Management.*

**CJ 4110 Constitutional Law** (3 credits)

This course will examine the history and development of the Constitution of the United States through an evaluation of leading Supreme Court decisions with emphasis on current decisions regarding the investigation and prosecution of crime. The purpose of the course is to give students a better understanding of the Constitutional structure of the United States Cases and the role of the Supreme Court in our system of government as it applies to criminal law.

**CJ 4200 Psychology of Criminal Behavior** (3 credits)

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

**CJ 4300 White Collar Crime** (3 credits)

This course will introduce the students 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 4710 Criminal Justice Practicum** (3 credits)

Offers the opportunity to participate in applied field instruction or to document existing professional experience in a field of criminal justice and demonstrate its relevance to the learning outcomes of the criminal justice major.

**CJ 4900 Criminal Justice Seminar (3 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.)

**PS 3610 Public Administration (3 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.

**Economics****Ec 1000 Global Macroeconomics: Principles and Issues (3 credits)**

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 (3 credits)**

The field of economics comes in two parts, macroeconomics and microeconomics. These two parts refer to the perspective from which we study the economy.

Economics now, more than ever, plays a crucial role in our lives. It is, therefore, important for students to get a solid understanding of the fundamentals of a discipline that has a significant impact on their success.



Macroeconomics gives us a broad view of the economy, which enables us to study larger problems and concepts. Microeconomics gives us a more detailed and focused perspective, and deals with more specialized issues. It focuses on the behavior of individual consumers and individual firms.

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.

## **Health Care Administration**

### **HCA 1620 Health Care Policy (3 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 & Consumer Issues (3 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 Management in Health Care (3 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 (3 credits)**

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

### **HCA 3100 Health Care Ethics (3 credits)**

This course addresses introductory concepts and basic issues in health care ethics. Issues such as confidentiality (e.g. HIPAA, Red Flag Rules, etc.), informed consent, beginning of life, chronic care, end of life and the universal right to health care are discussed along with the impact of women in health care. Also addressed are the impacts of a person's religious beliefs on the need for and delivery of health care. Finally, the course analyzes health care research issues including use of human subjects, use of animals and cloning.

**HCA 3250 Health Care Billing, Budgeting and Finance (3 credits)**

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

**HCA 3310 Health Care Law (3 credits)**

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

**HCA 3400 Contemporary Issues in Health Care (3 credits)**

This course provides students with the opportunity to analyze management problems that are important in today's health care industry on a national and international level. It examines the administration of health care to different subpopulations classified according to gender, ethnicity, race, weight (the obese), addiction and sexual orientation. Much of the public's perception of issues in health care comes from the media; consequently, exploring the interactive relationship between health care and how the media presents information to the public (e.g. PPACA vs. Obamacare) is discussed.

**HCA 3600 Issues in Women's Health Care (3 credits)**

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

**HCA 3610 Managerial Epidemiology (3 credits)**

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

**HCA 3620 Nutrition in Health Care (3 credits)**

This course will offer basic and essential nutritional information to health care administrators, who will be responsible for the development, implementation, oversight, and communication of nutrition-related programs and services at multiple levels in a variety of settings. The course will cover nutritional requirements, eating behavior, food safety, clinical nutritional interventions,

community nutrition, national dietary guidelines and nutrition policies, and health care services. Multiple levels of influence on nutrition-related choices and health outcomes will be examined, including cultural, social, economic, demographic, and environmental barriers. Course assignments will help students think critically and engage in constructive dialogue with peers to better understand how diet influences health outcomes for patients, clients, and community members.

**HCA 3630 World Health Care Systems (3 credits)**

This course provides a deeper analysis into world health care systems. The primary course objective is to analyze and understand the many health care issues and challenges between low, middle, and high-income countries throughout the world. To accomplish this primary course objective, the course will first focus on understanding the global organizations that impact world health (e.g. World Health Organization) and the financial and regulatory issues that each country encounters. The second course focus will be to analyze many different countries' health systems from throughout the world. Comparison of these health care systems will be conducted examining areas such as population demographics, economics, major health problems, health care financing, health care workforces, and future health care perspectives within various nations. *Prerequisite: HCA 1620 Health Care Policy*

**HCA 3800 Health Care Insurance Policy/Managed Care Organizations (3 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 (3 credits)**

This course examines how as change takes place, and the health care field becomes more sophisticated and diverse, successful long-term care administrators will face tougher challenges than any they have seen before and they will have to bring new skills to their jobs. Topics and discussions center around how successful managers will possess the ability to change with the times, manage their organizations while under constant and substantial pressure, how to be flexible enough to adapt to different management settings, or to providing services that are different from those with which they may have been familiar. Evaluate how tomorrow's long-term care managers will be expected to possess those skills essential to managing larger more complex organizations.

**HCA 4650 Human Resources in Health Care (3 credits)**

This course covers the degree to which organizations manage the people issues who, to a great extent, determine the success of health care institutions. 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 (3 credits)**

This course examines the processes and resources used by health care organizations to internally evaluate the quality of services provided to patients and consumers. High-quality health care involves delivering safe and timely health and wellness services to patients in a manner that is efficient and effective, measured both by the outcome of treatment and the patient's satisfaction with the service received. Concepts of planning, organizing, and managing

the process of quality improvements are presented, including identifying key personnel, techniques, indicators, and policy issues.

### **HCA 4900 Strategy of Health Care Organizations** (capstone) (3 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.

## **Human Services**

### **HS 1080 Introduction to Human Services** (3 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 & Policy** (3 credits)

The purpose of this course is to help students understand what drives social welfare policy, the values and beliefs underlying social welfare policy, and how it impacts our lives. The course is designed to be both theoretical and practical. Fundamental concepts and theories of social welfare policy are examined. The competing values and beliefs that influence social welfare policy are discussed and analyzed. An overview of the history of social welfare policy in the United States is explored. Social welfare policies and programs are examined within the context of the social problems they address. The course also explores the strengths and weaknesses of current government interventions. Students will also explore ways to conduct effective social welfare policy analysis.

### **HS 2200 Wellness for All** (3 credits)

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 Abuse and Addictive Disorders** (3 credits)

This foundations course will provide essential concepts for understanding contemporary theories and practices relating to substance use and abuse. Students 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 & Skills (3 credits)**

This course will provide students with a background of concepts, historical perspectives, and information regarding counseling systems. Students 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 students with the information they need to meet several Educational Policy and Accreditation Standards (EPAS) competencies—a set of nine standards or competencies centered on an educational format that prescribes attention to outcome performance.

**HS 2800 Group Counseling (3 credits)**

Students are exposed to theories, principles, and practices of group counseling. Opportunities are provided for students to engage in dialogue relating to ethical and professional concerns, group dynamics and processes, understanding of various types of groups, assessment of group outcomes, group entry and exit transitions, and different leadership styles.

**HS 3100 Ethical Issues in Human Services (3 credits)**

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 & Addictions (3 credits)**

This course will cover the role of pharmacology in addictions and in the recovery process, how to work collaboratively with clients, patients, and healthcare providers, and integrate the use of medications in a multidisciplinary and/or psychiatric rehabilitation approach for treating addictive disorders. Students will become familiar with commonly-prescribed medications for addictive disorders, as well as their side effects, limitations and advantages.

**HS 3300 Research Methods in Human Services (3 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. *Prerequisite: HS1080 Introduction to Human Services.*

**HS 3480 Case Management & Documentation (3 credits)**

This course educates students 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. *Prerequisite: Counseling Techniques & Skills.*

**HS 3500 Biopsychosocial Factors of Substance Use and Abuse (3 credits)**

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 & Practice (3 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. *Prerequisite: Psy 1050 General Psychology.*

**HS 3800 Recovery & Relapse Prevention (3 credits)**

Specific theories and various methods of treatments for preventing relapse and promoting recovery from substance use and/or psychiatric disorders will be studied. Areas for examination and discussion include community education programs and twelve-step programs, accessing high-risk clients and situations, spirituality incorporation, and general definitions of recovery.

**HS 3900 Mental Health & Crisis Intervention (3 credits)**

Mental health issues are rapidly increasing across the U.S.; therefore, proper prevention and intervention skills are necessary to effectively deal with the multitude of individuals afflicted. 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. *Prerequisite: HS 2350 Counseling Techniques & Skills or equivalent.*

**HS 4120 Human Services Delivery (3 credits)**

This course provides an in-depth look at how human service organizations handle various processes. Students 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. *Prerequisite HS 1080 Introduction to Human Services.*

**HS 4350 Cognitive-Behavioral Therapy (3 credits)**

Students 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 contracting and ongoing assessment. *Prerequisite: HS 2350 Counseling Techniques & Skills*

**HS 4480 Advanced Assessment & Interventions (3 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. Students 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. *Prerequisite: HS3480 Case Management & Documentation*

### **HS 4900 Human Services Seminar (3 credits)**

This capstone course encapsulates a comprehensive understanding of the human services. Integration of previously learned theories, concepts, skills and practices will be implemented. Students will incorporate critical thinking skills necessary for a human service professional. A major project is required which will assess mastery of the student's competency in the field.  
*Prerequisite: senior status.*

## **Information Systems**

### **CS 1010 Fundamentals of PowerPoint (1 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.

### **CS1020 Introduction to Excel (1 credit)**

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

### **CS 1180 Fundamentals of Computer Architecture (3 credits)**

This entry-level course introduces the history of methods of computation to show the student how the technology has evolved from mechanical devices to current technology based on electronics and magnetism. The major components of computer hardware systems are broken down and studied. In handling the data, the system needs to be able to use a standard way of representing such, and thus, our attention is placed on describing primitive data types and the binary number system.

CPU architecture and primitive instructions sets are discussed. No attempt is made to study assembly language constructs. Both primary and secondary storage implementations with different technologies, such as optical and magnetic, are looked at as data storage technology is explored. Communication between computer system components through the system bus, device controllers and interrupt processing shows the student how intertwined the parts become. File management functions, file content and file structures complete the course topics. Contiguous and noncontiguous storage allocations are discussed with the tradeoffs between each.

### **CS 1200 Introduction to Microcomputer Applications (3 credits)**

An overview of computer concepts, uses, and issues. The personal computer operating system and several software packages (database, desktop publishing, spreadsheet, and word processing) are a major component.

### **CS 1210 Computer Science I (3 credits)**

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. *Prerequisite: 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 (3 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. *Prerequisite: CS 1210 Computer Science I.*

**CS 2000 Information Systems Ethics (3 credits)**

This course provides an exploration of ethics in our society specifically in the technological world. This class will define and study the importance of ethics and integrity. Topics such as codes of conduct, social audits, and numerous ethical situations will be investigated. Various approaches to ethical decision making are a major component in the course. This course will provide the student with the ability to identify key characteristics and principles in order to make a knowledgeable decision. In addition, this course will require the student to learn how to use a seven-step approach to analyze various situations. 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. *Prerequisite: 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.*

**CS2040 Introduction to Java Programming (3 credits)**

This course will give the student a basic and functional understanding of Java programming principles for application development. The course will focus on fundamental Java programming concepts, Java syntax, primitive and complex data types and data structures, algorithm development and design, writing and running Java applications, basic testing and debugging, classes and objects. These concepts will be reinforced by the use of Java Programming in the Eclipse Integrated Development Environment (IDE). *Prerequisites: CS 1180 Fundamentals of Computer Architecture and CS 1210 Computer Science I.*

**CS 2050 Visual Programming (3 credits)**

This class will allow the student to apply the computer science concepts learned in CS 121 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 utilizing Windows Forms created in the Microsoft Visual Basic .NET (VB .NET) programming language. In-class examples, book samples, and assignments will provide a comprehensive view of these concepts. *Prerequisites: CS 1180 Fundamentals of Computer Architecture and CS 1210 Computer Science.*

**CS 2090 Database Design Systems (3 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: CS 1180 Fundamentals of Computer Architecture and CS 1210 Computer Science I.*

**CS 3100 Introduction to e-Commerce (3 credits)**

Rapid growth of the Internet and its related technologies has created new ways of communicating and trading. Concepts and skills for the strategic use of e-commerce and related information technology from two perspectives: business-to-consumers and business-to-business will be studied. Students will explore conducting business on the web, preparing an electronic approach, and managing an e-commerce web presence. *Prerequisite: CS 1210 Computer Science I.*

**CS 3410 Systems Analysis and Design (3 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: CS 1180 Fundamentals of Computer Architecture and CS 1210 Computer Science I.*

**CS 3420 Computer Networks and Networking Systems (3 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: CS 1220 Computer Science II.*

**CS 4090 Data Mining, Data Warehousing, and Business Intelligence Concepts (3 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 (3 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. *Prerequisite: CS 3420 Computer Networks and Networking Systems.*

### **CS 4900 Readings and Projects in Computer Science (3 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).

## **Mathematics**

### **Ma 1080 Applied Mathematics: Problem Solving Using Excel (3 credits)**

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. Students will use Excel to find the solutions to real-world mathematical situations. Focusing on translating every day questions into mathematical problems to solve, the topics will include: Algebra, Sets, Graphing, Number Theory, Linear Equations and Inequalities, Statistics, Probability, and Consumer Mathematics. Part of the class is devoted to lecture and part will be an interactive lab. *Although not required, this course is recommended as a preparatory course for Ma 1510, Probability and Statistics.*

### **Ma 1510 Probability and Statistics (3 credits)**

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.

## **Psychology**

### **Psy 1050 General Psychology (3 credits)**

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 (4 credits)**

Health Psychology is a specific, and relatively recently developed, branch of psychology which interrelates psychological knowledge, theory, and practices with the biological and sociological disciplines devoted to health. This course examines the status, place and function of psychology in the medical setting, explores the psychology of illness and its twin components of stress and pain, illustrates the behavioral aspects of specific diseases (cardiovascular, cancer, etc.) as well

as habits such as tobacco smoking, alcohol use, and unnecessary eating. Alternate and healthful lifestyle habits are reviewed. The laboratory integrated with this course involves the adult student directly with the techniques and practices of health psychology.

**Psy 2250 Developmental Psychology (3 credits)**

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. *Prerequisite: Psy 1050 General Psychology*

**Psy 3220 Abnormal Psychology (3 credits)**

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. *Prerequisite: Psy 1050 General Psychology*

**Social Work**

**SW 160 Social Problems and Response of Social Welfare Institutions(4 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 (4 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 260 International Social Development (4 credits)**

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. (15 week)

**SW 280 Multicultural Counseling Skills (4 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. (15 week)

**SW 330 Methods of Social Work Research (4 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. *Prerequisite or corequisite: Ma 1510 Probability & Statistics; Prerequisites: SW 160 Social Problems and Response of Social Welfare Institutions and SW 233 Human Behavior in the Social Environment or permission of the instructor. (15 week)*

**SW 339 Human Sexuality (4 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 (4 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 (3 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 (2 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.

*Prerequisites: Acceptance to the May term trip to Vietnam (SW347) Register by Instructor. (15 week)*

**SW 347 May Term in Vietnam (2 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. Prerequisite: SW346. Graded Pass/No Pass. Register by Instructor. (15 week)

**SW 355 Women in Society (4 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 (4 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 366 Addiction and Society (4 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 (4 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. *Prerequisites: SW 160 Social Problems and the Response of Social Welfare Institutions and SW 233 Human Behavior in the Social Environment or permission of the instructor. (15 week)*

**SW 368 Generalist Social Work Practice II: Families and Small Groups (4 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. *Corequisite: SW 369 Generalist Social Work Practice III. Prerequisites: SW 367 Generalist Social Work Practice I: Individuals or permission of the instructor. (15 week)*

**SW 369 Generalist Social Work Practice III: Communities and Organizations (4 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. *Corequisite: SW 368 Generalist Social Work Practice II. Prerequisites: SW 330 Methods of Social Work Research, or permission of the instructor. (15 week)*

**SW 380 Social Policy (4 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. *Prerequisites: SW 330 Methods of Social Work Research, SW 367 Generalist Social Work Practice I or permission of the instructor. Majors only. (15 week)*

**SW 400 Senior Project in Social Work (2 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 470 Field Instruction I (6 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. *Prerequisites: SW 380 Social Policy or permission of the instructor. Majors only. (15 week)*

**SW 471 Field Instruction II (12 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. *Corequisite: SW 498 Senior Seminar in Social Work. Prerequisites: SW 470 Field Instruction I or permission of the instructor. Majors only. (15 week)*

**SW 498 Senior Seminar in Social Work (4 credits)**

Final course integrating the theory from preceding courses with the professional experience of

field instruction. A major project is required. *Corequisite SW 471 Field Instruction II or permission of the instructor. Majors only.* (15 week)

## **Sociology**

### **So 1010 Discovering Society** (3 credits)

An introduction to the sociological perspective to achieve an understanding of its impact on the individual through exploring social reality, process and explanation. (Can be used as a Social World core.)

### **So 2120 Sensitivity toward the Aging Adult** (3 credits)

This course will provide a comprehensive look at the issues and systems impacting the aging population, the latest approaches to the aging process, and strategies for achieving health and independence into the senior years. Areas of discussion will also include the diseases of the elderly and loss of activities of daily living, such as driving, bathing, and walking. To better understand the care of those unable to live without assistance, Long Term Care or Assisted Living/Personal Care facilities and how they care for the elderly will be explored. Learners will become familiar with laws and regulations as well as advocacy groups for the elderly.

### **So 2200 Race and Ethnic Relations** (3 credits)

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. (Can be used as a Value, Choice & Justice core.)

### **So 3010 Social Issues** (3 credits)

In this survey course students 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. (Can be used as a Social World core.)

### **So 3050 Marriage & Family** (3 credits)

This course is a multi-cultural/multi-ethnic sociological analysis of contemporary marriages, families, and intimate relationships. The course delivers an exploration of 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. (Can be used as a Social World core.)