



Elizabethtown College

**THE SCHOOL OF GRADUATE AND
PROFESSIONAL STUDIES
CATALOG 2023-2024**

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

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The Elizabethtown College School of Graduate and Professional Studies Catalog is published annually and is an important resource for information regarding courses, programs, departments, services, requirements, and policies. It is designed to make official information easy to find. There also is a "Help" button at the top of every page that provide tips on how to use the catalog site.

To Start Using the Current Catalog: use the links in the left side navigation column.

**To view other catalog publications,
select from the drop-down menu at the top and click "GO".**

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

Elizabethtown College, School of Graduate and Professional Studies (SGPS), is accredited by the Middle States Commission on Higher Education (MSCHE), *3624 Market Street, Philadelphia PA 19104, 267-284-5000*. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The School is accredited through the Association of Collegiate Business Schools and Programs.

How to Reach Us

Mailing Address

Elizabethtown College
One Alpha Drive
Elizabethtown, PA 17022-2298

SGPS Admissions

(717) 361-1411

admissions.sgps@etown.edu
www.etown.edu/sgps/admissions/index.aspx

Questions about this Catalog

Office of Registration and Records

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

Questions about Online and Distance Learning

Elizabethtown College School of Graduate and Professional Studies at the Edward R. Murphy Center

(717) 361-3708

www.ETown.edu/sgps/

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Elizabethtown College complies with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and all other applicable federal, state, and local statutes, ordinances, and regulations. Elizabethtown College does not discriminate on the basis of gender, race, color, religion, age, disability, veteran status, national or ethnic origin, ancestry, sexual orientation, possession of a general education development certificate as compared to a high school diploma, or any other legally protected status in hiring and promotion in the administration of its educational policies, scholarship and loan programs, and athletic or other College-administered programs, except as such conditions may constitute bona fide occupational or assignment qualifications. Discriminatory acts of any kind are strictly forbidden. In keeping with the historical values of Elizabethtown College, the College endeavors to treat all employees with dignity, justice, and fairness.

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

Overview of Elizabethtown College

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

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

Overview of the School of Graduate and Professional Studies

Elizabethtown College has been a leader in adult education in the South Central Pennsylvania region for over 50 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 Graduate and Professional Studies (SGPS). In 2001, the Board of Trustees reaffirmed the SGPS's organizational status as a distinct, academic unit of Elizabethtown College, charged with meeting the varied and unique needs of regional adult students through distance education programming. The James B. Hoover Center for Business, which houses the Edward R. Murphy School of Graduate and Professional Studies, opened its doors in fall 2006. The School launched its first fully online major in 2010. In 2011, the Board of Trustees approved its first graduate program with the first course launched in 2012. Based on the model instituted by the Provost in 2020, the School was recognized as one of the seven schools within Elizabethtown College; albeit SGPS operates in a distinct manner to meet the varied and unique needs of post-traditional and online students. In 2021, the School changed its name to the School of Graduate and Professional Studies (SGPS).

SGPS assesses the need for, identifies, and develops its own degrees, majors, curricula, and faculty to ensure the quality, effectiveness, and relevancy of distance learning opportunities it offers within the region.

SGPS offers accelerated, online, and convenient credit and non-credit programming and degree completion to online learners. These programs are firmly based on the principles of quality and relevant distance education and fall under the College's accreditation by the Middle States Commission on Higher Education.

Accreditation, Authorization, and Endorsements

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

In addition, the following programs are accredited by the Accreditation Council for Business Schools and Programs:

- Accounting, Associate and Bachelor degrees
- Business Administration, Associate and Bachelor degrees
- Health Care Administration, Associate and Bachelor degrees

The following programs are registered with the Certified Financial Planning Board:

- Master of Science in Finance
- CFP® Certification Financial Planning Education Program

The following programs are endorsed by the PA Department of Education:

- Computer Science Education
- ESL Program Specialist K-12
- Integrative Science, Technology, Engineering and Mathematics (STEM) Education
- High Impact Practices in Online Education
- Trauma Informed Practice

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>.

State Authorization for Distance Education

Elizabethtown College is a participant of the National Council for State Authorization Reciprocity Agreement (NC-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. NC-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.

Institutional Memberships

Elizabethtown College School of Graduate and Professional Studies has member affiliations with the following organizations:

- Accreditation Council for Business Schools and Programs (ACBSP)
- Council for Adult and Experiential Learning (CAEL)
- NAGAP, the Association for Graduate Enrollment Management (NAGAP)
- The Global Community for Academic Advising (NACADA)

Mission of Elizabethtown College

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

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

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

Educational Philosophy

Elizabethtown College engages students in a dynamic, integrated learning process that blends the liberal arts and professional studies. Challenged to take responsibility for their education, students at Elizabethtown embark on a journey of self-transformation that involves intellectual, social, and personal growth. The College is committed to educating the whole person within a relationship-centered learning community where common goals are achieved through engagement in a rigorous academic curriculum and thoughtful co-curricular experiences. Students are

encouraged to develop and challenge their own values, while seeking to understand and appreciate alternative perspectives. Embedded in an ever-changing global context, the College promotes the developmental, collaborative, and complex nature of learning.

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

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

At Elizabethtown College, students are inspired and challenged 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.

Mission of the School of Graduate and Professional Studies

We inspire through education, serve with grace and humility, demand diversity and inclusion, and celebrate the success of others.

Organizational Structure

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.

Dean

The Dean is the chief academic officer and chief administrator of the School of Graduate and Professional Studies. The Dean is responsible to the President for planning, implementing, and managing the School's academic (credit) and non-academic (non-credit) programming, student policies, and distance learning initiatives. The Dean is responsible for the identification, development, and assignment of the School's faculty, and the recruitment of learners by appropriate standards. In consultation with the Registrar, the Dean evaluates and approves all learner transfer credits to Elizabethtown College and is responsible for the evaluation of credit for prior learning, final approval of the School's candidates for graduation and degrees, and maintains the School's academic and professional standards.

Associate Dean

The Associate Dean reports to the Dean and is responsible for the direct management of all SGPS programming and operations. The Associate Dean leads the team in developing, executing, and assessing a robust enrollment growth plan which leverages creativity and practicality with a "return on investment" mindset. The Associate Dean collaborates with team members and faculty to ensure the integrity of budget, academic, operations, and personnel oversight of the school.

Academic Team

The Academic Team works closely with the SGPS Deans, Admissions, and Operations teams to develop, implement, and assess program curriculum. The team research new program opportunities, ensures courses and programs meet online quality expectations, and supports faculty.

Admissions Team

The Admissions Team works closely with the SGPS Deans, Admissions Office, Academic Team, Operations Team, and the Office of Marketing and Communications to assist students with preliminary decisions on pursuing continuing education. The Admissions Team leads SGPS with marketing and recruitment efforts, international students/partnerships, affinity agreements, scholarships, and the overall admissions process. In addition, they liaise with the Business Office.

Program Operations Team

The Program Operations Team, which includes the Director of Program Operations, Academic Advising, and Career Counseling, works closely with Admissions, Academics, and the deans to facilitate ongoing SGPS projects and student services and support. Team members work closely with the Registration and Records, Financial Aid, and Business Offices.

Academic Advisors

Every student is assigned an Academic Advisor. Advisors assist current students with selecting classes and ensuring they are on track to graduate. Advisors also assist in filing required forms and recommend resources and services to help students succeed. Advisors also serve as the Alpha Sigma Lambda coordinators, Newcombe Scholarship managers, and Starfish coordinators.

Faculty

Courses are led by faculty who bring relevant, current work experience to the classroom. Such talents are a signature attribute of SGPS programs. Students know they are learning from mentors who have practical, real-world career experiences. SGPS faculty bring theory to life in courses intentionally designed to utilize this knowledge.

School of Graduate and Professional Studies Programs

The School of Graduate and Professional Studies offers accelerated undergraduate and graduate programs specifically designed to meet the needs of busy working adults in an online or blended delivery format. Courses are taught by faculty who are working professionals in the fields in which they teach, ensuring that content is current and highly applicable. Explore the School of Graduate and Professional Studies programs: <https://www.etown.edu/sgps/programs/index.aspx>.

All accelerated learning at Elizabethtown College requires the mastery of learning outcomes as determined by a variety of assessment processes. Faculty 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.

SGPS offers undergraduate degrees in Accounting, Business Administration, Health Care Administration, Human Services, Professional Studies, and RN to BSN. SGPS offers graduate degrees in Business Administration, Strategic Leadership, Finance, Curriculum and Instruction, Counseling Psychology, Music Education, and Public Policy, along with concentrations, graduate certificates, and endorsed graduate certificates from the Pennsylvania Department of Education.

SGPS offers micro-credential content to help students grow professionally through the Etown Edge platform. Edge has 100% online, on-demand, self-paced modules across a variety of in-demand fields to help develop skills. Students develop a portfolio to demonstrate achievements. Certificates and continuing education units are delivered upon completion of each micro-credential.

SGPS partners with Upright Education to also offer high demand, high-paying technology skills and certifications. The partnership provides SGPS students with synchronous bootcamp style programs in JavaScript, UX design, Software development, and UX/UI design.

SGPS 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 student, in conjunction with an academic advisor, schedules courses and is free to step in or out of the program as necessary.

SGPS is governed by academic policies as listed in the Elizabethtown College traditional college catalog. SGPS further defines policies specific to adult and graduate students.

Admissions Requirements

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

Undergraduate Degree Admissions Requirements

To enter an associate or bachelor degree program, applicants must:

- 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.

How to Apply to the Program

- Complete the undergraduate application via the online portal which includes:
 - Requesting official transcripts of all previous college work. Applicants with no previous college coursework must submit official high school or GED transcripts.
 - Uploading a current resume
 - Uploading a 1-2 page essay
 - Your essay should be double-spaced and should follow accepted English usage standards, including sentence and paragraph structure, appropriate punctuation and correct spelling. Please be sure to proofread thoroughly.
 - The essay should address:
 - your understanding of a rigorous accelerated program
 - how you envision incorporating into your life the time necessary to meet the program's demands
 - your own story; tell us about yourself, including your professional and academic goals

Bachelor of Science in Nursing Program (RN-BSN) Admissions Requirements

- Associate degree or diploma in nursing
- Current, unrestricted United States RN licensure
- If you are preparing to take the NCLEX, you are welcome to apply and start the program on a provisional basis. Once you successfully pass your RN licensure, you may enter into the RN to BSN program
- Minimum cumulative grade point average of 2.5 on a 4.0 scale in undergraduate study
- Documentation of Federal Criminal Background and Child Abuse Clearance
- Current AHA or ARC Basic life support (BLS) [Adult, Child, Infant and AED]
- Transcripts are requested from previous educational experiences
- Current CV is needed and employer information in preparation for outcomes data for accreditation

Candidates approved through Admissions with an earned associate degree or diploma will be recognized as meeting all Core Program requirements of Elizabethtown College. The foregoing provision does not supersede curricular

prerequisites or departmental program requirements established in the College Catalog. Nor does it exclude the student from completing residency requirements for completion of a bachelor's degree.

Master of Business Administration (MBA), Master of Science in Strategic Leadership (MSL), and Master of Science in Finance (MSF) Degree Admissions Requirements

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

- have an undergraduate degree from a regionally accredited institution
- have an undergraduate grade point average of 3.0 or higher (waivers can be granted based on professional work experience and other factors)

How to Apply to MBA, MSL and MSF Degree Programs

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

CFP® Certification Financial Planning Program Admissions Requirements

To be eligible to apply to the CFP® certificate, you must:

- Have an undergraduate degree from a regionally accredited college or university.
- Have an undergraduate GPA of 3.0 or higher. (A GPA waiver can be granted based on professional work experience and other factors.)

How to Apply to the CFP® Certification Program

- Complete the graduate application process via the online admissions portal.
- Submit a \$25 non-refundable application fee (Waived for Elizabethtown College graduates).
- Request official transcripts from all undergraduate institutions attended.
- Upload your current resume.
- Upload a personal statement demonstrating your commitment to professional advancement and contribution to financial planning and advisory.
- Submit two letters of recommendation.
- OPTIONAL: Upload proof of certification in CPA, CMA, CIA, CFA and other credentials related to financial services.

Graduate Certificate Admissions Requirements

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

- have an undergraduate degree from a regionally accredited institution.
- have an undergraduate GPA of 3.0 or higher (waivers can be granted based on professional work experience and other factors).

How to apply to graduate certificate programs

- Complete the application via the online portal
- Submit a \$25 nonrefundable application fee. (Waived for Elizabethtown College graduates).
- Upload your current resume.
- Request official transcripts from all undergraduate institutions attended.
- Upload a 1-2 page essay addressing your:
 - motivation for pursuing the graduate certificate
 - statement of professional goals
 - goals for the application of the graduate certificate to your professional life

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

Advance to Stacked Graduate Certificate/Degree

After successfully completing their primary graduate certificate, students may complete the Advance in Graduate Certificate or Degree form in the JayWeb student portal to apply to a future graduate certificate or graduate degree. Additional materials may be required, depending on the program of interest.

Tuition and Fee Information – 2023-2024

Tuition and payment information can be found on the Business Office website.

Fees

Directed Studies: In addition to the course tuition charge, students enrolled in a directed study course are also responsible for a fee of \$300 for undergraduate courses and \$500 for graduate courses.

Transcripts: Paper transcripts are free of charge.

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

Tuition Payment Policy

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

For information and questions, contact the Business Office at 717-361-1417 or businessoffice@etown.edu or visit their webpage.

Veterans' Benefits:

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

Deferred Payment Program:

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

Deferred Payment Program Policy:

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

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

Required Documentation:

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

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

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

Financial Aid

Elizabethtown College's Financial Aid Office assists enrolled and prospective students in finding the financial means to allow them to fully participate in the educational experience at Elizabethtown College. Services include providing current financial aid information and resources, budgeting assistance, debt management advice, and financial aid counseling. The office is open from 8 a.m. until 4:30 p.m., Monday through Friday. The office is located in Zug Memorial Hall, room 208. Students on clinical rotations may request an appointment outside of regular business hours to accommodate clinical rotation schedules.

Students interested in institutional, federal, and state financial aid assistance must complete the Free Application for Federal Student Aid (FAFSA) each year. It is strongly recommended that students complete the FAFSA electronically at <https://studentaid.gov>. Elizabethtown College's Title IV code is 003262. Applicants should apply for financial aid no later than May 1. Students can view their financial aid offer on the Elizabethtown College's Student Aid Portal.

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

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

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

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

How to Apply for Financial Aid

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

- **Apply** for your **FSA ID** beforehand. The FSA ID serves as a student's electronic signature for the Free Application for Federal Student Aid (FAFSA).

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

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

Enrollment Eligibility for Financial Aid

The accelerated sessions are offered in 5-week, 7-week and 8-week subterms which comprise a semester. Because of this, the determination of half-time status is different than traditional degree programs that operate on a fall/spring semester schedule. Undergraduate enrollment levels are determined by combining the credits taken in three separate 5-week sessions. Graduate enrollment levels will be determined by combining the credits taken in the two 8-week sessions. The following are the credit minimum requirements for half-time and full-time enrollment by degree:

Undergraduate Programs (including associate and bachelor programs)

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

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

Graduate Programs and applicable Title IV approved certificate programs

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

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

Disbursal of Financial Aid

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

Renewal of Financial Aid

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

Scholarships for SGPS Students

Edward and Carol Murphy/Charlotte Newcombe Scholarship for Mature Women Students The Edward and Carol Murphy/Charlotte Newcombe Scholarship for Mature Women Students is open to female students ages 25 and

older, on basis of financial need, academic record and professional/career aspirations. In August, an email is sent to all matriculated SGPS students who meet the criteria, inviting them to apply for the endowed scholarship.

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

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

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

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

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

Federal Financial Aid Requirements

We Have a Right to Ask

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

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

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

Referral of Fraud

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

Viewing an Application File

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

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

Return of Federal Student Aid

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

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

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

The percentage earned is one of the following:

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

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

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

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

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

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

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

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

How do I get started?

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

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

Katharine Daniels

Associate Registrar

VA School Certifying Official

Email: danielsk@etown.edu

Phone: (717) 361-3735

Kelly Boutsikaris

Associate Registrar

VA School Certifying Official

Email: boutsikarisk@etown.edu

Phone: (717) 361-1423

How do I order my military transcripts?

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

Air Force: CCAF transcripts

How does Elizabethtown College evaluate military credits?

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

To graduate from an undergraduate degree, graduate degree, or graduate certificate program, the student must complete all the program credit requirements with at least the minimum required GPA. Also, all financial obligations to the school must be satisfied before the student receives their degree diploma or certificate.

What academic support resources and services are available?

Academic Support Resources

The Elizabethtown College School of Graduate and Professional Studies encourages all enrolled learners to take advantage of its support services, such as advising services, tutoring services, and resources for college success. SGPS offers online 24/7 tutoring program through Smarthinking. For more information, please contact your academic advisor.

Disability Services

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

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

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

For more information, please visit www.etown.edu/offices/disability.

Course Registration Scheduling Preference

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

What if a Reservist is Called to Active Duty?

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

- 100% tuition refund through the 3rd week of the session.
- No notations made on the permanent record card.

- After the 3rd week, grades of "I" (incompletes) or "W" (withdrawals) are given – based upon the students' preferences.
- Tuition refund is given for only courses with grades of "W."
- If the withdrawal is during the last two full weeks of the session, full course credit is to be awarded and grades earned by the time of activation shall be posted.
- A copy of the activation paper is filed in the SCO's file and the Advising folder.

Where can I find Financial Resources?

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

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

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

Elizabethtown College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

What other resources are available to veterans?

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

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

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

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

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

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

PA Department of Labor & Industry – Services for Veterans

USA Jobs Veterans Resources – <https://www.usajobs.gov/Veterans/> and www.fedshirevets.gov

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

What resources are available in my community?

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

Military Tuition Assistance and Veteran Benefits

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

United Way of York County

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

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

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

The Core Program

The Core Program supports the academic goals expressed in both the Elizabethtown College's mission statement and the School of Graduate and Professional Studies mission statement. It has four major purposes: to provide a sense of mission and purpose to general education, to provide a foundation for successful study in liberal arts and professions, to integrate knowledge across the disciplines by engaging students in the study of the natural world and the human experience, and to develop habits of the mind that foster continued intellectual growth. The Core Program promotes truth, tenable judgments and important ideas by assuring that a student has the opportunity to acquire significant knowledge and accepted methods of inquiry.

Student Learning Outcomes of the Core Program

Students completing the Core Program offered by Elizabethtown College through the School of Graduate and Professional Studies will be able to:

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

Baccalaureate Core Program Structure

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

Completion of the Core Program requires three 2000-level or above core courses.

The Baccalaureate Common Core

All adult students matriculated in baccalaureate degree programs offered by SGPS share in the Common Core by successfully completing the following two courses:

FS 1500 Foundations for Accelerated Learning

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

Students successfully completing this course will be able to:

- Apply academic success skills for learning in an accelerated program

The Core Program

- Identify personal strengths and areas of improvement related to effective learning
- Develop key writing skills to avoid plagiarism
- Use APA format in college-level writing
- Demonstrate college-level communication and research skills

Foundations for Accelerated Learning should be taken during the first semester of a student's entry into college. The School will accept transfer credits from students who have previously taken an accelerated course similar to Foundations for Accelerated Learning.

IDC 4900 Core Program Capstone

This course serves as the Core Program's capstone course with a final project that represents the student's ability to define a contemporary problem and construct a defense of the thesis, both orally and in writing. The course also provides the opportunity for the student to reflect on the impact of Core Program learning and explore how that learning relates to a contemporary problem being studied.

The Core Program Capstone should be taken only after students have satisfied Power of Language, Foundations for Accelerated Learning, and Math Analysis requirements. Those taking Core Program Capstone should also have senior status at the College. The Core Program Capstone must be taken at Elizabethtown College

Students successfully completing this course will be able to:

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

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. Areas of Understanding are described below and each area's learning outcomes are listed.

Power of Language: 3 credits

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

After successfully fulfilling this requirement, the 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.

The following course offered by the SGPS fulfill this area:

- EN 1000 Writing and Language

Mathematical Analysis: 3 credits

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

After successfully fulfilling this requirement, the 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 SGPS fulfill this area:

- MA 1080 - Applied Mathematics: Problem Solving Using Excel
- MA 1510 - Probability and Statistics

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

Creative Expression: 3 credits

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

After successfully fulfilling this requirement, the 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 SGPS fulfill this area:

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

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

Western Cultures: 3 credits

While the United States today reflects the blending of many different cultures, Western European cultural traditions form the underlying context within which this blending has occurred. Critical analysis of significant human endeavors from those traditions forms the foundation of this Area of Understanding. This analysis will help 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 student will be able to:

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

The following courses offered by the SGPS fulfill this area:

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

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

World Cultures and International Studies: 3 credits

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

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

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

The following courses offered by the SGPS fulfill this area:

- BA 4600 - International Business (*Accounting and Business Administration majors cannot use for Core*)
- COM 2510 - International Communications
- HCA 3630 - World Health Care Systems
- IDC 2750 - Religion and the Human Condition
- IDC 2770 - Poverty in the World of Plenty
- IDC 2780 - Global Films: Reflections of Cultures and Creativity
- IDC 2790 - The Female Immigrant Experience
- REL 2210 - Western Religions in a Global Context
- SP 531 - Medical Spanish I (SP 331)
- SP 532 - Medical Spanish II (SP 332)

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

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

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

After successfully completing this requirement, the 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 four-credit lab courses offered by the SGPS fulfill this area:

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

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

Social World: 3 credits

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

After successfully completing this requirement, the 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 SGPS fulfill this area:

- CJ 1150 - Criminology
- CJ 4200 - Psychology of Criminal Behavior
- COM 1650 - Introduction to Web Design
- EC 1000 - Global Macroeconomics: Principles and Issues (*Accounting & Business Administration majors cannot use for Core*)
- EC 1020 - Principles of Microeconomics
- HI 2020 - United States History Since 1877
- HS 2200 - Wellness for All
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse (*Human Services majors cannot use for Core*)
- IDC 2710 - Introduction to Globalization

- IDC 2750 - Religion and the Human Condition
- IDC 3150 - Victimology
- PS 1110 - American National Government
- PSY 1050 - General Psychology
- PSY 2250 - Developmental Psychology
- PSY 3220 - Abnormal Psychology
- SO 1010 - Discovering Society
- SO 2120 - Sensitivity toward the Aging Adult
- SO 3010 - Social Issues
- SO 3050 - Marriage and Family

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

Values, Choice and Justice: 3 credits

The Values, Choice and Justice Area of Understanding reflects the values of the College's Brethren heritage and tradition; it affirms human dignity, social justice, peace, and non-violence. Through this Area of Understanding 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 student will be able to:

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

The following courses offered by the SGPS fulfill this area:

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

- SSC 2600 - Equity and Justice in the Workplace

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

Other Requirements to Complete the Baccalaureate Core Program

- Adult students should take the Foundations for Accelerated Learning within the first three sessions of their academic program.
- Normally, the adult student should have completed the Foundations for Accelerated Learning, Power of Language, and Mathematical Analysis Core requirements before taking any upper-level Core courses.
- Completion of the Core Program **requires** three 2000-level or above (upper level) Core courses.
- The Core Program Capstone must be taken at Elizabethtown College.

Associate Core Program Structure

The Associate Core Program is divided into two basic categories – common learning experiences, which total three credits (Foundations for Accelerated Learning); and learning experiences in five Areas of Understanding, which vary from 15-16 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 students matriculated in associate degree programs offered by the School of Graduate and Professional Studies must complete the following:

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

Power of Language: 3 credits

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

After successfully fulfilling this requirement, the 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.

The following courses offered by the SGPS fulfill this area:

- EN 1000 Writing and Language

Mathematical Analysis: 3 credits

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

After successfully fulfilling this requirement, the 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 SGPS fulfill this area:

- MA 1080 - Applied Mathematics: Problem Solving Using Excel
- MA 1510 - Probability and Statistics

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

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, except for Human Services majors, must complete three courses (totaling 9-10 credits) from any three different Areas of Understanding that follow:

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

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

Weekend Seminars (IDC)

Students may elect to participate in 3-day seminar courses for variable credit. These courses cover a range of timely and relevant topics.

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

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

Courses Transferring into the Core Program

Students admitted to Elizabethtown College through the Office of Admissions with an earned associate degree, consisting of at least 40 corresponding general education credits, will be recognized as meeting all of the

requirements of the Elizabethtown College Core Curriculum, including upper-level Core requirements, with full junior Standing. The foregoing provision does not supersede curricular prerequisites or departmental program requirements established in the College catalog. Nor does it exclude the student from completing the Foundations for Accelerated Learning (FS 1500) and the Core Program Capstone (IDC4900) requirement, or residency requirements, for completion of a bachelor's degree. Elizabethtown College is accredited by Middle States Commission on Higher Education (MSCHE).

Elizabethtown College will accept the transfer of credits up to a maximum of sixty-four applicable semester credit hours from a two-year institution. Students may earn up to a maximum of 32 credits earned through examination (i.e., AP, IB, CLEP, etc.). Official certification of exam scores and official college transcripts are required for credit transfer. Transfer credit will not exceed the maximum of 95 total credits. Students must meet all residency requirements. Please refer to the Elizabethtown College Catalog Academic Policies for more detail on graduation, residency, etc.

Foundations of Accelerated Learning (FS1500) and Core Program Capstone (IDC4900) will be waived for students that have already earned a bachelor's degree.

Degrees Offered

Elizabethtown College School of Graduate and Professional Studies grants the following residence degrees: Associate of Science, Bachelor of Science, Bachelor of Science in Nursing, Master of Business Administration, Master of Science and graduate certificates.

Specific academic programs by School can be found [here](#).

Associate of Science

Accounting (A.S.)

Accounting is more than crunching numbers. This in-demand field is full of skilled financial problem-solvers who aid companies of all shapes and sizes with important business decisions. Accounting professionals are critical thinkers who can help drive the direction of their organizations—and contribute to their fiscal health. The accounting program curriculum at Elizabethtown College's School of Graduate and Professional Studies curriculum provides a solid foundation in accounting and business principles and emphasizes analytical thinking, leadership, and strategic planning skills. Our program also offers an international perspective; you will leave Elizabethtown College prepared for today's global economic environment.

Student Learning Outcomes:

Students will be able to

- apply Generally Accepted Accounting Principles (GAAP) in financial reporting.
- utilize financial reports to draw conclusions about organizational finances.
- identify methods of technology utilization for ease of financial reporting.
- demonstrate skills to work with others toward organizational goals.
- recognize ethical standards needed for business activities.

The Accounting A.S. program is accredited by the Accreditation Council for Business Schools and Programs.

Course Requirements:

- AC 1070 - Business Financial Accounting
- AC 1080 - Managerial Accounting
- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- AC 3210 - Cost Accounting
- AC 3400 - Accounting Information Systems
- BA 2650 - Principles of Management
- BA 3100 - Business Ethics
- BA 3250 - Business Finance
- BA 3310 - Business Law
- EC 1000 - Global Macroeconomics: Principles and Issues
- EC 1020 - Principles of Microeconomics
- MA 1510 - Probability and Statistics

Choose one elective (3 credits):

- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3080 - Accounting for Nonprofit Organizations
- AC 4700-4740 - Internship in Accounting

Business Administration (A.S.)

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

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

Student Learning Outcomes:

Students will be able to

- apply broad business theories.
- use critical analytical skills in today's business environment.
- promote diversity in the workplace and community.
- assess how ethics relates to business.
- outline the impact of globalization on business.
- identify the impact of the changing nature of technology on operations and ethics.

The Business Administration A.S. program is accredited by the Accreditation Council for Business Schools and Programs.

Course Requirements:

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

Choose one course (3 credits):

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

Choose one elective (3 credits):

- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3080 - Accounting for Nonprofit Organizations
- AC 3210 - Cost Accounting
- AC 4050 - Auditing

- AC 4700-4740 - Internship in Accounting or
- BA 4700-4740 - Internship in Business

- BA 3120 - Advertising Management
- BA 3140 - Sales and Sales Management
- BA 3150 - Internet Marketing
- BA 3190 - Consumer Behavior
- BA 3600 - Leadership
- BA 3640 - Building on Diversity in Business
- BA 3690 - Organizational Behavior
- BA 3800 - Entrepreneurship
- BA 4160 - Marketing Management
- BA 4250 - Problems in Financial Management
- BA 4600 - International Business
- BA 4660 - Operations Management
- BA 4670 - Human Resource Management
- BA 4680 - Industrial and Labor Relations
- BA 4690 - Strategic Planning and Implementation
- COM 1650 - Introduction to Web Design
- COM 3330 - Organizational Communication
- COM 3580 - Integrated Marketing Communication
- COM 3600 - Communication Planning
- COM 3620 - Visual Communication
- COM 3640 - Small Group and Team Communication
- CS 3100 - Introduction to e-Commerce
- RE 2010 - Real Estate Fundamentals
- RE 2030 - Real Estate Practice

Health Care Administration (A.S.)

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

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

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

Student Learning Outcomes:

Students will be able to

- analyze the roles and functions of health care administration.
- utilize the theory and skills of health care management and leadership in health care.
- discuss how health care industry regulations and laws relate to professional practice.
- evaluate how to make decisions in an ethical, legal and socially responsible manner.
- utilize critical thinking within the health care setting.
- examine how technology can be used to inform decision making that supports quality health care.

The Health Care Administration A.S. program is accredited by the Accreditation Council for Business Schools and Programs.

Course Requirements:

- EC 1000 - Global Macroeconomics: Principles and Issues
- HCA 1620 - Health Care Policy
- HCA 2150 - Health Care Marketing and Consumer Issues
- HCA 2650 - Health Care Management
- HCA 2680 - Information Systems in Health Care Management
- HCA 3100 - Health Care Ethics
- HCA 3250 - Health Care Billing, Budgeting and Finance
- HCA 4800 - Quality Management in Health Care

Choose two electives (6 credits):

- HCA 3310 - Health Care Law
- HCA 3400 - Contemporary Issues in Health Care
- HCA 3800 - Health Care Insurance Policy and Management
- HCA 4500 - Long-Term Care Administration
- HCA 4650 - Human Resources in Health Care
- HCA 4700-4740 - Internship in Health Care Administration

Human Services (A.S.)

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

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

Student Learning Outcomes:

Students will be able to:

- Express various philosophies of human services in the workplace.
- Apply both theory and practical skills in the human services work environment.
- Utilize interpersonal and group communication skills.
- Develop critical thinking and counseling skills in the profession of human services.
- Develop skills to incorporate ethics, social responsibility, and professionalism into the human services field.

Course Requirements:

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

Choose three electives (9 credits):

- BA 2650 - Principles of Management
- CJ 1150 - Criminology
- CJ 1170 - Introduction to the American Criminal Justice System
- CJ 3100 - Ethical Issues in Criminal Justice
- CJ 4200 - Psychology of Criminal Behavior
- COM 1500 - Introduction to Interpersonal Communication
- COM 2520 - Multicultural Communication
- HS 2200 - Wellness for All
- HS 2300 - Introduction to Substance-Related and Addictive Disorders
- HS 2800 - Group Counseling
- HS 3220 - Pharmacology and Substance Use Disorders
- HS 3300 - Research Methods in Human Services
- HS 3480 - Case Management and Documentation
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse
- HS 3660 - Counseling Theory and Practice
- HS 3800 - Recovery and Relapse Prevention
- HS 3900 - Mental Health and Crisis Intervention
- HS 4350 - Cognitive-Behavioral Therapy
- HS 4700-4740 - Internship in Human Services
- IDC 3150 - Victimology
- SO 3010 - Social Issues
- SO 3050 - Marriage and Family
- SSC 2600 - Equity and Justice in the Workplace

Professional Studies (A.S.)

Students will be able to:

- Explore interpersonal skills that are key to effective communication in the workplace.
- Understand organizational structure, including conflict resolution, for industries to function effectively.
- Discuss real-world industry issues and solutions to improve work-specific practice.
- Identify roles in diversified communities and industries.

The Professional Studies major requires:

- CD 1000 - Career Development for the Lifelong Learner
- MA 1080 - Applied Mathematics: Problem Solving Using Excel
- Students must complete at least 12 credits of coursework in two emphasis areas (24 credits total).
- ASPS students may take as many electives as needed to meet the 64-credit minimum for graduation.

Core requirements:

In addition to the requirements above, students are responsible for completing The School of Graduate and Professional Studies: Core Program.

Notes:

- A minimum of 15 credit hours must be taken at Etown SGPS.
- Credits taken at Etown SGPS must include at least nine credits in the major.

Bachelor of Science

Accounting (B.S.)

Elizabethtown College's Bachelor of Science in Accounting offered through the School of Graduate 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 Accreditation Council for Business Schools and Programs.

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

Student Learning Outcomes:

Students will be able to

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

Course Requirements:

- AC 1070 - Business Financial Accounting
- AC 1080 - Managerial Accounting
- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3080 - Accounting for Nonprofit Organizations
- AC 3210 - Cost Accounting
- AC 3400 - Accounting Information Systems
- AC 4050 - Auditing
- BA 2480 - Quantitative Techniques for Business
- BA 2650 - Principles of Management
- BA 3100 - Business Ethics
- BA 3250 - Business Finance
- BA 3310 - Business Law
- BA 4250 - Problems in Financial Management
- BA 4950 - Corporate Strategy
- EC 1000 - Global Macroeconomics: Principles and Issues
- EC 1020 - Principles of Microeconomics
- MA 1510 - Probability and Statistics

Note:

BA 4950 Corporate Strategy should be one of the last courses a student takes. This course is the capstone course that integrates concepts, principles, practices, and applications from prior courses in order to analyze the interrelationships between business theory, problem-solving, and strategy formation.

Business Administration (B.S.)

Elizabethtown College's Bachelor of Science in Business Administration offered through the School of Graduate 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 Accreditation Council for Business Schools and Programs.

Degree candidates must take at least 15 credits in the major from Elizabethtown. Nine of them must be 3000-4000 level courses in the business curriculum, with a minimum of six as major electives.

Student Learning Outcomes:

Students will be able to

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

Course Requirements:

- AC 1070 - Business Financial Accounting
- AC 1080 - Managerial Accounting
- BA 1550 - Managerial Communication
- BA 2150 - Principles of Marketing
- BA 2480 - Quantitative Techniques for Business
- BA 2650 - Principles of Management
- BA 3100 - Business Ethics
- BA 3250 - Business Finance
- BA 3310 - Business Law
- BA 4950 - Corporate Strategy
- EC 1000 - Global Macroeconomics: Principles and Issues
- EC 1020 - Principles of Microeconomics
- MA 1510 - Probability and Statistics

Choose four electives (12 credits):

- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3080 - Accounting for Nonprofit Organizations
- AC 3210 - Cost Accounting
- AC 4050 - Auditing

- AC 4700-4740 - Internship in Accounting or
- BA 4700-4740 - Internship in Business

- BA 3120 - Advertising Management
- BA 3140 - Sales and Sales Management
- BA 3150 - Internet Marketing
- BA 3190 - Consumer Behavior
- BA 3600 - Leadership
- BA 3640 - Building on Diversity in Business
- BA 3690 - Organizational Behavior
- BA 3800 - Entrepreneurship
- BA 4160 - Marketing Management
- BA 4250 - Problems in Financial Management
- BA 4600 - International Business
- BA 4660 - Operations Management
- BA 4670 - Human Resource Management
- BA 4680 - Industrial and Labor Relations
- BA 4690 - Strategic Planning and Implementation
- COM 1650 - Introduction to Web Design
- COM 3330 - Organizational Communication
- COM 3580 - Integrated Marketing Communication
- COM 3600 - Communication Planning
- COM 3620 - Visual Communication
- COM 3640 - Small Group and Team Communication
- CS 3100 - Introduction to e-Commerce
- RE 2010 - Real Estate Fundamentals
- RE 2030 - Real Estate Practice

Note:

BA 4950 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.

Concentrations

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

Concentration in Accounting

Student Learning Outcomes:

Students will be able to

- apply Generally Accepted Accounting Principles (GAAP)
- interpret financial reports
- use basic technology for accounting
- demonstrate skills to be a team player
- identify ethical standards in business

Course Requirements:

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

Choose two electives (6 credits):

- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3080 - Accounting for Nonprofit Organizations
- AC 3210 - Cost Accounting
- AC 4050 - Auditing
- AC 4700-4740 - Internship in Accounting

Concentration in Health Care Administration

Student Learning Outcomes:

Students will be able to

- identify the roles and functions of health care administration
- outline the theory and skills of health care management and leadership in healthcare.
- identify the role quality management plays in health care.
- examine two of the following in-depth related to health care: marketing, information systems, finance, or health insurance.

Course Requirements:

- HCA 1620 - Health Care Policy
- HCA 2650 - Health Care Management
- HCA 4800 - Quality Management in Health Care

Choose one elective (3 credits):

- HCA 2680 - Information Systems in Health Care Management

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

Concentration in Human Resource Management

Student Learning Outcomes:

Students will be able to

- apply theories to practical situations in human resources.
- utilize critical analytical skills providing leadership of human resources.
- formulate human resource strategies that promote diversity in the workplace.
- evaluate the impact of diversity in today's business world.
- identify the impact of the changing nature of technology on human resources.

Course Requirements:

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

Choose one elective (3 credits):

- BA 3600 - Leadership
- COM 2520 - Multicultural Communication
- COM 3330 - Organizational Communication
- COM 3640 - Small Group and Team Communication
- HCA 4650 - Human Resources in Health Care
- SSC 2600 - Equity and Justice in the Workplace

Concentration in Management

Student Learning Outcomes:

Students will be able to

- apply theories to practical situations in management.
- utilize critical analytical skills providing leadership in today's business environment.
- formulate management strategies that promote diversity in the workplace and community.
- assess how ethics can be applied to management.
- evaluate the impact of diversity in today's business world.
- identify the impact of the changing nature of technology on management practices.

Choose four courses (12 credits):

- BA 3600 - Leadership

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

Concentration in Marketing

Student Learning Outcomes:

Students will be able to

- apply theories to practical situations in marketing.
- utilize critical analytical skills in developing marketing strategies.
- formulate strategies for addressing diversity in marketing.
- assess how ethics can be applied to marketing.
- evaluate the impact of globalization on marketing.
- identify the impact of the changing nature of technology on marketing.

Choose four courses (12 credits):

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

Health Care Administration (B.S.)

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

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

The Bachelor of Science in Health Care Administration is accredited by the Accreditation Council for Business Schools and Programs.

Student Learning Outcomes:

Students will be able to

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

Course Requirements:

- EC 1000 - Global Macroeconomics: Principles and Issues
- HCA 1620 - Health Care Policy
- HCA 2150 - Health Care Marketing and Consumer Issues
- HCA 2650 - Health Care Management
- HCA 2680 - Information Systems in Health Care Management
- HCA 3100 - Health Care Ethics
- HCA 3250 - Health Care Billing, Budgeting and Finance
- HCA 3310 - Health Care Law
- HCA 3400 - Contemporary Issues in Health Care
- HCA 3800 - Health Care Insurance Policy and Management
- HCA 4500 - Long-Term Care Administration
- HCA 4650 - Human Resources in Health Care
- HCA 4800 - Quality Management in Health Care
- HCA 4900 - Strategy of Health Care Organizations

Choose three electives (9 credits):

- HCA 3600 - Issues in Women's Health Care
- HCA 3610 - Managerial Epidemiology
- HCA 3620 - Nutrition in Health Care
- HCA 3630 - World Health Care Systems
- HCA 4700-4740 - Internship in Health Care Administration

Note:

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

Human Services (B.S.)

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

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

Student Learning Outcomes:

Students will be able to:

- Implement a personal philosophy of human services in the workplace.
- Apply both theory and practical skills in the human services work environment and community-at-large.
- Apply interpersonal and group communication skills.
- Apply critical thinking and counseling skills, along with problem-solving strategies to the profession of human services.
- Collaborate using an interdisciplinary approach to human services.
- Demonstrate leadership, professionalism, and ethical decision making using a socially responsible lens.

Course Requirements:

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

Choose three electives (9 credits):

- BA 2650 - Principles of Management
- CJ 1150 - Criminology
- CJ 1170 - Introduction to the American Criminal Justice System
- CJ 3400 - Community-Based Treatments
- CJ 4200 - Psychology of Criminal Behavior
- COM 1500 - Introduction to Interpersonal Communication
- COM 2520 - Multicultural Communication
- HS 2200 - Wellness for All
- HS 2300 - Introduction to Substance-Related and Addictive Disorders
- HS 2800 - Group Counseling
- HS 3220 - Pharmacology and Substance Use Disorders
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse
- HS 4350 - Cognitive-Behavioral Therapy
- HS 4700-4740 - Internship in Human Services
- IDC 3150 - Victimology
- PSY 3220 - Abnormal Psychology
- SO 3010 - Social Issues
- SO 3050 - Marriage and Family
- SSC 2600 - Equity and Justice in the Workplace

Note:

HS 4900 Human Services Seminar should be one of the last courses a student takes. This capstone course encapsulates a comprehensive understanding of the human services. Integration of previously learned theories, concepts, skills and practices will be implemented.

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

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

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

Student Learning Outcomes:

Students will be able to

- Implement a personal philosophy of human services in the workplace.
- Apply both theory and practical skills in the human services work environment and community-at-large.
- Apply interpersonal and group communication skills.

- Apply critical thinking and counseling skills, along with problem-solving strategies to the profession of human services.
- Collaborate using an interdisciplinary approach to human services.
- Demonstrate leadership, professionalism, and ethical decision making using a socially responsible lens.

Course Requirements:

- HS 1080 - Introduction to Human Services
- HS 1620 - Social Welfare Programs and Policy
- HS 2300 - Introduction to Substance-Related and Addictive Disorders
- HS 2350 - Counseling Techniques and Skills
- HS 2800 - Group Counseling
- HS 3100 - Ethical Issues in Human Services
- HS 3220 - Pharmacology and Substance Use Disorders
- HS 3300 - Research Methods in Human Services
- HS 3480 - Case Management and Documentation
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse
- HS 3660 - Counseling Theory and Practice
- HS 3800 - Recovery and Relapse Prevention
- HS 3900 - Mental Health and Crisis Intervention
- HS 4120 - Human Services Delivery
- HS 4350 - Cognitive-Behavioral Therapy
- HS 4480 - Advanced Assessment and Interventions
- HS 4900 - Human Services Seminar
- PSY 1050 - General Psychology
- PSY 2080 - Health Psychology
- PSY 2250 - Developmental Psychology
- SO 1010 - Discovering Society
- SO 2200 - Race and Ethnic Relations

Note:

HS 4900 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.

Professional Studies (B.S.)

Students will be able to:

- Demonstrate effective interpersonal and communication skills.
- Interpret information to problem-solve real-world issues.
- Analyze roles in diversified communities.
- Synthesize knowledge from different disciplines to make well-reasoned and ethical arguments, judgments, and conclusions.

The Professional Studies major requires:

- CD 1000 - Career Development for the Lifelong Learner
- IS 4700 - Internship in Professional Studies or
- IS 4790 - Professional Studies Capstone
- Students must complete at least 18 credits of coursework in two emphasis areas.

Core requirements:

In addition to the requirements above, students are responsible for completing The School of Graduate and Professional Studies: Core Program.

Bachelor of Science in Nursing

Nursing (B.S.N.)

The RN to BSN Program prepares the registered nurse to be a holistic practitioner who provides comforting and inclusive care for all people, rooted in scientific evidence, where the student is responsible for their intellectual development, personal growth, and well-being while cultivating a sense of purpose that inspires commitment to lifelong learning and service. Graduates of the BSN program are expected to perform according to Scope and Standards for Practice (ANA, 2015); Code for Ethics for Nurses with Interpretive Statements (ANA, 2015); The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008); Quality and Safety Education for Nurses (QSEN, 2007); AACN (2012) white paper, "Expectations for Practice Experiences in the RN to Baccalaureate Curriculum"; and Core Competencies in the Interprofessional Collaborative Practice Competencies.

Student Learning Outcomes:

Students will be able to

- **Knowledge for Nursing Practice:** Translate and assimilate knowledge borrowed from other disciplines, to form a strong liberal arts curriculum cultivating advanced clinical judgment and innovation in nursing practice [AACN Essentials D1; Concept CJ; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
- **Culturally Compassionate Practice:** Nurture caring and interprofessional partnerships with patients and families, and the global community that delivers holistic, compassionate, person-centered care that is safe, equitable and respects cultural fluidity [AACN Essentials D2; Concepts DEI & CC; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
- **Population Health:** Promote optimal patient, family, and community outcomes through advocacy, by managing disease, healthy lifestyle choices, and minimizing the impact of social conditions across the healthcare delivery continuum [AACN Essential D3; Concepts SDH& DEI; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].

- **Scholarship:** Collects best evidence, analyzes, interprets and disseminates data using the nursing process to promote optimal health of individuals, families, and global communities [AACN Essentials D4; Concept EBP; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
- **Quality & Safety:** Integrates best practice metrics in safety science using a systems-based approach to inform nursing practice and to solve complex healthcare challenges [AACN Essentials D5 & D7; Concept EBP; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
- **Communication & Interprofessional Relationships:** Maintain and support an open line of respectful communication among interprofessional teams to create a culture of safety that promotes optimal care and outcomes for patients, families, communities [AACN Essentials D6; Concepts C & CC; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
- **Informatics & Technology:** Integrates and analyzes disparate data to support clinical decision-making and planning to improve care, optimize outcomes, and to reduce healthcare costs [AACN Essentials D8; Concepts EBP & C; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
- **Personal & Professional Development:** Pursue a sense of purpose that inspires a commitment to lifelong learning and meaningful work that inspires personal and professional growth, sound health, resilience, and well-being [AACN Essential D9; Concept CJ; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
- **Growth & Professionalism:** Cultivate a professional identity founded upon high ethical and moral standards, and accountability, that promote the discipline of nursing and the obligations of the profession [AACN Essentials D10; Concept CJ; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
- **Leadership:** Develop as an emerging leader by using effective communication, sound leadership strategies, and employs data as a strategic asset to achieve optimal health for patients, families, and across the community and the globe [AACN Essentials D10; Concepts C & HP; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].

Note:

Admissions information specific to the Bachelor of Science in Nursing Program (B.S.N.) can be found in the Admissions to the School of Graduate and Professional Studies of the online catalog.

Course Requirements:

- NUR 300 - Growth and Development in Nursing
- NUR 310 - Holistic Health Assessment
- NUR 315 - Population Health
- NUR 320 - Health & Social Policy
- NUR 330 - Nursing Informatics
- NUR 340 - Systems Thinking
- NUR 350 - Compassionate Care
- NUR 352 - Nursing Scholarship
- NUR 380R - Clinical Immersion I
- NUR 385R - Clinical Immersion II
- NUR 450 - Leadership Emergence

- NUR 495 - Nursing Capstone
- NUR 495R - Nursing Capstone Clinical

Choose One elective:

- NUR 405 - Integrative Nursing
- NUR 410 - Gerontology Nursing
- NUR 415 - Organizational Dynamics
- NUR 420 - Healthcare Communication
- NUR 425 - Principles of Primary Care
- NUR 430 - Transcultural Nursing
- SP 531 - Medical Spanish I (SP 331)
- SP 532 - Medical Spanish II (SP 332)

Note:

Repetition of Nursing Courses

A student may repeat a nursing course once for a satisfactory final grade ("C" or better).

A maximum of two different nursing courses may be repeated due to an unsatisfactory grade ("D" or less) or withdrawal. Students who are unable to meet this expectation may not continue in the Nursing curriculum sequence. Readmission to nursing courses in the Online RN to BSN Track will be considered on a case-by-case basis and is not guaranteed.

A student who demonstrates unsafe behavior (directly endangering the physiological and/or psychosocial well-being of a client) during a clinical practice experience, and on the basis of this receives an unsatisfactory final grade (less than a "C" grade), will not be permitted to repeat that course or continue in the Nursing curriculum sequence.

Clinical Site Placement

Students are placed at three clinical site locations (clinical placements) at the beginning of each subterm. Students may decline Etown placements for their own preferred site, for example, their place of work. The clinical instructor works with students to identify a qualified preceptor clinical site and thus approves the clinical location. If a qualified preceptor is unavailable, the lead course faculty will place the student with an approved preceptor.

The student may view clinical placements and assigned preceptors three weeks prior to course start date. Students are given the first week of the course to complete this process. The identified preceptor agrees to spend a specific number of hours in the clinical setting with the student. The student is responsible for obtaining their own transportation to and from all clinical sites.

Accreditation

The baccalaureate program in nursing at Elizabethtown College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Academic Minors

Accounting Minor

This minor cannot be combined with a Business Administration major.

Student Learning Outcomes:

Students will be able to

- incorporate Generally Accepted Accounting Principles (GAAP) into organizational decision making.
- interpret financial reports.
- incorporate technology into accounting practices.
- demonstrate skills to work with others toward organizational goals.
- identify ethical standards for accounting.

Course Requirements:

- AC 1070 - Business Financial Accounting
- AC 1080 - Managerial Accounting
- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II

Choose four electives (12 credits):

- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3080 - Accounting for Nonprofit Organizations
- AC 3210 - Cost Accounting
- AC 3400 - Accounting Information Systems
- AC 4050 - Auditing

Behavioral and Addictions Counseling Minor

Student Learning Outcomes:

Students will be able to

- describe substance abuse philosophies.
- discuss prevention, causes, and treatment of substance-related and addictive disorders.
- use case management skills.
- demonstrate counseling techniques in one-on-one and group settings to address substance-related and addictive disorders.
- discuss ethical issues in human services.

Course Requirements:

- HS 2300 - Introduction to Substance-Related and Addictive Disorders
- HS 2350 - Counseling Techniques and Skills
- HS 2800 - Group Counseling
- HS 3100 - Ethical Issues in Human Services
- HS 3220 - Pharmacology and Substance Use Disorders
- HS 3480 - Case Management and Documentation
- HS 3500 - Biopsychosocial Factors of Substance Use and Abuse
- HS 3800 - Recovery and Relapse Prevention
- HS 4350 - Cognitive-Behavioral Therapy
- HS 4480 - Advanced Assessment and Interventions

Business Administration Minor

Student Learning Outcomes:

Students will be able to

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

Course Requirements:

- AC 1070 - Business Financial Accounting
- BA 2650 - Principles of Management
- BA 3310 - Business Law
- EC 1000 - Global Macroeconomics: Principles and Issues

Choose four electives (12 credits):

- AC 1080 - Managerial Accounting
- AC 2050 - Intermediate Accounting I
- AC 2060 - Intermediate Accounting II
- AC 3010 - Introduction to Federal Income Tax
- AC 3030 - Financial Analysis and Reporting
- AC 3040 - Forensic Accounting
- AC 3080 - Accounting for Nonprofit Organizations
- AC 3210 - Cost Accounting
- AC 3400 - Accounting Information Systems
- AC 4050 - Auditing
- BA 1550 - Managerial Communication
- BA 2150 - Principles of Marketing
- BA 2480 - Quantitative Techniques for Business
- BA 3100 - Business Ethics

- BA 3120 - Advertising Management
- BA 3140 - Sales and Sales Management
- BA 3150 - Internet Marketing
or
- CS 3100 - Introduction to e-Commerce
- BA 3190 - Consumer Behavior
- BA 3250 - Business Finance
- BA 3600 - Leadership
- BA 3640 - Building on Diversity in Business
- BA 3690 - Organizational Behavior
- BA 3800 - Entrepreneurship
- BA 4160 - Marketing Management
- BA 4250 - Problems in Financial Management
- BA 4600 - International Business
- BA 4660 - Operations Management
- BA 4670 - Human Resource Management
- BA 4680 - Industrial and Labor Relations
- BA 4690 - Strategic Planning and Implementation
- COM 1650 - Introduction to Web Design
- COM 3330 - Organizational Communication
- COM 3580 - Integrated Marketing Communication
- COM 3600 - Communication Planning
- COM 3620 - Visual Communication
- COM 3640 - Small Group and Team Communication
- EC 1020 - Principles of Microeconomics

Entrepreneurship Minor

Student Learning Outcomes:

Students will be able to

- *demonstrate the legal and ethical environment impacting business organizations and understand the ethical implications of decisions.*
- *demonstrate an understanding or an appreciation for the impact of globalization and diversity in organizations.*
- *analyze current information, theories and models, and techniques and practices required in entrepreneurship.*
- *create a business plan that articulates financial, operational, organizational, market, and sales knowledge to identify paths to value creation.*

Course Requirements:

- BA 2150 - Principles of Marketing
- BA 2650 - Principles of Management

- BA 3800 - Entrepreneurship
- EC 1000 - Global Macroeconomics: Principles and Issues
- FBE 3840 - The Family as Entrepreneur
- FBE 3850 - New Venture Creation

Choose one elective (3 credits):

- AC 1070 - Business Financial Accounting
- BA 3310 - Business Law

Health Care Administration Minor

Student Learning Outcomes:

Students will be able to

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

Course Requirements:

- HCA 1620 - Health Care Policy
- HCA 2650 - Health Care Management
- HCA 3100 - Health Care Ethics
- HCA 3250 - Health Care Billing, Budgeting and Finance
- HCA 3310 - Health Care Law
- HCA 4800 - Quality Management in Health Care

Choose two electives (6 credits):

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

Human Services Minor

Student Learning Outcomes:

Students will be able to

- describe social welfare policy.
- explain the role of human service workers.
- use interpersonal and group communication skills.

- use case management skills.
- demonstrate counseling techniques in one-on-one and group settings.
- discuss ethical issues in human services.

Course Requirements:

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

Choose one elective (3 credits):

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

Master of Business Administration

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

The Master of Business Administration is designed to develop, enhance and refine core business knowledge in a variety of strategic areas required for professional success in any industry. Core content is focused on critical

business aspects such as: integrated marketing communications, data analysis, accounting, economics, finance, global business, strategic decision making, and leadership. Special emphasis is placed on the quantitative and financial aspects of successfully leading organizations. Students in the program can broaden their knowledge-base through elective courses in areas such as: strategic human resources, organizational behavior, health administration, business ethics, and sustainability.

Degree Requirements:

The Master of Business Administration degree program is 36 credits, with options of 39 or 42 credit degree programs to provide necessary foundational courses. Students can transfer up to nine graduate-level credits toward the program. Depending on your educational and professional background, one or two foundations courses may be required.

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

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

Student Learning Outcomes:

Students will be able to

- apply academic business theory to practice.
- combine leadership and management skills to address organizational issues.
- integrate fiscal responsibility into planning and budgeting.
- conduct forecasting through the use of management science and information technology tools.
- develop strategic planning skills that incorporate critical thinking and problem solving.
- implement decisions that incorporate ethics and social responsibility.
- lead in the workplace by developing and using interpersonal competencies.

Course Requirements:

Foundation Courses:

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

Required Courses:

- MOD 510 - Foundations of Leadership
- MBA 515 - Integrated Marketing Communications, Branding and Promotions
- MBA 520 - Data Analysis and Techniques for Informed Decision Making
- MBA 525 - Accounting for Strategic Decision Making and Control
- MBA 530 - Corporate Social Responsibility: Making a Bigger Impact on the World
- MBA 540 - Societal Economic Analysis
- MBA 550 - Information for Strategic Decision Making

- MBA 560 - Global Business Strategies
- MBA 580 - Corporate Finance for Business Leaders: Theory and Practice
- MBA 595 - Applied Business Leadership in Action

Choose two electives (6 credits):

- MBA 570 - Strategic Human Resource Management
- MBA 571 - Organizational Behavior
- MBA 573 - Business Ethics
- MBA 576 - Sustainability
- MOD 560 - Leading Individuals and Teams
- MOD 562 - Leading Innovation and Change through Cross-Sector Collaboration
- MOD 564 - Leading Conflict Resolution and Negotiation
- MSL 520 - Strategic Communication for Effective Leadership
- MSL 530 - Applying Research for Strategic Leadership
- MSL 540 - Ethical Dimensions of Leadership
- MSL 550 - Organizational Design and Development
- MSL 570 - Design Thinking for Leaders

Concentrations

Data Analytics Concentration

Students may pursue a Data Analytics concentration in conjunction with the MBA degree.

MBA degree candidates with a declared Data Analytics concentration are not required to take MOD 510 Foundations of Leadership and MBA 560 Global Business Strategies.

Student Learning Outcomes:

Students will be able to

- evaluate the usefulness of different statistical techniques and their real-world application
- explain the management implications of the use of business intelligence and knowledge management systems
- identify the fundamental concepts of descriptive statistics (populations and samples, measures of central tendency, measures of variability, measures of distribution) and their real-world application
- analyze problems in business and accounting using appropriately selected data visualization tools.
- apply intermediate to advanced knowledge and skills in SQL.
- sit for: 1Z0-061: Oracle Database 12c: SQL Fundamentals (OCA) and pass at a 60% level or higher.

Course Requirements:

- MDA 525 - Applications of Data Analysis
- MDA 530 - Data Analysis for Managers: Process Control and Organizational Performance
- MDA 560 - Introduction to Data Visualization
- MDA 565 - Oracle Database Certification

Family Business and Entrepreneurship Concentration

The rapid changes in our world today are generating many opportunities for entrepreneurs, small businesses, and family businesses to find or create their own space to grow their businesses. This program will help graduate students develop an awareness of entrepreneurship and lead the business from a new venture start-up to a continual entrepreneurship mindset needed for business growth. The focus will be on developing a business plan for new ideas or innovation to include strategic, leadership, governance, management, and succession planning for an entrepreneur, family business owner, or business partners. The uniqueness of family business concepts will be woven throughout the curriculum.

MBA degree candidates with a declared concentration in Family Business and Entrepreneurship are not required to take MOD 510 Foundations of Leadership and MBA 560 Global Business Strategies.

Student Learning Outcomes:

Students will be able to

- Evaluate the steps to start, innovate, and grow a business.
- Analyze the strategies involved in running a successful business.
- Articulate leadership skills and practices to optimize business performance.
- Critique governance structures and succession planning as a vital component of a business model.
- Develop a business plan for a new entrepreneurial business idea or possible innovation.

Course Requirements:

- FBE 510 - From Dreams to Reality
- FBE 520 - Strategy and Gaining a Competitive Edge
- FBE 530 - Leading as Your Business Grows
- FBE 540 - Dynamics, Governing, Managing, and Succession Planning

Health Care Administration Concentration

The concentration in Health Care Administration is designed for current or aspiring administrators and those looking to transition to a career in the health care field. The concentration will help you succeed in an administrative position in a medical setting, such as a hospital, doctor's office, mental health facility, wellness or nutrition center, or in the health insurance industry. After gaining an understanding of the health care system, you will gain improved interpersonal communication and decision-making skills - ready to collaborate with colleagues to provide the best possible patient care.

MBA degree candidates with a declared Health Care Administration concentration are not required to take MOD 510 - Foundations of Leadership and MBA 560 - Global Business Strategies. Concentration course requirements are listed below.

Student Learning Outcomes:

Students will be able to

- manage people and processes in health care organizations
- drive strategy and improvement in health care organizations
- ensure required policies are applied to health care administration

- apply principles of economics to manage finances in health care organizations.
- develop insight into one of the following elective areas: managing information systems or human resources in health care organizations.

Course Requirements:

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

Choose one elective (3 credits):

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

Non-Profit Leadership Concentration

Student Learning Outcomes:

Students will be able to

- Describe strategies for strategic revenue generation, such as fundraising techniques, grant writing, and donor engagement.
- Explain the principles of governance, advocacy, and the role of boards in non-profit organizations.
- Compare different governance models and advocacy approaches in the non-profit sector.
- Analyze ethical dilemmas and propose ethical solutions in leadership and decision-making scenarios.
- Construct a governance and advocacy framework that aligns with the organization's values and fosters positive change.
- Reflect on personal leadership practices and ethical decision-making, identifying areas for further development and growth.

MBA degree candidates with a declared Non-Profit Leadership concentration are not required to take MOD 510 - Foundations of Leadership and MBA 560 - Global Business Strategies.

Course Requirements:

- NPL 510 - Non-Profit Fiscal Management
- NPL 520 - Non-Profit Revenue & Resource Planning
- NPL 530 - Non-Profit Advocacy and Legislation
- NPL 540 - Leadership and Ethics in the Non-Profit Sector

Operations and Supply Chain Management Concentration

Student Learning Outcomes:

Students will be able to

- Identify critical management skills such as negotiating, working effectively within a diverse business environment, ethical decision-making, and use of information technology.

- Apply current purchasing & procurement procedures utilizing case problems and problem-based learning situations.
- Apply project management skills, including demand forecasting (data analytics), Lean, and Six Sigma concepts to operations and supply chain management.
- Evaluate current Operations and Supply Chain Management (OSCM) from a production, quality management, continuous improvement, and execution standpoint.
- Articulate the industry's impact on the environment, sustainability, and government (ESG).
- Recognize the emerging concept of enterprise and resource planning (ERP).
- Express how to leverage key tools and systems such as Enterprise Resource Planning, Warehouse & Logistics Management Systems, and Supply/Demand Forecast.

MBA degree candidates with a declared Operations and Supply Chain Management concentration are not required to take MOD 510 - Foundations of Leadership and MBA 560 - Global Business Strategies.

Course Requirements:

- OSC 510 - Fundamentals of Operations and Supply Chain Management
- OSC 520 - Supply Management, Forecasting, and Sales & Operations Planning
- OSC 530 - Quality, Project Management and Change Management
- OSC 540 - Logistics, Inventory Management, and Leadership

Sports Management Concentration

Sports is a microcosm of society and the world. This program will help graduate students develop an awareness of business and leadership careers in sports and athletics. Focus will be on setting personal goals to discern career paths, start and improve careers and network with professionals in a variety of areas (local, state, regional, national, international) and in various professional settings (public and private).

MBA degree candidates with a declared Sports Management concentration are not required to take MOD 510 Foundations of Leadership and MBA 515 Integrated Marketing Communications, Branding and Promotions.

Student Learning Outcomes:

Students will be able to

- Apply strategic leadership decision-making and ethics related to sport business.
- Analyze social, cultural, and political influences on sport business.
- Evaluate sport program administration, philosophy, standards, policies and procedures.
- Develop and understanding of sport administration communication, networking, and marketing.
- Examine personal, interpersonal, and team-based skills and competencies.

Course Requirements:

- SPT 500 - Ethical Sports Leadership
- SPT 510 - Media Relations and Marketing in Sports
- SPT 520 - Sports Program Resource Management
- SPT 530 - Leadership and Excellence in Sports

Strategic Leadership Concentration

In the Master of Business Administration program, students gain forward-thinking knowledge needed to pursue their best career! The Etown MBA allows candidates to focus on various areas of business such as finance, marketing, corporate social responsibility, and understanding management styles. The curriculum pays close attention to practical application of theories—meaning it's more than textbook work—it's about examining real case studies and applying what you've learned to real-life situations. In fact, many students say they immediately use what they learn in their daily working life.

MBA degree candidates with a declared Strategic Leadership concentration are not required to take MBA 560 - Global Business Strategies. Concentration course requirements are listed below.

Student Learning Outcomes:

Students will be able to

- develop a leadership philosophy.
- recognize how diagnosis and solution generation are important to problem-solving.
- navigate organizational change using leadership and management skills.
- build teams to collaborate across sectors.
- communicate strategically.

Course Requirements:

- MOD 560 - Leading Individuals and Teams
- MOD 562 - Leading Innovation and Change through Cross-Sector Collaboration
- MSL 570 - Design Thinking for Leaders

Wealth Management Concentration

Students with an interest in finance may pursue a Wealth Management concentration in conjunction with the MBA degree.

MBA degree candidates with a declared Wealth Management concentration are not required to take MOD 510 Foundations of Leadership and MBA 560 Global Business Strategies.

Student Learning Outcomes:

Students will be able to

- understand major principal knowledge topics established by the CFP® exam.
- gain essential skills in financial planning considering clients' unique circumstances.
- design and develop strategies and approaches to wealth management.
- communicate in writing regarding financial goals and portfolio risk return metrics.

Course Requirements:

- MSF 500 - Fundamentals of Financial and Insurance Planning
- MSF 505 - Investment Planning

Choose two electives (6 credits):

- MSF 510 - Income Tax Planning
- MSF 515 - Estate Planning
- MSF 520 - Retirement Planning and Employee Benefits

Master of Education

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

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

Student Learning Outcomes for Special Education:

Students will be able to:

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

Requirements of Acceptance:

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

Application Deadlines:

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

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

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

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

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

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

Student Learning Outcomes:

Students will be able to

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

Degree Requirements:

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

All courses are in an online educational format.

Course Requirements:

Foundational course requirements:

Advanced course requirements:

Capstone course:

Master of Science

Master of Science in Finance (M.S.)

The Master of Science in Finance degree program is 30 credits.

Student Learning Outcomes:

Students will be able to

- Build professional skills and essential competencies with the advanced knowledge and analytical tools needed in today's financial markets.
- Obtain the required coursework to be eligible for the CFP® examination.
- Gain foundational knowledge to prepare for the Chartered Financial Analyst (CFA®) or Financial Risk Management (FRM®) certification exams.

Financial Planning and Wealth Management (CFP®) Concentration

Course Requirements:

- MSF 500 - Fundamentals of Financial and Insurance Planning
- MSF 505 - Investment Planning
- MSF 510 - Income Tax Planning
- MSF 515 - Estate Planning
- MSF 520 - Retirement Planning and Employee Benefits
- MSF 595 - Cases in Financial Planning

Choose Four Electives:

- MSF 530 - Investments and Portfolio Strategy
- MSF 535 - Financial Derivatives
- MSF 538 - Financial Institutions and Risk Management
- MSF 540 - Applied Financial Analysis - Valuation
- MSF 542 - Fixed Income Securities
- MSF 557 - Investment and Financial Markets
- MSF 563 - Advanced Financial Mathematics with Excel
- MSF 596 - Cases in Finance

Investments and Portfolio Management (CFA®) Concentration

Course Requirements:

- MSF 596 - Cases in Finance

Choose Nine Electives:

- MSF 500 - Fundamentals of Financial and Insurance Planning
- MSF 502 - Advanced Studies in Taxation
- MSF 505 - Investment Planning
- MSF 506 - Advanced Accounting
- MSF 510 - Income Tax Planning
- MSF 515 - Estate Planning
- MSF 520 - Retirement Planning and Employee Benefits
- MSF 530 - Investments and Portfolio Strategy
- MSF 535 - Financial Derivatives
- MSF 538 - Financial Institutions and Risk Management
- MSF 540 - Applied Financial Analysis - Valuation
- MSF 542 - Fixed Income Securities
- MSF 557 - Investment and Financial Markets
- MSF 563 - Advanced Financial Mathematics with Excel

Note:

1. CFA® and Chartered Financial Analyst® are registered trademarks owned by CFA Institute. Financial Risk Manager (FRM®) is a registered trademark owned by Global Association of Risk Professionals (GARP). The Master of Science in Finance program is not currently affiliated with the CFA Institute or GARP.
2. The Master of Science in Finance program is a CFP Board® Registered Program in financial planning.
3. Additional coursework may be required for students who lack the fundamental courses in accounting, finance, probability theory, and general business topics.

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

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

Degree Requirements:

The Master of Science in Strategic Leadership degree program is 36 credits. Learners can transfer up to nine graduate-level credits toward the program.

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

Student Learning Outcomes:

Students will be able to

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

Course Requirements:

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

Choose two electives (6 credits):

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

Concentrations

Data Analytics Concentration

In today's complex global marketplace, data is at the center of organizational success. Elizabethtown College's graduate certificate in Data Analytics is designed to provide students with an overview of applied statistical analysis, one of the most prominent, in-demand and growing fields. You will gain the ability to manage, process, analyze, and interpret data through taking a variety of courses, across several fields

MSL degree candidates with a declared Data Analytics concentration are not required to take MSL 520 Strategic Communication for Effective Leadership and MSL 530 Applying Research for Strategic Leadership.

Student Learning Outcomes:

Students will be able to

- evaluate the usefulness of different statistical techniques and their real-world application.
- explain the management implications of the use of business intelligence and knowledge management systems.
- identify the fundamental concepts of descriptive statistics (populations and samples, measure of central tendency, measures of variability, measures of distribution) and their real-world application.
- analyze problems in business and accounting using appropriately selected data visualization tools.
- apply intermediate to advanced knowledge and skills in SQL.
- sit for: 1Z0-061: Oracle Database 12c: SQL Fundamentals (OCA) and pass at a 60% level or higher.

Course Requirements:

- MDA 525 - Applications of Data Analysis
- MDA 530 - Data Analysis for Managers: Process Control and Organizational Performance
- MDA 560 - Introduction to Data Visualization
- MDA 565 - Oracle Database Certification

Family Business and Entrepreneurship Concentration

The rapid changes in our world today are generating many opportunities for entrepreneurs, small businesses, and family businesses to find or create their own space to grow their businesses. This program will help graduate students develop an awareness of entrepreneurship and lead the business from a new venture start-up to a continual entrepreneurship mindset needed for business growth. The focus will be on developing a business plan for new ideas or innovation to include strategic, leadership, governance, management, and succession planning for an entrepreneur, family business owner, or business partners. The uniqueness of family business concepts will be woven throughout the curriculum.

MSL degree candidates with a declared Family Business and Entrepreneurship concentration are not required to take MSL 530 Applying Research for Strategic Leadership and MSL 550 Organizational Design and Development.

Student Learning Outcomes:

Students will be able to

- Evaluate the steps to start, innovate, and grow a business.
- Analyze the strategies involved in running a successful business.
- Articulate leadership skills and practices to optimize business performance.
- Critique governance structures and succession planning as a vital component of a business model.
- Develop a business plan for a new entrepreneurial business idea or possible innovation.

Course Requirements:

- FBE 510 - From Dreams to Reality
- FBE 520 - Strategy and Gaining a Competitive Edge
- FBE 530 - Leading as Your Business Grows
- FBE 540 - Dynamics, Governing, Managing, and Succession Planning

Health Care Administration Concentration

The concentration in Health Care Administration is designed for current or aspiring administrators and those looking to transition to a career in the health care field. The concentration will help you succeed in an administrative position in a medical setting, such as a hospital, doctor's office, mental health facility, wellness or nutrition center, or in the health insurance industry. After gaining an understanding of the health care system, you will gain improved interpersonal communication and decision-making skills – ready to collaborate with colleagues to provide the best possible patient care.

MSL degree candidates with a declared Health Care Administration concentration are not required to take MOD 510 Foundations of Leadership and MSL 580 - Fiscal Management for Strategic Decision Making.

Student Learning Outcomes:

Students will be able to

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

Course Requirements:

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

Choose one elective (3 credits):

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

Non-Profit Leadership Concentration

Student Learning Outcomes:

Students will be able to

- Describe strategies for strategic revenue generation, such as fundraising techniques, grant writing, and donor engagement.
- Explain the principles of governance, advocacy, and the role of boards in non-profit organizations.
- Compare different governance models and advocacy approaches in the non-profit sector.
- Analyze ethical dilemmas and propose ethical solutions in leadership and decision-making scenarios.
- Construct a governance and advocacy framework that aligns with the organization's values and fosters positive change.
- Reflect on personal leadership practices and ethical decision-making, identifying areas for further development and growth.

MSL degree candidates with a declared Non-Profit Leadership concentration are not required to take MSL 530 - Applying Research for Strategic Leadership and MSL 550 - Organizational Design and Development.

Course Requirements:

- NPL 510 - Non-Profit Fiscal Management
- NPL 520 - Non-Profit Revenue & Resource Planning
- NPL 530 - Non-Profit Advocacy and Legislation
- NPL 540 - Leadership and Ethics in the Non-Profit Sector

Operations and Supply Chain Management Concentration

Student Learning Outcomes:

Students will be able to

- Identify critical management skills such as negotiating, working effectively within a diverse business environment, ethical decision-making, and use of information technology.
- Apply current purchasing & procurement procedures utilizing case problems and problem-based learning situations.
- Apply project management skills, including demand forecasting (data analytics), Lean, and Six Sigma concepts to operations and supply chain management.
- Evaluate current Operations and Supply Chain Management (OSCM) from a production, quality management, continuous improvement, and execution standpoint.
- Articulate the industry's impact on the environment, sustainability, and government (ESG).
- Recognize the emerging concept of enterprise and resource planning (ERP).
- Express how to leverage key tools and systems such as Enterprise Resource Planning, Warehouse & Logistics Management Systems, and Supply/Demand Forecasting.

MSL degree candidates with a declared Operations and Supply Chain Management concentration are not required to take MSL 530 - Applying Research for Strategic Leadership and MSL 550 - Organizational Design and Development.

Course Requirements:

- OSC 510 - Fundamentals of Operations and Supply Chain Management
- OSC 520 - Supply Management, Forecasting, and Sales & Operations Planning
- OSC 530 - Quality, Project Management and Change Management
- OSC 540 - Logistics, Inventory Management, and Leadership

Sports Management Concentration

Sports is a microcosm of society and the world. This program will help graduate students develop an awareness of business and leadership careers in sports and athletics. Focus will be on setting personal goals to discern career paths, start and improve careers and network with professionals in a variety of areas (local, state, regional, national, international) and in various professional settings (public and private).

MSL degree candidates with a declared Sports Management concentration are not required to take MSL 540 Ethical Dimensions of Leadership and MSL 550 Organizational Design and Development.

Student Learning Outcomes:

Students will be able to

- apply strategic leadership decision-making and ethics related to sports business.
- analyze social, cultural, and political influences on sport business.
- evaluate sport program administration, philosophy, standards, policies, and procedures.
- develop an understanding of sport administration communication, networking, and marketing.
- examine personal, interpersonal, and team-based skills and competencies.

Course Requirements:

- SPT 500 - Ethical Sports Leadership
- SPT 510 - Media Relations and Marketing in Sports
- SPT 520 - Sports Program Resource Management
- SPT 530 - Leadership and Excellence in Sports

Graduate Certificates

CFP® Certification Financial Planning Education Program

Registered with the Certified Financial Planner Board of Standards, Inc., the CFP® Certification Financial Planning Education Program, offers the curriculum in six post-baccalaureate courses meeting the coursework required for CFP® Certification Examination. The program starts with the Fundamentals of Financial Planning and Insurance Planning as a gateway to the financial planning process, and concludes with a capstone course focusing on completing comprehensive financial plans. Other major topics covered include Income Tax Planning, Estate Planning, Retirement Planning, and Investment Planning. Overall, the program is designed for students interested in a career in financial advisory, accounting, legal, financial services, and economics to deliver comprehensive financial planning instruction with an emphasis on high quality services according to clients' needs, financial goals, and risk profile.

Program Outcomes:

Students will be able to

- understand the principal knowledge topics establishment the CFP® exam.
- design and develop a comprehensive finance plan.
- communicate in writing with clients catered to their financial goals and risk profiles.

Course Requirements:

- MSF 500 - Fundamentals of Financial and Insurance Planning
- MSF 505 - Investment Planning
- MSF 510 - Income Tax Planning
- MSF 515 - Estate Planning
- MSF 520 - Retirement Planning and Employee Benefits
- MSF 595 - Cases in Financial Planning

Computer Science Education Certificate

Student Learning Outcomes for Computer Science Education Certificate:

Students will be able to:

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

The world is going through a dramatic change in the field of computer science which is the study of computers and algorithmic processes, their implementation, and their impact on society. Students with an interest in computer science may pursue a Computer Science concentration in conjunction with the Master of Curriculum and Instruction degree or a four-course Computer Science certificate.

The Computer Science certificate requires:

- CS 510 - Networks and the Internet
- CS 520 - Computer Systems: Data and Analysis
- CS 530 - Algorithms and Computational Thinking
- CS 540 - Computer Programming Fundamentals

Data Analytics

Program Outcomes:

Students will be able to

- evaluate the usefulness of different statistical techniques and their real-world application.
- explain the management implications of the use of business intelligence and knowledge management systems.
- identify the fundamental concepts of descriptive statistics (populations and samples, measures of central tendency, measures of variability, measures of distribution) and their real-world application.
- analyze problems in business and accounting using appropriately selected data visualization tools.
- apply intermediate to advanced knowledge and skills in SQL.
- prepare and pass the certification exam.

Course Requirements:

- MDA 525 - Applications of Data Analysis
- MDA 530 - Data Analysis for Managers: Process Control and Organizational Performance
- MDA 560 - Introduction to Data Visualization
- MDA 565 - Oracle Database Certification

Family Business and Entrepreneurship

The rapid changes in our world today are generating many more opportunities for both entrepreneurs and family businesses to find or create their own space to grow their businesses. Whether your business is just getting started, going to the next level, or you're preparing for succession to the next generation, this Graduate Certificate and Concentration within the MBA, MSL, and PP-OTD programs provide students with the opportunity to meet like-minded peers and learn from instructors with the practical experience and expertise. Students in this program certificate/concentration will learn what it takes to be a successful entrepreneur, turn one's dreams into reality, take the business to the next level, and build a sustainable enterprise. Students will also learn the many facets of running a business including the importance of governance and establishing boundaries, balancing the needs of partners/family and the business, and managing wealth and dynamics that can make or break the business. Emphasis will be placed on students making personal applications using key concepts from the four courses by developing a personal business plan they could use in their entrepreneurial or family businesses.

Student Learning Outcomes:

Students will be able to

- evaluate the steps to start, innovate, and grow a business.
- analyze the strategies involved in running a successful business.
- articulate leadership skills and practices to optimize business performance.
- critique governance structures and succession planning as a vital component of a business model.
- develop a business plan on a new entrepreneurial business idea or possible innovation.

Course Requirements:

- FBE 510 - From Dreams to Reality
- FBE 520 - Strategy and Gaining a Competitive Edge
- FBE 530 - Leading as Your Business Grows
- FBE 540 - Dynamics, Governing, Managing, and Succession Planning

Health Care Administration

Program Outcomes:

Students will be able to

- manage people and processes in health care organizations by assessing, developing and applying leadership styles in real-world situations.
- drive health care strategy and improvement by leveraging knowledge of policies, economics, finance and systems to implement strategic enhancements in an organization.
- confirm that required policies are applied to health care organizations by exploring areas of policy, law and ethics, management ideas, theories and case studies in health care.
- apply principles of economics to manage finances in a health care organization by leveraging knowledge in financial and insurance information.
- develop a foundation to optimize information systems or human resource administration in a health care organization by choosing one of the following electives:
 - Health Informatics

- Human Resources Administration in Health Care

Course Requirements:

Required Courses

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

Elective Courses:

One of the following:

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

Medical Spanish Graduate Certificate

Student learning outcomes for the Medical Spanish Graduate Certificate:

Students will be able to:

- Demonstrate the requisite Spanish language level needed to pass the ALTA language proficiency exam.
- Analyze, critique, and articulate barriers facing Hispanic/Latinx patients within regional health systems.
- Describe best practices of interpretation, confidentiality, and ethical practice.
- Identify and describe cultural factors that influence practices and information related to illness, wellbeing, and health care.

Currently enrolled undergraduate students looking to accelerate into the Medical Spanish Graduate Certificate program may complete 6 combined undergraduate/graduate credits SP 331 and SP 332 in their senior year.

All students who complete the program will be eligible to sit for the ALTA Clinical Cultural and Linguistic Assessment Test (CCLA, <https://www.altalang.com/language-testing/ccla/>) or the Qualified Bilingual Staff Test (QBS, <https://www.altalang.com/language-testing/qbs/>).

Medical Spanish Certificate Requirements:

- HM 550 - Cultural Competence: Working Effectively with Diverse Populations
- SP 531 - Medical Spanish I (SP 331)
- SP 532 - Medical Spanish II (SP 332)
- SP 551 - Latinx Health Issues in the United States
- SP 552 - Responsibilities in Medical Interpretation and Sight Translation

Non-Profit Leadership Certificate

Student Learning Outcomes:

Students will be able to

- Describe strategies for strategic revenue generation, such as fundraising techniques, grant writing, and donor engagement.
- Explain the principles of governance, advocacy, and the role of boards in non-profit organizations.
- Compare different governance models and advocacy approaches in the non-profit sector.
- Analyze ethical dilemmas and propose ethical solutions in leadership and decision-making scenarios.
- Construct a governance and advocacy framework that aligns with the organization's values and fosters positive change.
- Reflect on personal leadership practices and ethical decision-making, identifying areas for further development and growth.

Required Courses:

- NPL 510 - Non-Profit Fiscal Management
- NPL 520 - Non-Profit Revenue & Resource Planning
- NPL 530 - Non-Profit Advocacy and Legislation
- NPL 540 - Leadership and Ethics in the Non-Profit Sector

Operations and Supply Chain Management Certificate

Student Learning Outcomes:

Students will be able to

- Identify critical management skills such as negotiating, working effectively within a diverse business environment, ethical decision-making, and use of information technology.
- Apply current purchasing & procurement procedures utilizing case problems and problem-based learning situations.
- Apply project management skills, including demand forecasting (data analytics), Lean, and Six Sigma concepts to operations and supply chain management.
- Evaluate current Operations and Supply Chain Management (OSCM) from a production, quality management, continuous improvement, and execution standpoint.
- Articulate the industry's impact on the environment, sustainability, and government (ESG).
- Recognize the emerging concept of enterprise and resource planning (ERP).
- Express how to leverage key tools and systems such as Enterprise Resource Planning, Warehouse & Logistics Management Systems, and Supply/Demand Forecasting.

Required Courses:

- OSC 510 - Fundamentals of Operations and Supply Chain Management
- OSC 520 - Supply Management, Forecasting, and Sales & Operations Planning
- OSC 530 - Quality, Project Management and Change Management
- OSC 540 - Logistics, Inventory Management, and Leadership

Sports Management

Program Outcomes:

Students will be able to

- Apply strategic leadership decision-making and ethics related to sport business.
- Analyze social, cultural, and political influences on sport business.
- Evaluate sport program administration, philosophy, standards, policies and procedures.
- Develop and understanding of sport administration communication, networking, and marketing.
- Examine personal, interpersonal, and team-based skills and competencies.

Courses Required include:

- SPT 500 - Ethical Sports Leadership
- SPT 510 - Media Relations and Marketing in Sports
- SPT 520 - Sports Program Resource Management
- SPT 530 - Leadership and Excellence in Sports

Strategic Leadership

Program Outcomes:

Students will be able to

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

Course Requirements:

- MOD 510 - Foundations of Leadership
- MOD 560 - Leading Individuals and Teams
- MOD 562 - Leading Innovation and Change through Cross-Sector Collaboration
- MSL 570 - Design Thinking for Leaders

Teacher Intern Certification Program

Students will be able to:

- Articulate established philosophical, socio-cultural, and psychological aspects of secondary education.
- Develop innovative curricula, instruction plans, and teaching approaches for diverse learners.
- Identify educational resources in diversified communities.

- Practice professional and ethical teaching standards within established state and local guidelines
- Demonstrate critical thinking in planning, monitoring, assessing, and reporting learning progress and outcomes.

The Teacher Intern Program requires:

- TIP 505 - Introduction to Education
- TIP 507 - Formal and Informal Assessment & Evaluation
- TIP 509 - Biology Education Methods
- TIP 522 - Educating Students with Special Needs
- TIP 541 - English Learners: Linguistic and Cultural Diversity in the Classroom
- TIP 551 - Adolescent Development
- TIP 561 - Integrated Technology in the Classroom
- TIP 575 - Student Teaching/Professional Internship I
- TIP 576 - Student Teaching/Professional Internship II
- TIP 597 - Capstone Seminar

The School of Graduate and Professional Studies partners with other Schools at Elizabethtown College to offer graduate degree and certificate opportunities listed below.

The School of Arts and Humanities

- Master of Music Education (M.M.E.)
- Medical Spanish Graduate Certificate

The School of Human and Health Professions

- Master of Education in Curriculum and Instruction (M.Ed.)
- Post-Professional Occupational Therapy Doctorate (OTD)
- Graduate Certificate in Curriculum and Instruction
- Graduate Certificate in High Impact Practices in Online Education
- Graduate Certificate in Integrative Science, Technology, Engineering and Mathematics (STEM) Education Endorsement
- Graduate Certificate in Interdisciplinary Autism Support
- Graduate Certificate in School System Accountability
- Graduate Certificate in Trauma Informed Practice
- Teacher Intern Certification Program

The School of Public Service

- Master of Public Policy (M.P.P.)

The School of Sciences

- Master of Arts in Counseling Psychology (M.A.)

Directed Study

In contrast to independent study of a special topic, directed study is undertaken for a regular course in the curriculum that is not being offered in a given semester. For certain courses, this method of study should be used by the student who needs rather frequent conferences with the professor. Directed studies must be completed within the semester or subterm for which they are scheduled. In a directed study, the student works independently with a faculty member to achieve the learning outcomes of the selected course based on a learning contract. Please be advised, by course design, not all courses in the Catalog may be completed as directed studies. Students may request directed studies prior to beginning course work and no later than the first week of classes end of the course add period defined. Registration forms are available in the Office of Registration and Records. For online programs, students must complete the request form in JayWeb.

Prior Learning Assessment

Prior Learning Assessment, PLA, is a process by which learning mastered outside of a formal classroom is reviewed for college-level equivalency. Credit for PLA may be granted for learning acquired from work and life experiences; civic, community, or volunteer work; individual study; and in-service training sponsored by associations, business, government, and industry, including the military. PLA is a rigorous process in which a student must demonstrate that he or she has college-level learning, which entails knowledge, skills, and competencies obtained as a result of prior experiences in a particular area. PLA is awarded based on learning, not experience. PLA provides students the opportunity to validate their relevant learning.

PLA creates a pathway for our non-traditional students to accelerate their academic progress toward earning an Elizabethtown College degree. Any Elizabethtown College program approved to award credit through PLA will have it clearly published on their school's webpage. Credit for PLA will only be awarded when:

- A student is an actively enrolled, degree-seeking student at Elizabethtown College and has completed a minimum of 6 Elizabethtown College credits prior to applying for PLA.
- Students interested in pursuing PLA credit should check with their academic advisor to ensure that they do not enroll into a course for which they may later be seeking to earn PLA equivalent credit.
- Students must be in good academic standing with Elizabethtown College.
- Students must be in good financial standing with Elizabethtown College.
- A student has not previously attempted, completed, or transferred in the equivalent course for which PLA credit is being sought.
- The PLA credit must apply to the student's major or program of study.

See Prior Learning Assessment (PLA) in Academic Policies for additional information.

Undergraduate Internships

Through internships, Elizabethtown College offers undergraduate students the opportunity to apply and augment their classroom learning with real-world experience. Internships can assist students with deepening and sharpening their personal learning and career goals. They provide opportunities for students to demonstrate their knowledge in work and practice settings, gaining confidence and skill as they integrate the abstract/theoretical with the practical and applied.

Guidelines

Each School has a process for students to request internships. Internships will normally be graded Pass/No Pass. Programmatic exceptions must be approved by Academic Council and be noted in the Catalog as letter-graded experiences.

Students enrolling in internships must have minimum cumulative and major grade point averages of 2.00. If a Program sets a higher grade point average standard, and if the internship is required for graduation, the higher standard must be approved by Academic Council.

Internships must be registered during the semester in which the work is completed. In the case when internship hours clearly overlap two terms (e.g., begins in April and ends in June), the registration of the internship can be split (e.g., two credits registered in the spring term and two credits registered in the summer term for an internship experience that is four total credits). Summer internships cannot be registered during spring or fall semesters.

An internship can be taken for up to 12 credits.

To be awarded academic credit, students must work a minimum of 40 hours over the course of the term in which the internship is registered for each credit awarded. This is a minimum expectation; some Programs or internship sites may have higher work expectations. At least two-thirds of these hours should be spent at the internship site, with the remaining one-third spent on related activities.

Each Program will establish its own criteria for related activities and expectations for awarding academic credit to internships, including whether students can engage in multiple internships over the course of their college career and the maximum number of credits that students in their programs can accrue through internships.

To prevent potential conflicts of interest, students must disclose any familial relationships with employees or owners of the organization at which they want to intern. Students may not intern at a company owned or managed, fully or in part, by a family member, nor may the on-site supervisor be a member of the student's family or anyone working under supervision of a family member. In addition, a student's full-time job, continuation of a part-time or summer job may not serve as an internship. Any exceptions to these prohibitions would be unusual and require the approval by the School Dean.

All internships must have a faculty supervisor and an on-site supervisor. The intern must have regular contact with the on-site supervisor during the term of the internship. At the end of the internship, the on-site supervisor will be asked to submit a written evaluation to the faculty supervisor, describing the work and responsibilities of the intern and providing an evaluation of the intern's level of performance and progress during the internship.

Internships must be registered no later than the third Friday of the regular fall or spring term. This additional registration time is provided to enable students to collect their on-site supervisor's signature on the Internship Contract form. For summer internships, registration must be by the end of the first week of the semester.

The Internship contract or syllabus must specify the goals and objectives of the internship, the activities necessary to reach those goals, and the methods by which the student will be evaluated. An Internship Contract must be signed by the student, the on-site supervisor and the faculty supervisor.

Consult the appropriate Academic School for more details on its internship policy.

Study Abroad

Students are eligible for study abroad opportunities per the following requirements:

- Undergraduate students possess at least a 2.6 cumulative GPA.

Alternative Study Options

- Graduate students possess at least a 3.0 cumulative GPA.
- Receive approval from the SGPS Dean, noting that no disciplinary history exists to inhibit success abroad and/or represent the college negatively.

Financing the Experience

SGPS students on a semester-long experience will direct pay the provider and would need a consortium agreement to determine if eligible for financial aid.

SGPS students on a winter or summer experience will direct pay the provider and may be aid eligible if the experience exceeds six credits.

All Elizabethtown College students are required to pay the study abroad fee to cover major medical insurance and emergency evacuation services for the duration of the program (semester, winter, summer), as well as the administrative support for their study abroad preparations.

Faculty-led trips

SGPS students may join any faculty-led program, typically held in May term. Fees, course credits, and course requirements vary with each trip.

See <https://www.etown.edu/offices/study-abroad/short-term-programs.aspx> for details.

Course approval

SGPS students must complete an Elizabethtown College Study Abroad Course Approval Form prior to departure that outlines intended courses, including the credit conversion and the intended course equivalency at E-town. Students are required to obtain approval from their Academic Advisor, Study Abroad Advisor, and Registration and Records.

Course transfer

All pre-approved courses will transfer back to the College as designated per the transfer credit policy. Students must earn a C- or better in the US equivalent of the grade.

All SGPS students studying abroad must complete the Study Abroad Office's application and pre-departure orientation. For more information about the Study Abroad Office, please visit www.etown.edu/offices/study-abroad.

The Academic Program

Each student enrolled in a degree program is required to complete a major. In addition, students have the option of pursuing a minor outside their major discipline. Students also complete course work to fulfill the requirements of the Core Program, which provides a broad and liberal education.

Academic Advising

Advisors are assigned for majors, second majors, and minors. Non-degree students also are assigned advisors.

One of the unique features of the School of Graduate and Professional Studies' programs is its emphasis on individualized academic advising. The advisor will work with the student to provide assistance and guidance through the college experience through graduation.

Change of Major/Minor

Declarations and changes of majors and minors are initiated by the student and facilitated by the Registration and Records Office. When a change of major or minor occurs, a student's advising record is transferred from one Academic program to another when applicable.

Change of Personal Information

Any change of name, address, telephone number, or marital status must be reported to the Office of Registration and Records immediately either as a request through the College Web system or in written form. E-mailed and telephoned changes cannot be accepted. This information must be kept current so that there will be no delay in receipt of information from the College. Changes of name, gender, social security number, etc., require legal documentation.

Official Electronic Correspondence

All students are provided with a college e-mail account (@etown.edu). These accounts are considered the college's official method of electronic correspondence. Students will be provided with their account information (username and password) after matriculation. This address is used for official correspondence, so students should check their email regularly at <http://mail.etown.edu>.

Credits and Residency

All Elizabethtown College programs require a minimum number of academic credits for completion.

- Associate Degrees (64 credits)
- Baccalaureate Degrees (125 credits)
- Graduate programs require 30-42 credits (depending upon program of study)
- Graduate certificates (12-18 credits)

Distribution of Credits

The credits stipulated above must be distributed in such a way that all curriculum requirements for the program/major are met. This means that a particular student may need to take credits beyond the minimum required in order to meet the requirements of his or her major curriculum and/or the core curriculum.

Residency Requirements

Residency means courses/credits completed through Elizabethtown College. The minimum number of Elizabethtown College courses needed to satisfy the requirements varies depending on the program.

- Associate degrees: Students must have at least 9 credits in their major and a minimum of 15 of the last 30 credits in the program overall from Elizabethtown College.
- Baccalaureate degrees: A minimum of 30 of the last 60 credits must be taken from Elizabethtown College. Elizabethtown College credits must include 15 credits in the major, 9 of these must be upper division. Core Program Capstone must be taken at Elizabethtown.

To recognize completion of a minor on the transcript, a student must have completed at least six credits of the requirements at Elizabethtown College while enrolled in a bachelor's degree program. These are the general requirements, but they may vary slightly by major. Students should refer to the policies in the catalog for their particular major and/or check with their academic advising coordinator.

Transfer Credit

Transfer Credit Policies – Master's Degree Programs

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

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

Transfer Credit Policies – Graduate Certificate Programs

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

Transfer Credit Policies-Undergraduate Accelerated Degree Programs

During the application process, admissions staff, in consultation with the Office of Registration and Records, will work with students to maximize the number of credits from previous college work that they can transfer into their Elizabethtown College program. Students will be required to provide official transcripts in order to have transfer credit posted to their Elizabethtown College transcript.

Elizabethtown College will accept the transfer of credits up to a maximum of sixty-four applicable semester credit hours from a two-year institution. Students may earn up to a maximum of 32 credits earned through examination (i.e., AP, IB, CLEP, etc.). Exam credits do not count toward residency or GPA calculation. Official certification of exam scores and official college transcripts are required for credit transfer. Transfer credit will not exceed the maximum of 95 total credits. Students must meet all residency requirements.

Foundations for Accelerated Learning (FS1500) and Core Program Capstone (IDC4900) will be waived for students that have already earned a bachelor's degree.

Credits taken at other institutions of higher learning must carry a grade of at least C- to transfer into an undergraduate program.

Such institution should normally be accredited by one of the regional accrediting agencies like the Middle States Commission on Higher Education (MSCHE). However, credits from a non-regionally accredited institution will be evaluated on an individual basis; such credits, when combined with relevant work experience and other factors may transfer. For more information, see the Prior Learning Assessment (PLA) policy.

By standard academic practice, quarter credit hour courses are evaluated at a reduced number of full semester credit hours. The College cannot accept Continuing Education Units (CEUs) in transfer.

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

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 of 3.60 or better for cum laude, 3.75 for magna cum laude, or 3.90 or better for summa cum laude.

Transfer Students with Earned Associate Degrees

Students admitted to Elizabethtown College through the Office of Admissions with an earned associate degree, consisting of at least 40 corresponding general education credits, will be recognized as meeting all of the requirements of the Elizabethtown College Core Curriculum, including upper-level core requirements, with full junior standing. The foregoing provision does not supersede curricular prerequisites or departmental program requirements established in the College catalog. Nor does it exclude the student from completing the Foundations for Accelerated Learning (FS1500) and the Core Program Capstone (IDC4900) requirement, or residency requirements, for completion of a bachelor's degree.

Elizabethtown College is accredited by Middle States Commission on Higher Education (MSCHE).

Taking Courses at Another Institution

Once the SGPS has accepted a student into a degree program, that student may request approval to take courses at another accredited institution and transfer credits to the School, assuming the request meets all transfer and residency policies. Students are required to complete the Off Campus Approval form in JayWeb for each course prior to enrolling.

When considering transferring credits, it is recommended that students consult with their academic advising coordinator. The student is responsible for not duplicating any credit already earned. Credit(s) will be granted upon receipt of an official transcript verifying completion of the course(s) with a grade of C- or higher for undergraduate students and a B or higher for graduate students.

Etown Edge Courses

Edge courses may apply toward your Elizabethtown College undergraduate degree program. The course is subject to all existing transfer policies and an Off Campus Approval Form must be submitted prior to enrollment in the Edge

course. Registration and Records will review the request and confirm available transfer credit, pending official ACE transcripts.

Credit by Examination

Students, accepted for enrollment through our Admissions Office, may receive academic credit or advanced placement through examination. Credits earned through examination are transcribed, but not the grade, thus credits earned through examination are not calculated into the students grade point average (GPA). Students can earn up to a maximum of 32 credits through examination. A student will not receive duplicate credit through examination, or any other college courses taken before or after enrolling at Elizabethtown College.

College Board's Advanced Placement Examinations

Advanced Placement (AP) is a program created by College Board, which offers nationally recognized college-level curricula and examinations to high school students. Students who perform satisfactorily on a College Board AP Examination, earning a score of four or better, earn academic credit. Departmentally approved AP Examinations and their Elizabethtown College equivalent are outlined on the Office of Registration and Records' website.

CLEP Examinations

Elizabethtown College participates in the CLEP program of the College Board accepting a score of 50 or higher in subject areas upon matriculation to the college.

All CLEP examinations must be completed prior to the achievement of sophomore status (30 or more completed credits). In addition, any currently enrolled student must receive written approval from the Registrar, and their academic advisor, before completing the examination. Any student with advanced knowledge in the CLEP subject, earned at Elizabethtown College or another credit-granting institution, will be prohibited from earning transfer credit through CLEP examination.

A complete list of CLEP Examinations and the Elizabethtown equivalent is available on the Office of Registration and Records' website.

International Baccalaureate (IB)

Elizabethtown College recognizes International Baccalaureate (IB) for the purpose of admission, course credit, advanced standing or placement. Students do not have to earn an IB Diploma to receive academic credit. The college does not award credit for standard level (SL) examinations.

IB Diploma recipients, earning a total score of 30 or higher, will earn 32 credits (equivalent to sophomore status).

IB Certificate recipients receive credit (depending on the subject) for scores of five or better on higher level (HL) examinations.

Other course credits from institutions outside of the United States are evaluated on a case-by-case basis. For example, Cambridge International (Advanced Level or A-Level) examinations.

Students are required to request the organization to submit official transcripts and/or scores directly to the Office of Registration and Records. For precise placement determinations, we may request a review of the course syllabus or examples of written work. If an accurate evaluation of foreign credentials is not possible, the student may be

requested to secure, at their expense, a professional evaluation from a nationally recognized organization like World Education Services (WES), www.wes.org.

DSST Examination

DSST, formally Defense Activity for Non-traditional Education Support (DANTES), exams are college subject tests taken to earn college credit for knowledge acquired outside of a traditional classroom. In accordance with the American Council on Education (ACE) recommendations, students taking DANTES - DSST exams earn credit by earning the ACE recommended minimum score of 400, or higher as determined by the department governing the course discipline.

Concurrent Credentials

Graduate Certificate to Graduate Degree Program

Graduate credit-bearing certificate programs are comprised of related courses that constitute a coherent body of study within a discipline. Elizabethtown College students who have been fully admitted into a graduate degree program, while previously or currently enrolled in an Elizabethtown College certificate program, may apply credits earned in the certificate program to a graduate degree in their entirety.

Requirements:

- The graduate certificate course credit hours must be defined as an area of concentration within the graduate degree program.
- The graduate degree program must have eighteen (18) unique (not shared) credits unless otherwise noted in the Catalog for the specific graduate program.

If the certificate is not an area of concentration in the graduate degree program, the student may apply up to six (6) previously earned credits from the certificate program to the graduate degree program to take the place of elective credits.

Subsequent Certificate Policy

Credits earned in a previous certificate may be applied to a subsequent certificate if at least six (6) credits are unique (not shared) and are completed after the first certificate is awarded.

Subsequent Degree Policy

Students may be approved to use up to nine (9) credits from a previous Elizabethtown graduate degree program to meet the requirements of a subsequent graduate degree.

Prior Learning Assessment (PLA)

Prior Learning Assessment, PLA, is a process by which learning mastered outside of a formal classroom is reviewed for college-level equivalency. Credit for PLA may be granted for learning acquired from work and life experiences; civic, community, or volunteer work; individual study; and in-service training sponsored by associations, business, government, and industry, including the military. PLA is a rigorous process in which a student must demonstrate that he or she has college-level learning, which entails knowledge, skills, and competencies obtained as a result of prior experiences in a particular area. PLA is awarded based on learning, not experience. PLA provides students the opportunity to validate their relevant learning.

PLA creates a pathway for our non-traditional students to accelerate their academic progress toward earning an Elizabethtown College degree. Any Elizabethtown College program approved to award credit through PLA will have it clearly published on their school's webpage. Credit for PLA will only be awarded when:

- A student is an actively enrolled, degree-seeking student at Elizabethtown College and has completed a minimum of 6 Elizabethtown College credits prior to applying for PLA.
- Students interested in pursuing PLA credit should check with their academic advisor to ensure that they do not enroll into a course for which they may later be seeking to earn PLA equivalent credit.
- Students must be in good academic standing with Elizabethtown College.
- Students must be in good financial standing with Elizabethtown College.
- A student has not previously attempted, completed, or transferred in the equivalent course for which PLA credit is being sought.
- The PLA credit must apply to the student's major or program of study.

There is a \$450 fee charged for the assessment of a PLA portfolio, due upon submission and regardless of the outcome.

To obtain PLA credit for the types of learning listed above, the student may:

1. Contact an approved prior learning assessment service. Once the assessment is complete and a transcript is available, the student may submit an official copy to the Registration and Records Office for evaluation of transfer credits into their Elizabethtown College degree program. Approved providers include: The American Council for Education (ACE), The National College Credit Recommendation Service (National CCRS) and the Council for Adult and Experiential Learning (CAEL).
2. Complete a one credit course, PL 1500 - SGPS Experiential Learning Portfolio, which will prepare the applicant to submit a Prior Learning Assessment (PLA) Application and Portfolio. The portfolio must demonstrate college-level competencies and writing skills and include a narrative explaining how their specific experience aligns with the student learning outcomes of a course(s) in the Elizabethtown Catalog. Each statement must be accompanied by tangible evidence and support documentation.

The instructor for PL 1500 will be a trained PLA coordinator who will assess the student's portfolio and recommend PLA credits to the Record and Registration office.

The PLA coordinator will consult with an appropriate subject matter expert (Dean, Chair, Director, Professor) before finalizing their analysis and recommendation.

A maximum of 32 credits may be earned through PLA and Transfer Credit through Examination policies. PLA credits do not count toward residency or the students' academic grade point average. Students are responsible for understanding the impact of PLA credits transcribed by Elizabethtown College and future plans for transfer, and or additional degrees.

Registration

Students register for classes on those days designated on the College calendar. No registrations are accepted after the first week of a semester or subterm. Students register for the fall semester in April. Spring semester registration takes place in November. Winter and Summer registration opens in November with Spring. A student may register either as a degree or a non-degree student and as a full-time or part-time student. Degree-seeking candidates must have a major declaration.

Many courses have prerequisites, and students are reminded of their responsibility for meeting all prerequisites and for taking courses in proper sequence.

To register for the next semester, a student must have met all financial obligations. Students who do not register during the registration period cannot be guaranteed space in the residence facilities or classes. Students must meet with their advisor prior to registration, and the advisor must remove the "registration clearance" before students can register online through JayWeb.

Students will be responsible for obtaining their materials of instruction. The required course material(s) of instruction and course assignments can be found in the syllabus.

Students should check with their academic advising coordinator with questions about whether a course is appropriate for the degree program. The student's account must be paid in full before they may register for the next semester. This includes library fines, parking tickets, etc.

Due to the accelerated nature of SGPS courses, it is recommended that students discuss course planning with their academic advising coordinator.

Cross-Registrations

Students may seek approval to cross-register between the School of Graduate and Professional Studies and the Schools of Arts and Humanities, Business, Human and Health Professions, Engineering Math and Computer Science, Public Services, Sciences.

Cross-Registrations are approved on a space-available basis with the approval of the student's academic advisor and the students School Dean, or designee.

Guidelines for Cross-Registration:

- A student must be in good academic standing.
- Undergraduate students currently seeking a bachelor's degree must have successfully completed a minimum of 30 credits.
- Undergraduate students currently seeking an associate degree must have successfully completed a minimum of 15 credits.
- Undergraduate students seeking to take graduate level courses must seek additional approval. Please refer to the additional requirements below for more information.
- Graduate Students may only register for courses at the 500 level or above.
- The course cannot be used to satisfy a Core Program requirement.
- The course cannot be used to satisfy a major/minor requirement.
- The course registration must comply with program accreditation. Please contact the School Dean for more information on program accreditation requirements.
- All course pre-requisites must have been met prior to requesting enrollment in the course.

Any undergraduate students seeking to enroll in graduate level coursework must also submit the Undergraduate Students Seeking to Enroll in Graduate level Course form to maintain federal financial aid and academic progress across two divisions of the College.

- A student must have an overall 3.0 minimum GPA.
- The student must have Junior or Senior standing.
- The course may not be used to satisfy a Core Program requirement.
- The course may not be used to satisfy a major/minor requirement.
- The course registration must comply with program accreditation. Please contact the School Dean for more information on program accreditation requirements.

- All course pre-requisites must have been met prior to requesting enrollment in the course.
- An undergraduate student enrolled in a graduate course is subject to all academic policies governing undergraduate student.
- To maintain federal eligibility of financial aid, a student must identify whether the course is to be applied to their undergraduate or graduate degree. Once a course is reserved for graduate credit, the course classification cannot revert to undergraduate degree.

Registration Holds

A student's registration may be delayed as a result of unpaid account balances, incomplete academic records, disciplinary sanctions, failure to meet with the advisor, failure to provide current off-campus address information, or incomplete health records. For full-time students, the Student Health Record must include a recent physical and evidence that all required immunizations are complete.

Schedule Changes

Enrolled students may make course schedule changes via JayWeb, on a space-available basis. A student is not dropped or withdrawn from a course by notifying the professor. The completion of any course registration addition or change is the responsibility of the student, not the faculty member. Students can review their registration status in JayWeb 24/7. Students should keep in mind that dropping or withdrawing from a course could delay their anticipated date of graduation.

Course Cancellations

Although the college will make every effort to run all scheduled courses, it reserves the right to cancel courses at its discretion. In such cases, every attempt will be made to contact students enrolled in the cancelled course in time to allow rescheduling.

Course Add Period

Students may add a course to their schedule from the first day of open registration for the term and in accordance with the term definitions.

Semester (14-16 weeks)

Students may add courses to their schedule through the fifth day of the semester using Jayweb.

Sub-Term (greater than 5 weeks, but less than 14 weeks)

Students may add a course through the fifth day of the published sub-term/session using JayWeb.

Sub-Term (less than 6 weeks)

Students may add a course through the second day of the published sub-term/session using JayWeb. SGPS students participating in a weekend seminar may add a course (register by advisor) until 8:00am EST on the first day of the course.

Course Waitlists

Enrolled students may make course schedule changes via Jayweb, on a space-available basis, in accordance with the **Course Add Period** policy. If a course is full, students may waitlist. If a seat becomes available, a member of the Office of Registration and Records will email the student using their etown.edu email account. Please be sure you are monitoring your email; Registration and Records will hold the seat for up to three days, or the conclusion of the course add policy once the semester begins. *The Office of Registration and Records reserves the right to return the student to the waitlist and the seat given to the subsequent student if the stated timeline concludes.*

Dropping Courses

Students may DROP a course without permanent record from the first day of open registration for the term and in accordance with the term definitions.

Semester (14 - 16 weeks)

Week One. Students may elect to DROP a course through the fifth day of the semester using JayWeb.

Week Two – Week Four. Course DROP(s) between the second and fourth week of the semester require the completion of an official course DROP form located in the Office of Registration and Records. A course DROP requires the signature of the student's academic advisor.

Sub-terms (greater than 5 weeks, but less than 14 weeks)

Week One. Students may elect to DROP a course through the fifth day of the sub-term/session using JayWeb.

Week Two. Course DROP(s) between the sixth day of the sub-term/session and the end of the second week of the sub-term/session require the completion of an official course DROP form located in the Office of Registration and Records. A course DROP requires the signature of the student's academic advisor.

Sub-terms (less than 6 weeks)

Week One. Students may elect to DROP a course through the third day of the sub-term/session using JayWeb. SGPS students participating in a weekend seminar may DROP a class until 8:00am EST on the first day of the course.

Course Withdrawal Period

At the conclusion of the course DROP period, a student has the option of exercising a course withdrawal. The decision to withdraw from a course is part of a student's academic record and transcribed based on the date of the form submission to the Office of Registration and Records.

Semester (14-16 Weeks)

From the fifth week to the end of the eleventh week, a course withdrawal will result in a grade of "W", which will appear on the student's permanent record, but it will not affect the student's grade point average.

All course withdrawals after the end of the eleventh week of the semester will result in a grade of "WF", which is calculated into the student's grade point average as an earned "F".

Sub-terms (greater than 5 weeks, but less than 14 weeks)

From the third week to the end of the fifth week, a course withdrawal will result in a grade of "W", which will appear on the student's permanent record, but it will not affect the student's grade point average.

All course withdrawals after the end of the fifth week of the sub-term/session will result in a grade of "WF", which is calculated into the student's grade point average as an earned "F".

Sub-terms (less than 6 weeks)

From the fourth day to the end of the third week, a course withdrawal will result in a grade of "W", which will appear on the student's permanent record, but it will not affect the student's grade point average. SGPS students participating in a weekend seminar who withdraw from a class on the first day will receive a "W," which will appear on the student's permanent record, but it will not affect the student's grade point average.

All course withdrawals after the end of the third week of the sub-term/session will result in a grade of "WF", which is calculated into the student's grade point average as an earned "F". SGPS students participating in a weekend seminar who withdraw from a class after the first day will receive a "WF," which is calculated into the student's grade point average as an earned "F."

Repeating courses (Undergraduate and Graduate)

Courses that are eligible to be repeated must be taken at Elizabethtown College and not at another institution as a transfer course.

Undergraduate students may repeat any course in which they earned an F or NP and may attempt failed courses as many times as needed until the course is passed. Under certain conditions, students may be able to repeat a course in which they earned a C- or a grade in the D range. To do so, the following conditions must be met:

- The course to be repeated must be in their major/minor or be a course that is a prerequisite to a Core Program requirement.
- The student must submit a request to his or her academic advisor who will seek the approval of the Dean of the School.
- The student must submit a course repeat request form in JayWeb.

Under federal financial aid (Title IV) guidelines, a previously passed course that meets these conditions may be repeated only one time. This includes courses in which a program requires a minimum grade in the course (i.e., students who have previously passed a course have one opportunity to repeat the course for a better grade). When repeating a course in order to earn a different grade, the original grade remains on the transcript but is removed from calculation of the grade point average, course credits are counted only once toward degree and program requirements, and only the last (i.e., most recent) grade earned for the course is counted in the grade point average.

Graduate students may repeat any course in which they earned an F or NP. Students will only receive one attempt at retaking the course. A request to repeat a course in which a C or higher is earned must be approved by the Dean of the School of Graduate and Professional Studies.

Attendance Policy

Academic programs offered through the School are in an accelerated format; therefore, it is expected that students attend all scheduled classes, regardless of the mode of course delivery. Students may experience face-to-face class

via a synchronous, remote delivery method at the instructor's discretion. Students must 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 faculty member as soon as possible, prior to the class meeting. The result may be missed points or make-up work assigned by the faculty member; this is at the faculty member's discretion. If a student is aware of a conflict at the time of registration, he/she are encouraged to contact the faculty member 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 faculty member as soon as possible, prior to the assigned activity. The result may be missed points or make-up work assigned by the faculty member; this is at the faculty member'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 SGPS 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.

Tuition Refunds

Please contact the Elizabethtown College Business Office at 717-361-1417 or businessoffice@etown.edu regarding questions about tuition refunds. Additional information can be found [here](#).

College Withdrawal (Voluntary)

Students who withdraw from the College during a semester also withdraw from all of their classes in every session of that semester. Students electing to withdraw from the College are required to submit the online "College Withdrawal Form", located in JayWeb.

A student who withdraws without notification receives no refunds and may incur the full costs of enrollment. Failure to comply with the withdrawal procedures may result in loss of the privilege of readmission to the College and the right to the release of a transcript of credits earned. Please contact the Business Office for information about pro-rated refunds. For more information about the voluntary withdrawal process, contact your academic advising coordinator.

Medical Withdrawal (Voluntary)

A medical withdrawal for a physical health or mental health reason is defined as a withdrawal from the College for at least the remainder of the semester in which it is initiated. The withdrawal may extend through subsequent semesters (and all course sessions in those semesters) depending on the nature and course of the health concerns. The transcript will indicate "W" for all current courses.

A medical withdrawal for physical or mental health reasons is requested voluntarily by the student or the identified individual on the student's FERPA release form and may be approved if, in the judgment of a licensed medical or mental health provider, it is determined to be in the best interest of the student. A Medical Withdrawal Documentation Form must be signed by the student and completed by the student's treatment provider.

During a medical withdrawal, the College expects the student to participate in professional healthcare treatment with a licensed medical or mental health provider as the primary method of resolving or managing the health concerns which led to the medical withdrawal.

Prior to being considered for readmission by the College, the student must have his/her treatment provider submit the Medical Withdrawal Re-Entry Documentation Form to his/her academic advisor.

Students must also complete the Online Application for Readmission or Re-Entry available on the Office of Registration and Records webpage.

Students are also encouraged to consult with Financial Aid and the Business Office regarding implications for individual financial aid and the Institutional Refund Policy.

Involuntary Withdrawal

The Dean of the School of Graduate and Professional Studies may impose an Involuntary Withdrawal when a student exhibits behavior that has not been appropriately resolved through the grievance process or is threatening to the safety and well-being of the college community.

Each situation will be reviewed on a case-by-case basis through an individualized assessment of the student's ability to safely participate in college programs. The Dean will consult with the Provost and Senior Vice President of Academic Affairs and other college stakeholders as necessary to fully consider available medical knowledge and the observed, documented behavior which prompted the review in order to determine if a reasonable accommodation can be made or if a withdrawal is recommended.

If a withdrawal is recommended, the Dean will confer with the student to explain the advantages of a voluntary withdrawal or voluntary medical withdrawal and the conditions for re-entry which may include a medical clearance from a licensed physician or psychologist. If the student declines to take a voluntary withdrawal or voluntary medical withdrawal, the Dean may impose an involuntary withdrawal. The Dean will explain the implications for the student including the conditions for re-entry which may include a medical clearance from a licensed physician or psychologist.

During an Involuntary Withdrawal, the student is immediately administratively withdrawn from all classes. The transcript will indicate "W" for all currently enrolled courses. The student may be eligible for a refund according to the course withdrawal policy.

In an emergency situation, the College will take immediate steps to protect the health, safety, and welfare of students, employees, and the campus community including the imposition of an Interim Separation by the Dean. The subsequent individual assessment may result in an Involuntary Withdrawal.

Appeal of an Involuntary Withdrawal

A decision to impose an Involuntary Withdrawal may be appealed by the student to the President within five (5) business days of the decision. Appeals should be in writing and include specific reasons for the appeal. The President has five (5) business days to review the information presented and inform the student in writing of a final decision. The President may uphold the decision of the Dean, adjust the finding, refer the matter back to the Dean for additional consideration or reverse the decision and reinstate the student. The President's decision is final.

Leave of Absence

Students in good academic standing may take a leave of absence from the College for a period of time not to extend beyond the academic year in which the leave is taken. Leaves of absence must be approved by the Dean.

In order to return to the College following a leave of absence, students must submit a re-entry/readmission request to the Office of Registration and Records.

Students are also encouraged to speak with a member of the Business and Financial Aid offices to determine the financial impact of a leave of absence.

Readmission

Students who leave the College in good academic standing (minimum 2.00 cumulative grade point average) can request readmission with the Office of Registration and Records by completing the appropriate Readmissions Form.

Students who leave the College in academic difficulty (below 2.00 cumulative grade point average) must petition the SGPS Dean for readmission.

Policy for reservists/students called to active duty

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

- 100% tuition refund through the 3rd week of the session.
- No notations made on the permanent record card.
- After the 3rd week, grades of "I" (incompletes) or "W" (withdrawals) are given – based upon the students' preference.
- Tuition refund is given for only courses with grades of "W."
- If the withdrawal is during the last two full weeks of the session, full course credit is to be awarded and grades earned by the time of activation shall be posted.
- A copy of the activation paper is filed in the SCO's file and the Advising folder.

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 faculty.

Grades are due at 10:00am on the Tuesday following the last day of the course. Once grades are recorded, matriculated students may 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. No transcripts will be issued to students who have an outstanding balance on their account. Information about transcript requests can be found on the Registration & Records website.

Grading Standards

The grading standards established for undergraduate courses are:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage	94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	<60

The grading standards established for graduate courses are:

Grade	A	A-	B+	B	B-	C+	C	F
Percentage	94-100	90-93	87-89	84-86	80-83	77-79	73-76	<73

Incomplete grades

A student may request a grade of incomplete (I) for a course when extraordinary circumstances prevent completing the course.

An incomplete is not simply to allow additional time to complete course work; it is only to be requested when extenuating circumstances cause a sudden interruption in the student's ability to complete a session.

Incompletes are dependent upon the approval of the faculty member; not all Elizabethtown College courses may lend themselves to this process.

To request an incomplete, the student must contact their advisor to initiate the process. The student must complete the Incomplete Grade Request through JayWeb no later than the final day of the course.

Once the form has been submitted by both the student and the faculty member, an (I) will be entered for the student's grade by the faculty member before the grade entry deadline. Outstanding work must be completed five weeks from the end of the course session for undergraduates and eight weeks from the end of the course session for graduate students.

If any of the remaining coursework to be completed is not finished prior to the designated deadline, the student's grade will be calculated based upon the grades earned out of the total possible course points. A zero will be earned for each remaining unfinished assignment and included in the calculations for the final course grade.

Grade Appeals

Questions concerning a course grade should be brought to the attention of the course faculty member immediately upon the student's receipt of the official grade. If a student believe that a final grade has been influenced by matters other than academic performance, class attendance and punctuality in submitting assignments, then the following steps are to be following:

1. The student requests a meeting with the course faculty 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 faculty determines there is a need to change the grade, the faculty may submit the Change of Grade form.
2. If the student-faculty meeting does not resolve the issue to the student's satisfaction, the student may submit a Grade Appeal Form to the Dean. Formal grade appeals must be submitted by the student within 30 days of the date on which the grade was issued by the College. The Dean will review the evidence provided by the student and seek to resolve the concern with the faculty member. A decision will be communicated to the student and the academic advising coordinator within 10 business days. If the decision is to change the grade, the Dean will submit the Change of Grade form. The decision of the Dean is final.

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, and 2.00 in any declared minors

Grading Standards for Undergraduate Courses

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0

Graduate quality points are assigned as follows. Students in graduate degree programs must have a grade point average of 3.0 overall and 3.0 in the major to receive their diploma.

Grading Standards for Graduate Courses

Grade	A	A-	B+	B	B-	C+	C	F
Percentage	4.0	3.7	3.3	3.0	2.7	2.3	2.0	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.

Graduate students in academic good standing maintain a minimum cumulative grade point average of 3.0 overall and 3.0 in their major.

Academic Probation

Students on academic probation and/or contract should normally limit their academic load to three courses - or a maximum of 13 or 14 credits - in any semester in which the probation exists. The summer maximum should be two courses or eight credits. Students taking courses exclusively through accelerated subterms 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.

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. 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.

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

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

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

<i>Semester Hours</i>	<i>with</i>	<i>Cumulative Grade</i>
<i>Attempted (Local)</i>		<i>Point Average below:</i>
1-18		2.7
19+		3.0

Academic Dismissal

The College, upon recommendation of the Dean of the School of Graduate 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.

Academic Recognition and Program Completion

Graduation

The Ceremony

Graduation from Elizabethtown College is celebrated once each year in May. The ceremony is typically held on the morning of the second or third Saturday in May, outdoors in the Dell, except in cases of severely inclement weather when the ceremony is held in an alternate location. Students who complete all graduation requirements in the previous summer or fall or in the current spring semester are recognized at this ceremony. Undergraduate students majoring in Music Therapy who have completed all course work except their professional internship in Music Therapy may participate in the May graduation ceremony, but do not receive their diplomas until their internship is successfully completed.

Upon degree conferral, the academic record is finalized and no further changes may be made. No program changes such as the addition of a major, minor or concentration, grade or GPA changes or other academic changes to the record will be considered.

Dean's List

A full-time undergraduate student who earns a semester grade point average of 3.60 or better in 14 or more credit hours, of which at least 12 credits are letter-graded course work, is regarded by the College as having performed with distinction. The student is placed on the Dean's List of Honor Students for the semester.

SGPS 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 3.60 or higher in each semester. The Dean's List distinction is noted on a recipient's transcript each summer.

Program Completion / Degree Conferral

Degrees are conferred in May, August, and December. All coursework must be completed and prior to the date of degree conferral. This includes work taken at other colleges or through testing; all official transcripts must be received prior to the date of degree conferral.

Commencement

Elizabethtown College 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.

Students must have completed all degree requirements 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 all graduation conferral dates (May, August, and December) provided they do not have a hold on their academic record. Students are encouraged to address all active holds on their academic records PRIOR to graduation.

Early Participation

Anticipating summer graduates may petition to indicate their desire to participate in Commencement and for verification of their status as a "member of the class." Learners are eligible if they have no more than eight credit hours of course work remaining. Early Participants march with their class, have their name listed in the official program, and are called to the platform for recognition as a member of the graduating class. The Early Participation request must be made in writing by February 15 each spring. Forms are available through the School or online at <http://www.etown.edu/offices/registration-records/>. Select "Forms and Email Request" and then choose "Early Participation in Graduation" form. The form should then be sent to the learner's academic advising coordinator who will forward it to the appropriate office. The degree will be awarded at the next conferral date after completion of the final requirements. The diploma will be mailed at that time.

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

Graduating with Honors

Undergraduate Latin Honors

Undergraduate students will graduate with Latin honors after having completed a minimum of 60 credits from Elizabethtown College and earning a grade point average for those credits of:

- 3.60 or better for cum laude
- 3.75 or better for magna cum laude
- 3.90 or better for summa cum laude

Bachelor degree students should keep honors' residency requirements in mind when considering the option of taking credits at other schools.

Honors in the Discipline

Honors in the Discipline is awarded at graduation to outstanding undergraduates majoring in the various disciplines. To receive this designation, the student must prepare a research or creative project, and the completed project must be judged outstanding by the faculty of the School. An invitation from the major Program and a grade point average of at least 3.50 in the major are required for a student to begin an honors project.

Honors in the Discipline is noted in the graduation program and on the academic transcript. A student may receive recognition in more than one discipline. Schools may recognize more than one graduate in a year. Each School determines the specific criteria used to judge its students' projects.

SGPS Honors in the Discipline

Undergraduate students enrolled through the School of Graduate and Professional Studies receive SGPS Honors with a 3.60 or higher GPA and a minimum of 30 credits with Elizabethtown College, but less than 60 credits, which is the residency requirement to receive Latin Honors. Students earning an Associate degree with 3.60 or higher GPA receive SGPS Honors in the Discipline. Graduate students enrolled through the School of Graduate and Professional Studies receive Honors in the Discipline having completed their degree program with a 4.0 GPA.

Academic Integrity

Elizabethtown College and the School for Graduate 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 faculty member 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 faculty member 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 faculty members.

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 faculty member 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 faculty member will explain the breach of academic integrity found and discuss the situation with the student. If this discussion resolves the issue and the faculty member determines that there was no breach of academic integrity, the process is complete. If, after the meeting, the faculty member determines there is sufficient evidence of an academic integrity violation, the Written Notification step is initiated. If the faculty member is unable to reach the student to discuss the situation or the student does not respond to the faculty member within three business days, the notification process to the School will proceed to Written Notification without a meeting.

Written Notification: The faculty member will inform the student in writing via email using the Academic Integrity Violation Form. Faculty members exercise discretion in determining the recommended penalty; this discretion includes re-submission of work, assignment failure, and/or course failure. The Form is then reviewed within 10 days of receipt to determine whether a Review Committee is required and signed by the Dean. In addition, Recommended Actions will be made to facilitate student development so that a future violation is less likely to occur. This formal documentation will be sent to the student and academic advisor, who will place a copy in the student's advising file.

Review Committee: If the violation is of sufficient seriousness, or forms a pattern of abuse by the student, the Dean of the School may appoint a Review Committee to evaluate the violation and/or history of violations. Recommendations from the Review Committee may include failure of an assignment or course up to expulsion or dismissal from the School and College. The Dean will notify the student in writing within 30 days of receipt of the initial form of the decision and the factors that influence that decision.

The student may appeal the decision of the Review Committee to the Dean. The appeal must be presented in writing to the Dean within 5 days of receipt of the decision. A meeting will be held with the student and the Dean. The Dean will review the matter and will inform the student in writing of the final outcome. The Dean's decision is final.

Time Zone Policy

The School of Graduate and Professional Studies runs courses on Eastern Standard Time (EST). Courses begin at 12:00 am EST of the first day of the session and end at 11:59 pm EST on the last day of the session. To maintain equity among all students, assignment due dates and web conferences will be set according the Eastern Standard Time. Students who do not complete any academically-inclined work by 11:59 pm EST of Sunday the first week of the session will be marked as non-attending for financial aid purposes. Students who are unable to participate in web conferences due to their scheduled time will have the opportunity to complete an equivalent activity, through viewing a recording of the web conference and/or completing an alternate assignment.

AC 1070 - Business Financial Accounting

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

AC 1080 - Managerial Accounting

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

AC 2050 - Intermediate Accounting I

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

AC 2060 - Intermediate Accounting II

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

AC 3010 - Introduction to Federal Income Tax

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

AC 3030 - Financial Analysis and Reporting

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

AC 3040 - Forensic Accounting

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

AC 3080 - Accounting for Nonprofit Organizations

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

Prerequisite(s): AC 2060 - Intermediate Accounting II.

AC 3210 - Cost Accounting

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

AC 3400 - Accounting Information Systems

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

AC 4050 - Auditing

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

AC 4700-4740 - Internship in Accounting

Variable (3.00, 6.00, 9.00 or 12.00) credit(s). The purpose of this course is to assist students in the learning process of reflection, analysis, and integration of experiences and insights gained through their internships with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area. Register by Advisor.

AL 1200 - Foundations in Accelerated Writing

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

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

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

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

3.00 credits. **Western Cultures Core Course.** The second half of the survey of the history of Western art. This course examines the painting, sculpture, crafts, and architecture of Europe and the United States from the 15th through the 20th centuries. Issues discussed include the changing role of the artist in society, the development of aesthetic theories, and the impact of technology on the visual arts.

BA 1550 - Managerial Communication

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

BA 2150 - Principles of Marketing

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

BA 2480 - Quantitative Techniques for Business

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

BA 2650 - Principles of Management

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

BA 3100 - Business Ethics

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

BA 3120 - Advertising Management

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

BA 3140 - Sales and Sales Management

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

BA 3150 - Internet Marketing

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

BA 3190 - Consumer Behavior

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

BA 3250 - Business Finance

3.00 credits. We will focus on learning techniques that are utilized in financial decision making. The course can be broken down into five distinct categories: Accounting review and financial statement analysis, tools and techniques utilized in capital budgeting decision making, asset valuation, risk and return, and long-term financing. The course will utilize Microsoft Excel software extensively to solve and present problems. **Prerequisite(s):** AC 1080 - Managerial Accounting. Recommended: a working knowledge of Excel formulas.

BA 3310 - Business Law

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

BA 3600 - Leadership

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

BA 3640 - Building on Diversity in Business

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

BA 3690 - Organizational Behavior

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

BA 3800 - Entrepreneurship

3.00 credits. Entrepreneurs make significant investments in an economy and thus contribute to the economic well-being of all stake holders. Since the great recession of 2008, the role of the entrepreneur has become even more crucial. It is, therefore important to gain a solid understanding of the characteristics of entrepreneurship. This course explores the nature of entrepreneurship and what it means to be an entrepreneur. Emphasis will be placed on the unique skill-set that is required to be effective in this role, including vision, creativity, innovation, planning, critical thinking, leadership, communication, and the willingness to take risks. The components of an economy and what the role of the entrepreneur is within the economy will be discussed. Case studies and exercises will be used to illustrate how the theoretical framework translates into the realities of our chaotic economic environment. **Prerequisite(s):** BA 2650 - Principles of Management.

BA 4160 - Marketing Management

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

BA 4250 - Problems in Financial Management

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

BA 4600 - International Business

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

BA 4660 - Operations Management

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

BA 4670 - Human Resource Management

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

BA 4680 - Industrial and Labor Relations

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

BA 4690 - Strategic Planning and Implementation

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

BA 4700-4740 - Internship in Business

Variable (3.00, 6.00, 9.00 or 12.00) credit(s). The purpose of this course is to assist students in the learning process of reflection, analysis, and integration of experiences and insights gained through their internships with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area. Register by Advisor.

BA 4950 - Corporate Strategy

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

CD 1000 - Career Development for the Lifelong Learner

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

CJ 1150 - Criminology

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

CJ 1170 - Introduction to the American Criminal Justice System

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

CJ 2520 - Juvenile Law and Justice

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

CJ 3100 - Ethical Issues in Criminal Justice

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

CJ 3400 - Community-Based Treatments

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

CJ 4200 - Psychology of Criminal Behavior

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

COM 1500 - Introduction to Interpersonal Communication

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

COM 1650 - Introduction to Web Design

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

COM 2510 - International Communications

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

COM 2520 - Multicultural Communication

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

COM 3020 - Social Media Marketing

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

COM 3330 - Organizational Communication

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

COM 3580 - Integrated Marketing Communication

3.00 credits. This course will provide learners with skills necessary to understand and apply the unique interaction of communications and marketing disciplines when considered in a global context. By focusing on the role of communication research in development of a global marketing communication strategy, learners will apply concepts which integrate advertising, public relations, sales promotion and other organizational efforts for a strategic viewpoint in the global/international environment. Learners will develop an integrated marketing communications plan to demonstrate expertise in planning, implementation, and control of marketing communications initiatives. **Prerequisite(s):** BA 2150 Principles of Marketing.

COM 3600 - Communication Planning

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

COM 3620 - Visual Communication

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

COM 3640 - Small Group and Team Communication

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

CS 510 - Networks and the Internet

3.00 credits This course will provide students with an understanding of computing systems with a focus on networks and the Internet. Course topics include hardware, software, communication, cybersecurity, online privacy, troubleshooting network issues, and the social and ethical implications of digitizing information on the internet.

CS 520 - Computer Systems: Data and Analysis

3.00 credits This course will provide students with an understanding of how data is used and stored. Students will develop skills for collecting, presenting, describing, and analyzing data sets, including inferencing and predictive modeling techniques. Students will use rich analytical tools to handle data in various contexts and develop a practical skill set to support data-driven decision-making.

CS 530 - Algorithms and Computational Thinking

3.00 credits This course will familiarize students with abstraction, pattern recognition, problem decomposition, numberbase conversions, algorithm formats, and other forms of computational thinking relevant to computer science.

CS 540 - Computer Programming Fundamentals

3.00 credits This course will provide students with the foundational knowledge necessary to construct, implement and revise computer programs. Attention will be placed on the overarching analytical and problem-solving skills needed to write and debug programs using JavaScript.

CS 3100 - Introduction to e-Commerce

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

EC 1000 - Global Macroeconomics: Principles and Issues

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

EC 1020 - Principles of Microeconomics

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

EN 1000 - Writing and Language

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

EN 1130 - Introduction to Drama

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

EN 1160 - Film as Literature

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

EN 1350 - Living Shakespeare

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

EN 2420 - American Literature: 1865 to Present

3.00 credits. **Western Cultures Core Course.** In this survey course, we will examine representative essays, stories, and poems written by American authors over the past 150 years to see how this country's literature tries to both reflect and drive our evolving society. Students will practice "close reading" and critical thinking to develop intellectual and practical skills they can apply toward future studies.

EN 2450 - Growing up in America

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

EN 2610 - Literature and the Workplace

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

EN 2810 - Writing and Analyzing the Short Story

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

ES 2210 - Geology on Location

4.00 credits. **The Natural World Core Course.** Geology on Location is an introductory course in geology that examines basic Earth Science concepts and landforms. Students will learn how to apply the scientific method of inquiry to interpreting geological evidence through modern tools and technology in the field of geology. Students will also apply geology concepts to sustainability issues that humans face today.

FBE 510 - From Dreams to Reality

3.00 credits. Where are you in the business ownership cycle? Businesses pass through several important stages and successful entrepreneurs and owners learn what it takes to manage the business through these stages and work with others to convert their ideas and vision into action. As a "sub-set" of entrepreneurship, family businesses make significant contributions to the overall economy, thus improving the economic well-being of all stakeholders. It is, therefore, important to look at how family business fits into and complements the field of entrepreneurship and small business from a historical, societal, and practical perspective. This course will explore the history and nature of entrepreneurship and small businesses, how the family business evolved into such an important component, and the interconnectedness of the entrepreneurship mindset in any business model. In this course, students will develop a component of the business plan focusing on the business value proposition.

FBE 520 - Strategy and Gaining a Competitive Edge

3.00 credits. Learn how to critically think and formulate a strategy that will help differentiate the entrepreneurial or family business from its competition. In this course, students will learn what it takes to be a successful entrepreneur or family business owner to innovate and build a sustainable enterprise. Students will assess the challenges and opportunities facing individuals and families involved in business relationships through conceptual frameworks for strategic thinking and using data in decision-making to gain a competitive edge. In this course, students will develop a component of the business plan focusing on the feasibility of a new business venture or innovation.

FBE 530 - Leading as Your Business Grows

3.00 credits. Take leadership theories and principles applicable to owning a business to the next level. In this course, students will learn leadership skills and behavior techniques to optimize performance, hardwire practices and processes, and empower others to lead. Students will develop a leadership plan to integrate into a business plan.

FBE 540 - Dynamics, Governing, Managing, and Succession Planning

3.00 credits Family, partners, and group dynamics make or break a business. Students will learn the importance to establish rules and structure for governing the business, managing wealth and operations, and planning for transition to the next generation of leadership/ownership. In this course, students will develop a component of the business plan focusing on governing and succession planning.

FBE 3840 - The Family as Entrepreneur

3.00 credits. This course investigates the entrepreneurial processes associated with managing and growing a family business that is the predominant form of business organization around the world. It examines topics such as family business importance, stewardship, and culture, growth and renewal, succession and governance, nonfamily issues, communication, and conflict.

FBE 3850 - New Venture Creation

3.00 credits. The New Venture Creation course provides students with the opportunity to demonstrate the skills necessary to develop a new business and to exhibit the capacity to develop sustainable business models on identified entrepreneurial opportunities. The course emphasizes a hands-on, interactive, pragmatic, real-world approach based on online discussions, business start-up presentations, case studies, and experiential exercises.

FS 1500 - Foundations for Accelerated Learning

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

HCA 1620 - Health Care Policy

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

HCA 2150 - Health Care Marketing and Consumer Issues

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

HCA 2650 - Health Care Management

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

HCA 2680 - Information Systems in Health Care Management

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

HCA 3100 - Health Care Ethics

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

HCA 3250 - Health Care Billing, Budgeting and Finance

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

HCA 3310 - Health Care Law

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

HCA 3400 - Contemporary Issues in Health Care

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

HCA 3600 - Issues in Women's Health Care

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

HCA 3610 - Managerial Epidemiology

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

HCA 3620 - Nutrition in Health Care

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

HCA 3630 - World Health Care Systems

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

HCA 3800 - Health Care Insurance Policy and Management

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

Prerequisite(s): HCA 1620 - Health Care Policy.

HCA 4500 - Long-Term Care Administration

3.00 credits. Learners in this course will study the fundamentals of organization, financing, and management of the institutional and community-based health and social services that make up the long-term care delivery system. Learners will be able to describe the impact of demographics and the changing nature of family relationships on senior services delivery programs as well as to evaluate various models of service delivery,

including their relevance to current economic, political and social conditions. The course will include a focus on the role of health care delivery within seniors housing, with attention devoted to the determinants of quality care, various models of care, and the critical role of quality management.

HCA 4650 - Human Resources in Health Care

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

HCA 4700-4740 - Internship in Health Care Administration

Variable (3.00, 6.00, 9.00 or 12.00) credit(s). The purpose of this course is to assist students in the learning process of reflection, analysis, and integration of experiences and insights gained through their internships with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area. Register by Advisor.

HCA 4800 - Quality Management in Health Care

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

HCA 4900 - Strategy of Health Care Organizations

3.00 credits. This comprehensive capstone course examines how health care organizations position themselves and strive to compete in today's rapidly changing marketplace and business environment. It is designed to integrate the concepts, principles, and practices from the student's prior health care courses. With the aid of case studies, the course involves a comprehensive study of the interrelationships between management principles, problem analysis, strategy formation and implementation for healthcare organizations. 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.

HI 1150 - Modern European History

3.00 credits. **Western Cultures Core Course.** The course is an examination of the major developments that have taken place in European History since 1500. The course will not survey all of the developments over 500 years, but choose those that seem significant in their impact on subsequent developments. Consequently, we will focus on understanding how modern, western attitudes toward religion and politics emerged in response to more traditional attitudes toward religion and politics. We will focus on how industrialization transformed modern society for better

and for worse. We will, lastly, focus on the challenge that extremist politics posed to democracies in Europe after World War I and consider what lessons this troubled history can teach us about how to preserve democracy in a time of crisis.

HI 2020 - United States History Since 1877

3.00 credits. **The Social World Core Course.** This course invites learners to examine major developments of American History from 1877 to the present as a way of preparing them to evaluate key social and political problems of American life. Learners will consider what America's leading principles should be, what government ought to be for, and how we might solve longstanding problems such as racial and economic inequality in American society.

HI 2120 - Race and Ethnicity in American History

3.00 credits. **Values, Choice, and Justice Core Course.** This course focuses on a variety of racial and ethnic groups in 19th and 20th century America. It will emphasize the struggles, successes, and failures that accompanied each group as they sought a better life for themselves and their families. The course will ask each student to examine critically such terms as multiculturalism and assimilation. The course examines how these terms have also shaped and defined America and its continuing dialogue on race and ethnicity. The course challenges learners to apply lessons learned from the past to current events and most importantly, what we can learn from our history to improve race and ethnic relations in America.

HM 550 - Cultural Competence: Working Effectively with Diverse Populations

3.00 credits. This course explores the influence of culture on healthcare decision-making and behaviors in minority populations in the United States. Through interdisciplinary analysis, students will examine the differences between Big C Culture and Little C culture and the ways they manifest for both the medical establishment and minority populations. Students will practice methods of cross-cultural communication designed to engage patients in open healthcare discussions based on a variety of models available. The course will foster critical thinking about how cultural beliefs and constructs shape worldviews and encourage students to integrate these understandings into their clinical practice.

HS 1080 - Introduction to Human Services

3.00 credits. This introductory course reviews the historical foundations and the various political and social influences on the development of human services. It examines models of human service delivery, client systems, and service systems. It reviews the major social welfare programs, implementation of human service interventions, and working with diverse clients. Finally, the course covers issues crucial to human service workers, such as burnout and legal issues.

HS 1620 - Social Welfare Programs and Policy

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

HS 2200 - Wellness for All

3.00 credits. **The Social World Core Course.** Balancing the roles of student, employee, and family member creates challenges to maintaining a healthy lifestyle and promoting it in others. This course will enable students to investigate the six dimensions of wellness from both the personal and professional perspectives. Students will also evaluate the theoretical models of wellness in order to promote a wellness lifestyle in others. (Can be used as a Social World by non-Human Services major)

HS 2300 - Introduction to Substance-Related and Addictive Disorders

3.00 credits. This foundations course will provide essential concepts for understanding contemporary theories and practices relating to addictive and substance use disorders. Learners will identify appropriate methodologies for identification, prevention, and proper treatment of disorders. Review of the historical perspectives, various diagnostic issues, and numerous types of addictive behaviors, treatment options, and current research developments will be discussed.

HS 2350 - Counseling Techniques and Skills

3.00 credits. This course will provide learners with a background of concepts, historical perspectives, and information regarding counseling systems. Learners will develop skills for building effective working relationships with clients and focus on skills required to explore clients' difficulties and recognize and enhance strengths. It will discuss how to establish plans and implement strategies to accomplish goals related to identified problems or concerns. This course will provide strategies for evaluating case progress in work with individuals, groups and families. It will provide learners with the information they need to meet several Educational Policy and Accreditation Standards (EPAS) competencies—a set of nine standards or competencies centered on an educational format that prescribes attention to outcome performance.

HS 2800 - Group Counseling

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

HS 3100 - Ethical Issues in Human Services

3.00 credits. **Values, Choice, and Justice Core Course.** This course will examine the principles, philosophy and theories relating to social and human ethics. Topics for discussion include: why ethics is important, personal vs. community values, social responsibility, cultural and global ramifications, and applicable legislation surrounding ethics in the human services. Application of real-life scenarios and case studies may be utilized. (Can be used as a Values, Choice & Justice by non-Human Services majors)

HS 3220 - Pharmacology and Substance Use Disorders

3.00 credits. This course will cover the role of pharmacology in substance use disorders and in the recovery process. Learners will discover how to work collaboratively with clients, patients, and healthcare providers in providing medication assisted treatment. Learners will become familiar with commonly prescribed medications for substance use disorders as well as their side effects, limitations, and advantages.

HS 3300 - Research Methods in Human Services

3.00 credits. Considering all that happens around us, it is easy to assume that the world is basically chaotic and unorganized. Nevertheless, one assumption in social research is that there are patterns to social life. Research involves a systematic and objective attempt to study the problems of human nature for the purpose of deriving some of its general principles. This involves explorations, descriptions, and explanations of problems and sometimes evaluations of possible solutions. This course will cover research design, literature review, critically evaluating sources, sampling, measurement, data analysis, primary vs. secondary research, and qualitative and quantitative studies. **Prerequisite(s):** HS 1080 - Introduction to Human Services.

HS 3480 - Case Management and Documentation

3.00 credits. This course educates learners on principles, practices, and issues in human services case management with an emphasis on professional case management skills. Topics include intake assessment, service planning, referral procedures and follow-up. **Prerequisite(s):** HS 2350 - Counseling Techniques and Skills.

HS 3500 - Biopsychosocial Factors of Substance Use and Abuse

3.00 credits. **The Social World Core Course.** This course examines the biological, psychological and social factors relating to the past, present, and future of substance abuse, including its prevention and treatment. (Can be used as a Social World by non-Human Services majors)

HS 3660 - Counseling Theory and Practice

3.00 credits. This course will survey the major concepts and practices of the contemporary therapeutic systems and address some ethical and professional issues in counseling practice. The course aims to teach students to select wisely from various theories and techniques and to begin to develop a personal style of counseling. Skills are provided to build the counseling competencies needed in the counseling process. **Prerequisite(s):** PSY 1050 - General Psychology.

HS 3800 - Recovery and Relapse Prevention

3.00 credits. This course introduces learners to specific theories and various methods of treatments for preventing relapse and promoting recovery from substance abuse and/or psychiatric disorders. Particular focus will be given to the Transtheoretical Model and Motivational Interviewing. Other areas for examination and discussion will include community education programs and twelve-step programs, psychoanalytic approaches, family systems, cognitive-behavioral treatments, and behavioral economics.

HS 3900 - Mental Health and Crisis Intervention

3.00 credits. This course will provide learners with an exploration of mental health and associated issues, including but not limited to depressed, disruptive, violent, angry, anxious or suicidal clients. Other areas covered include crisis intervention skills and techniques, application, and a systematic approach to dealing with people in crisis.

Prerequisite(s): HS 2350 - Counseling Techniques and Skills and PSY 1050 - General Psychology; Recommended prerequisite: PSY 3220 - Abnormal Psychology.

HS 4120 - Human Services Delivery

3.00 credits. This course provides an in-depth look at how human service organizations handle various processes. Learners will analyze both the systems – internal and external - and the practices of organizations, including but not limited to: roles and responsibilities of administrators and staff, leadership, organizational culture, HR and fiscal management, strategic planning, marketing and public relations, partnerships and collaborative relationships, and working with a non-profit board of directors. Interaction with a human service agency or comparative study may be required as an individual or group project. **Prerequisite(s):** HS 1080 - Introduction to Human Services.

HS 4350 - Cognitive-Behavioral Therapy

3.00 credits. Learners will review, practice, and demonstrate the clinical application of cognitive-behavioral therapies. Areas examined are principles of both cognitive and behavioral theories, engagement and the education of clients, goal setting, strategies and techniques for positive change, enhancement of individual motivation, contingency management, and ongoing assessment. **Prerequisite(s):** HS 2350 - Counseling Techniques and Skills.

HS 4480 - Advanced Assessment and Interventions

3.00 credits. This upper-level course covers outcome measures, documentation, functional and strengths-based approaches, uniform patient-placement criteria, co-occurring medical, addictive and psychiatric disorders and intervention practices and methods. Learners will actively engage in applications of multi-modal assessments and treatment planning process incorporated for individuals with addictions. Intervention tactics are discussed. Relevant and related mental health treatment settings are also incorporated. **Prerequisite(s):** HS 3480 - Case Management and Documentation.

HS 4700-4740 - Internship in Human Services

Variable (3.00, 6.00, 9.00 or 12.00) credit(s). The purpose of this course is to assist students in the learning process of reflection, analysis, and integration of experiences and insights gained through their internships with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area. Register by Advisor.

HS 4900 - Human Services Seminar

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

HUM 2600 - The Creative Process

3.00 credits. **Creative Expression Core Course.** This course will examine the creative process as it relates to both individuals and organizations. Learners will use readings and their own experiences to explore how the creative process varies from individuals and how it can be developed. The idea of creativity will be explored from both the perspective of business and artistic expression. Through readings, discussion and group activities, learners will better understand how the creative process is used in the creation of art, literature, music and product development

and design. The course will also focus on the importance of creativity in the workplace and the impact of innovation on both society and business.

IDC 1050 - Introduction to Philosophy through Environmental Consciousness

3.00 credits. **Western Cultures Core Course. Values Choice and Justice Core Course.** As an introduction to the Western philosophical tradition, this course uses the topic of environmental consciousness to explore the most fundamental existential questions that confront us, and examines some of the great Western philosophers' answers to these questions throughout history. Great historical figures in Western philosophy such as Plato, Aristotle, Descartes and Nietzsche are covered, as well as contemporary voices in the field. Course topics and questions include: the examined life, reality, knowledge, and values.

IDC 2710 - Introduction to Globalization

3.00 credits. **The Social World Core Course. Values, Choice, and Justice Core Course.** In an increasingly interconnected world, globalization is a political, economic, cultural, and environmental phenomenon affecting individuals and communities in every society. This course will examine the dynamics of globalization along with the ethical implications of living in a globalized world.

IDC 2750 - Religion and the Human Condition

3.00 credits. **World Cultures and International Studies Core Course. The Social World Core Course. Values, Choice, and Justice Core Course.** Using Judaism, Christianity and Islam, and perspectives from "Eastern" and so-called "primal" religions, this course examines three interrelated topics: 1) Religious teachings regarding the human condition; 2) Religious traditions' responses to the human condition and 3) the behavior of those who claim to be followers of a religious tradition. The course will conclude with a look at what constitutes a "true" follower of a tradition and how "true" followers act in relation to the norms of the prevailing culture.

IDC 2770 - Poverty in the World of Plenty

3.00 credits. **World Cultures and International Studies Core Course. Values, Choice, and Justice Core Course.** This course will examine the many causes behind half of the world's people living on less than two dollars a day--the majority of them women and children. Factors such as bias against women, sweatshop labor, a failing environment, government corruption, the history of colonialism, and misguided foreign aid will be explored. Solutions will be sought related to consumer purchases, women's empowerment, and influencing government policies and aid distribution.

IDC 2780 - Global Films: Reflections of Cultures and Creativity

3.00 credits. **Creative Expression Core Course. World Cultures and International Studies Core Course.** This course involves the study of global films selected for their artistic, cultural, and historic value. A variety of styles and genres of films will be studied and analyzed, including classic as well as contemporary films. The reflective nature of film allows the viewer to investigate cultural identity and the impact of political and historical events through the eyes of the cultures themselves. All films are subtitled and the readings, written work, lectures and discussions are all in English.

IDC 2790 - The Female Immigrant Experience

3.00 credits. **Western Cultures Core Course. World Cultures and International Studies Core Course.** In this course we will consider the female immigrant experience through historical and contemporary cultural analysis. Learners will identify, articulate, and explore values as they interpret issues associated with women and immigration. This knowledge will be integrated into analysis and discussion of gender-related immigration and public policy issues.

IDC 3150 - Victimology

3.00 credits. **The Social World Core Course.** (This interdisciplinary course can be used to fulfill a Criminal Justice Elective, a Human Service Elective or a Social World Core requirement.) The course examines crime victims, their quandary, and the relationships they have among social groups and institutions, such as the media, business, politicians, special interest groups, and social movements. Issues such as justice and compensation from the perspective of the victim, as well as society at large are examined. A review of programs designed to support victims from prevention and assistance through approaches that are gaining attention such as Restorative Justice, Victim Repayment, and Victim/Offender Mediation will be discussed. Also addressed is the interdisciplinary approach to the study of victims with particular relevance for students in the fields of criminal justice, human services and the social world.

IDC 3700-3800 - Special Topics

1.00-3.00 credits. **Core Course.** Weekend seminar courses are offered on contemporary topics of interest with an interdisciplinary focus in one or three-credit options. In the three-credit option, the learner will extend the classroom learning to produce a significant research project by the end of the course. This course is repeatable for credit.
Prerequisite(s): EN 1000 Writing and Language and nine college credits.

IDC 4900 - Core Program Capstone

3.00 credits. **Core Course.** This course serves as the Core Program's capstone course with a final project that represents the student's ability to define a contemporary problem and construct a defense of the thesis, both orally and in writing. The course also provides the opportunity for the student to reflect on the impact of Core Program learning and explore how that learning relates to a contemporary problem being studied.

IS 4700 - Internship in Professional Studies

3.00 credits. Classroom education cannot teach all elements of knowledge required for a successful career. This 120-hour internship course enables students to apply interdisciplinary knowledge professionally. Combining academic goals and theoretical knowledge with experiential learning allows students to analyze and integrate experiences; these life-long skills supplement the students' personal and professional values, ethics, and self-confidence. Students will work with the Career Development Center to establish placements allowing the student to explore potential employment opportunities.

IS 4790 - Professional Studies Capstone

3.00 credits. This course is a culminating experience in the Bachelor of Professional Studies program. It invites students to reflect upon the interdisciplinary connections that have emerged during their program of study by providing a student-centered, content-related learning experience that serves as a summary and synthesis of a

student's undergraduate academic career. Based on the student's professional area of study, the student will engage in a culminating report that reflects comprehensive competencies gained in undergraduate studies and demonstrates a student's knowledge of the outcomes of the Bachelor in Professional Studies degree.

MA 1080 - Applied Mathematics: Problem Solving Using Excel

3.00 credits. **Mathematical Analysis Core Course.** This course provides an introduction to a variety of mathematical concepts focusing on real-world applications of mathematical modeling and meaning, rather than on proving theorems. This is an application-oriented course and the approach is practical. Learners will use Excel to find the solutions to real-world mathematical situations. Focusing on translating every day questions into mathematical problems to solve, the topics will include: Algebra, Sets, Graphing, Number Theory, Linear Equations and Inequalities, Statistics, Probability, and Consumer Mathematics. Part of the class is devoted to lecture and part will be an interactive lab. Although not required, this course is recommended as a foundational course for MA 1510 Probability and Statistics.

MA 1510 - Probability and Statistics

3.00 credits. **Mathematical Analysis Core Course.** This course will explore the basic principles and methods of Probability and Statistics in order to develop: An awareness and appreciation of the role of statistics in our daily environment and activities; as well as a foundation for the advanced study and further application of statistics in one's particular area of specialization.

MBA 501 - Foundations in Critical Business Analysis

3.00 credits. This foundations course will cover three essential key areas: statistics, research design, and economics. Learners will study statistics and probabilities as applied to the business environment, including how to approach statistical problems, obtain quantitative results, and interpret those results. The research design segment covers the process of survey and questionnaire design, as well as evaluating data for reliability. The economics segment discusses supply and demand, competitive environments, financial markets and labor markets. (If this course is listed as a requirement, it must be completed prior to taking MBA520, MBA540, and MBA595).

MBA 502 - Foundations in Financial Accounting and Finance

3.00 credits. Foundations in Financial Accounting and Finance will provide a solid base of understanding for learners in two essential disciplines: Accounting and Finance. The accounting portion of the course covers the recording of the transactional information and the creation of financial statements and reporting using Generally Accepted Accounting Principles (GAAP). The finance portion will cover the key concepts of discounting versus compounding and creation of the optimal capital structure for the organization to maximize shareholder value. (If this course is listed as a requirement, it must be completed prior to taking MBA520 Data Analysis and Techniques for Informed Decision Making, MBA525 Accounting for Strategic Decision Making, and MBA595 Applied Business Leadership in Action.)

MBA 515 - Integrated Marketing Communications, Branding and Promotions

3.00 credits. Product and brand management are at the heart of an organization's survival. This course offers cutting-edge thinking on integrated marketing communication, branding, and promotion. The goal of this course is to prepare managers and/or potential managers to build brand assets and create an enduring advantage for their brands

in the marketplace. Learners will be exposed to the contemporary challenges facing firms in creating and maintaining brand equity.

MBA 520 - Data Analysis and Techniques for Informed Decision Making

3.00 credits. Information is everywhere, but managers need to know how to effectively collect and use that information to make informed business decisions. This course follows information through its life cycle from creation to reporting. Learners will compile spreadsheets for analysis, dashboards, key performance measures and visually impactful reports to disseminate the data to stakeholders and to assist in making business decisions.

MBA 525 - Accounting for Strategic Decision Making and Control

3.00 credits. This course delves into the characteristics of organizational costs at all levels and the accounting systems and processes that record them for purposes of reporting, analysis and decision making. Focus is on the use rather than the detailed generation of complex cost management reports. Different reporting formats are reviewed which provide management with improved insights for decision making. Analytical skills and thought processes required to identify the relevant costs will be incorporated. Application and practice will enhance understanding and exposure to the actual practice of management accounting.

MBA 530 - Corporate Social Responsibility: Making a Bigger Impact on the World

3.00 credits. Corporate social responsibility (CSR) is viewed as a business and social movement that influences the role of businesses in a global world. The fundamental component of CSR is essential in an age of transparency to how a business operates and how CSR is linked to business strategies and practices. Students will gain an understanding of how integrating CSR into day to day business operations serves as a differentiating factor for businesses to remain competitive over the long term in a constantly evolving and globalized world. This syllabus explores the environmental and social aspects of CSR and the advantages/disadvantages to stakeholders. It examines the moral, rational, and economic argument for CSR and its importance and relevance when tied to an organization's core mission.

MBA 540 - Societal Economic Analysis

3.00 credits. Leaders must be able to critically examine a wide-range of interrelated organizational, governmental and societal issues by applying economic analysis. Learn to apply the economic theories, techniques and applications necessary to practically explore a variety of real-world domestic and global problems.

MBA 550 - Information for Strategic Decision Making

3.00 credits. Business leaders must have a solid grasp of the organizational change dynamics associated with new information systems being implemented. This course addresses the real world of Information Technology (IT) management. Topics include evaluating IT investment value, outsourcing, working with vendors, IT governance, IT project management, and IT security and trends.

MBA 560 - Global Business Strategies

3.00 credits. Multinational corporations are increasingly exposed to greater risks associated with currency fluctuations, trade embargoes, and social and political instability. Similarly, domestic businesses must be increasingly aware of competitive threats related to new technologies or cheaper subsidized products arising from

foreign entrants. Thus, globalization is a pervasive phenomenon that requires the attention of both foreign and local businesses alike. This course provides learners with a comprehensive understanding of the political, economic, social, and technological forces shaping today's global business environment.

MBA 570 - Strategic Human Resource Management

3.00 credits. This course will provide a comprehensive overview of strategic Human Resource Management (HRM) by exploring today's Human Resource (HR) environment including current trends in HRM. The course examines the principles of employee recruitment and selection, performance management, employment law, employee compensation, talent development, and safety and wellness. The goal of this HRM course is to provide leaders with a deeper insight into their crucial role in the management of people and with an understanding of current best practices in the field of human resources.

MBA 571 - Organizational Behavior

3.00 credits. Whatever the size and purpose of the organization and the technology involved, people are the common denominator when facing today's immense challenges. Success or failure hinges on the ability to attract, develop, retain, motivate, and lead a diverse array of appropriately skilled people (and to do so in an ethical manner). The human factor drives everything. To know more about workplace behavior is to gain a valuable competitive edge. The purpose of this course is to support organizational participants to better understand and manage people at work.

MBA 573 - Business Ethics

3.00 credits. This course includes discussion and evaluation of social and moral dimensions of managerial decision making. Focus of the course is an in-depth study of values, conflicts, resolutions, and ramifications in a variety of business contexts. A major priority of the course is to equip students to make thoughtful and effective arguments as to how to deal with business issues as to which there is no obvious, clear answer, and in which ethical, social, or political concerns are present.

MBA 576 - Sustainability

3.00 credits. Today, nearly everything from architecture to zoos is being described as sustainable. Sustainability is elusive, it defies definition for many. This module aims at equipping learners with the tools to critically evaluate sustainability claims by providing an understanding of the rich cultural and historical roots of the idea of sustainability or "Nachhaltigkeit". Through an examination of the major issues confronting our environment and the systemic relationships with the business domain, this module explores how individuals and organizations can integrate sustainability perspectives to arrive at better outcomes. A specific focus will be on how organizations can incorporate the environmental (planet), social (people), and economic (profit) perspectives of the concept into their strategies, operations and stakeholder engagements. Also considered are measurement and reporting of sustainability and its challenges, as well as the role of innovation and technology.

MBA 580 - Corporate Finance for Business Leaders: Theory and Practice

3.00 credits. This course provides a review and further enhances the understanding of financial theories and practices, and develops the skills necessary to strategically manage the financial operations of an enterprise. Readings and case studies will inject real-world situations into the learning process in order for students to draw upon them in the formulation of financial strategies and management of financial issues. **Prerequisite(s):** MBA 525 - Accounting for Strategic Decision Making and Control

MBA 595 - Applied Business Leadership in Action

3.00 credits. What strategic moves are necessary for an organization to stay competitive in today's ever-changing business environment? This capstone course challenges learners to integrate what they have learned from previous MBA courses. Learners will assess an organization's current strategy and identify the next steps a leader should consider to strengthen the organization's ability to compete successfully in the business world.

MDA 525 - Applications of Data Analysis

3.00 credits. As a professional you will be asked to decide based on data. This course will introduce the different types of decisions made in an organizational setting and explain how data quality can affect decision making. There are several statistical tools and techniques that are commonly used by organizations to inform decision-making. These tools span numerous business functions and support many different objectives. This course describes, evaluates, and analyzes different statistical techniques and their real-world limitations and benefits. The application of statistics to inform data-driven decisions in various sectors, such as manufacturing, health care, education and government will be discussed.

MDA 530 - Data Analysis for Managers: Process Control and Organizational Performance

3.00 credits. Statistical Process Control is all about boosting quality. Quality management can not only deliver value to customers and stakeholders, it can also enable data-driven decision making that helps organizations gain a competitive advantage in the marketplace. This course will introduce the basics of quality management, explaining the difference between quality control and quality assurance, providing methods for application of analysis. It also looks at common graphical representations of data and how these can be effective tools to explain situations and support persuasive arguments for a course of action.

MDA 560 - Introduction to Data Visualization

3.00 credits. This course introduces the concept of data visualization. It introduces students to design principles for creating meaningful displays of quantitative and qualitative data to facilitate managerial decision-making. The course will utilize data visualization tools, including Tableau, Power BI and R.

MDA 565 - Oracle Database Certification

3.00 credits. This course is designed for students who wish to study SQL and pursue Oracle Database certification. The course will provide hands on opportunity to access an Oracle Database as well as exam vouchers and discounts for Self-Test software. These materials are designed to practice for the certification exam. Students will be given the opportunity to sit for the certification exam as part of the course final exam. Upon passing the certification exam, the student will achieve the certification of Database Foundations Certified Junior Associate.

MHA 510 - Leadership and Management in Health Care

3.00 credits. This course examines the major leadership and management approaches in public and private health care agencies. The course will focus on management principles in the American health care delivery system, including the roles of patients, third party insurance payers, and health care professionals. The course presents contemporary thinking about leadership and management skills, competencies, and how management "gets it done" in health care organizations. This course will also explore both the structure and functions of health care organizations. How governance, administration, and professional components interface to provide proper health care

to society will be examined. The course will similarly explore health care leadership approaches to evaluate a student's leadership skill set. In addition, students will apply management skills and techniques to case studies and real-life situations involving health care administration. Students will showcase critical thinking skills with support from outside references, in addition to the assigned reading, in order to better understand health care leadership and management.

MHA 550 - Health Informatics

3.00 credits.

This course will offer a broad overview of major information system methodologies and approaches in the delivery and administration of modern health care systems. The development and use of decision support systems and Internet-based applications in the context of Electronic Health Record (EHR) needs, Health Insurance Portable and Accountability Act (HIPAA) requirements, health care data standards, and associated clinical information systems will be examined. Students will also study how core competencies of health care informatics can be developed and applied to real-world situations.

MHA 570 - Human Resource Administration in Health Care Organizations

3.00 credits. This course examines human resource management functions, processes and systems within organizations including recruitment, selection, training of personnel and the legal and regulatory environment affecting human resource management operations in health care organizations. Managing and developing human resources within and between systems/organizations is also studied. Organizational performance and creativity are examined as critical factors in adapting to the quickly-changing business of health care.

MHA 573 - Health Care Policy: Ethics, Compliance, and Legal Issues

3.00 credits. This course addresses the government's responsibility to respect the interests, promote and protect the health and welfare, and uphold the rights of the public. Students will explore health care policy, applications of health care law and ethics, and management ideas, theories, and case studies.

MHA 580 - Health Care Finance and Decision Making

3.00 credits.

This course will provide the practical skills necessary for health care managers to understand and effectively use financial information in a health care setting. The course will cover health insurance and health care related internal and external financial reports and data to ensure a working understanding of the most critical information needed by a health care finance professional. Learners will develop the skills to prepare budgets, calculate reimbursement and use metrics to understand and quantify health care staffing / personnel expenses. In addition, learners will utilize established profitability measures to evaluate the efficacy of specific investments and their value to the organization.

MK 3240 - Marketing Strategies

3.00 credits. This course focuses upon the application and implementation of marketing theories for strategic outcomes, including B2B. Case studies will be the primary learning tools, with students developing a summative marketing plan based upon the theories and strategies. This course focuses upon the application and implementation

of marketing theories for strategic outcomes, including B2B. Case studies will be the primary learning tools, with students developing a summative marketing plan based upon the theories and strategies discussed.

MK 3250 - Marketing Analytics

3.00 credits. This course discusses quantitative analytical tools used by professionals in the field to assess the performance of marketing initiatives. Emphasis is given to the various types of metrics and channels that promote effective program management and sustainable decision-making. **Prerequisite(s):** MA 1510 Probability and Statistics.

MK 4950 - Marketing Issues and Research Seminar

3.00 credits. The course is the capstone experience of the major. Candidates explore quantitative and qualitative research methodologies that integrate previous coursework, knowledge, and skills. The course is designed around each candidate working with a corporate client to create a final summative project. This course is the final course taken in the major. Consultation with an academic advisor is required for registration.

MOD 510 - Foundations of Leadership

3.00 credits. This introductory course provides a foundation for the study of leadership through a comprehensive examination of the history, theories, and processes of leadership. Opportunities will be provided for learners to explore the application of specific leadership strategies and techniques within the context of challenges leaders face. Learners will be engaged in self-reflection and feedback activities geared toward assessing current strengths and formulating plans for building their own leadership skills.

MOD 560 - Leading Individuals and Teams

3.00 credits. Successful leadership of individuals and teams requires strategic leaders to employ aspects of situational and transformational leadership principles. This course will examine how individual personalities, team dynamics, corporate structures and organizational needs provide direction for a strategic leader. Learners will explore how team leadership, tasks, and goals impact team design and function in order to build effective teams.

MOD 562 - Leading Innovation and Change through Cross-Sector Collaboration

3.00 credits. Successful strategic leaders must lead and facilitate innovation, creativity, change, and collaboration within and amongst diverse organizations---including local, regional and international partners in the public, private, and service sectors. These partners will have varied and often conflicting goals, incentives, power bases, resources, and cultures. Participating in a course-long student-led cross-sector strategic planning case study, students will strengthen their capacity to create and implement strategies and methodologies for leading and facilitating innovation, creativity, change, and cross-sector collaboration to effectively address complex community problems.

MOD 564 - Leading Conflict Resolution and Negotiation

3.00 credits. This course addresses the prevention and management of internal and external conflicts that managers encounter daily; as a part of working in medium and large organizations. Learners will identify their habitual responses to conflict situations; learn the various conflict styles and how to utilize alternatives to address conflict in a proactive rather than reactive method. Our focus will include: conducting fact-finding workplace investigations, building the skills to resolve conflict through basic negotiations, and Alternate Dispute Resolution (ADR)

processes. Learners will model how to conduct constructive discussions with employees on topics including the setting of performance goals, giving feedback and Performance Improvement Plans. Learners will examine internal workplace conflict from individuals and teams; and external conflict with customers. The strategies and skills learned and applied will be of use in many life roles and professional career.

MSF 500 - Fundamentals of Financial and Insurance Planning

3.00 credits. Fundamentals and Insurance Planning is a required course of CFP® Certification. MSF 500 covers fundamental principles in financial planning and fundamental principles in the theory of insurance. By design, the course covers various aspects of financial planning strategies emphasizing applicable knowledge and techniques with which a financial service professional shall be equipped to best service clients based on CFP Board's Financial Planning Practice Standards, Code of Ethics and Professional Responsibility, Rules of Conduct, as well as rules of Disciplinary Rule and Procedures. In addition, the course also covers the latest common insurance products and practices emphasizing knowledge and techniques in insurance planning with which a financial service professionals shall be equipped to best service clients. The course provides a solid foundation in financial planning while focusing on practical skills.

MSF 502 - Advanced Studies in Taxation

4.00 credits. This course follows the American Institute of Certified Public Accountants (AICPA) recommended Model Tax Curriculum. Students will develop advanced technical and technological skills in entity taxation, the tax effects of multijurisdictional commerce and advanced issues facing individual taxpayers, including retirement, estate/gift issues, and financial planning. Advanced skills with tax research materials are developed, as is an appreciation for the work ethic and professional responsibilities. Emphasis will be placed on learning to employ tax law in various financial and tax-planning techniques.

MSF 505 - Investment Planning

3.00 credits. Investment Planning is a required course of CFP® Certification. MSF 505 covers fundamental concepts, theories, Principles, and strategies in investment planning. By design, the course covers various aspects of investment planning strategies emphasizing applicable knowledge and techniques with which a financial service professionals shall be equipped to best service clients. The course provides a solid foundation in investment planning while focusing on practical skills.

MSF 506 - Advanced Accounting

4.00 credits. A study of advanced accounting topics including business combinations, consolidated financial reporting according to US GAAP, worldwide accounting practices and foreign currency transactions, partnerships, and special accounting topics such as business liquidations and reorganizations, joint ventures, and accounting for derivatives.

MSF 510 - Income Tax Planning

3.00 credits. This course introduces all of the income tax planning topics a financial planner must master in order to become a Certified Financial Planner®. The course provides a solid foundation on federal income tax planning, such as gross income, exclusions from gross income, deductions, tax credits, capital gains and losses, taxation of life insurance and annuities and income taxation of partners, partnerships, corporations and shareholders. Specifically, the course offers in-depth discussions on the history and administration of the federal income tax system, taxable

and nontaxable sources of income, the use of available deductions and credits to reduce tax balances, nontaxable exchanges of property and life insurance, and alternative tax systems. In addition, business entity selection, taxation and planning will be covered. Discussions throughout the course seek to address both personal and business needs of clients and prepare students to succeed in the capstone case study course.

MSF 515 - Estate Planning

3.00 credits. This course introduces all of the estate planning topics a financial planner must master in order to become a Certified Financial Planner®. The course provides a solid foundation on estate and gift tax planning, such as basic documentations, the nature, valuation, transfer, administration, and taxation of properties. Specifically, the course offers in-depth discussions on gratuitous outright property transfer, with or without trusts, wills and powers of attorney (or power of appointment); the use of marital deduction; the method of valuing assets; and buy-sell agreements. In addition, processes of client interview, fact-discovering, ethical standards, and personal estate plan development will be covered. Discussions throughout the course seek to address both personal and business needs of clients and prepare students to succeed in the capstone case study course.

MSF 520 - Retirement Planning and Employee Benefits

3.00 credits. This course introduces all of the retirement planning topics a financial planner must master in order to become a Certified Financial Planner®. The course provides a solid foundation on retirement planning for the business, business owner, and the individual. Specifically, the course offers in-depth discussions on retirement planning for accumulations and distributions, qualified plans, non-qualified plans, Individual Retirement Accounts (IRAs), Social Security benefits, and employee benefits. In addition, the retirement needs of individuals will be covered in a case study. Discussions throughout the course seek to address both personal and business needs of clients and prepare students to succeed in the capstone case study course.

MSF 530 - Investments and Portfolio Strategy

3.00 credits. This course is an advanced finance course aimed at introducing students to the primary financial issues and challenges that arise in the management of capital. Specific topics include: overview of the asset classes and financial instruments, security markets, and investment companies; techniques of valuing equity and bonds; portfolio management and performance evaluation; modern portfolio theories; and option valuation basics.

MSF 535 - Financial Derivatives

3.00 credits. This course provides an introduction to the primary instruments of the derivative securities market with emphasis given on real-world applications of theoretical concepts and models discussed. This course is to provide an overview of the fundamental of derivatives while focusing on valuation of typical derivatives such as futures, forwards, swaps, and options. In addition, using derivatives in investing or hedging exposure to various types of risks and for speculations will be discussed.

MSF 538 - Financial Institutions and Risk Management

3.00 credits. This is an advanced course in financial management. This course is aimed at introducing students to the primary financial issues and challenges that arise in the management of financial institutions. This course seeks to provide students with a solid understanding of: (1) terms, facts, and perspectives useful in financial service industries; (2) concepts, tools, and objectives financial institution managers use in framing and resolving various management problems; (3) forces shaping the future industry environment for financial institution managers, such as

changes in the information and contracting technologies, changes in the mixture of domestic and global competitors, and interaction of innovation with rules enforced by self-regulatory organizations and government agencies. Specific topics include overview of the financial service industry, interest rate risk, market risk, credit risk, liquidity risk, capital requirements, and cash flow financial engineering.

MSF 540 - Applied Financial Analysis - Valuation

3.00 credits. This advanced financial analysis course is specially designed to apply students' knowledge from all areas of business, along with economics to conduct a series of intensive equity research activities before a buy, sell, or hold investment decision is made on an assigned publicly traded company's stock. Major activities of the course include 1) reviewing the assigned company's SEC filings; 2) gathering data with respect to the company's industry, competitors, clients, suppliers, products and services, management, governance structures etc. 3) analyzing the company's current financial position; 4) forecasting future profitability and valuation of the company by combining all of the above information and analysis with the company's financial information, along with the overall geopolitical and economic factors; 5) generate an investment recommendation based on the forecasting model and parameters; 6) present the investment recommendation in front of professional practitioners. Meetings with industry professionals, listening and participating in the target company's public releases, such as earnings calls, are all integral parts of the course. Essentially, you are exposed to real world practical equity analysis work so to gain hands on experience in the finance profession, in which working with others as a team and active in class discussions and debates are not only encouraged but required in order to succeed. You will be able to develop your skills of critical analysis and writing clarity. As a conclusion of this course, students are expected to gain real-world hands-on experience in reading, interpreting, and analyzing economic events and a company's financial information in order to produce a research report that will be reviewed and challenged by industry professionals and CFAs.

MSF 542 - Fixed Income Securities

3.00 credits. This is an advanced finance course focused on fixed-income securities and related topics per CFA Institute's Book of Knowledge (BOK) for CFA level II examination and beyond. This course is aimed at furthering students' understanding and application of fixed-income securities, such as Treasury, Municipal and Government Agency bonds, as well as corporate-issued bonds that promised to pay periodic payments. Over the last decades, the variety and investments in Fixed-income securities have grown to include mortgage-backed securities, collateralized debt obligations, and credit default swaps, of which scheduled periodic payments may be fixed, floating, or contingent upon market conditions or other benchmarks. Therefore, the valuation of fixed-income securities has become extremely complex and challenging. This course will discuss a variety of fixed-income securities, their markets, risk characteristics, and valuation.

MSF 557 - Investment and Financial Markets

4.00 credits. A comprehensive development of the theoretical basis of certain financial models used by actuaries. Topics include mean-variance portfolio theory; asset pricing models; market efficiency and behavioral finance; investment risk and project analysis; capital structure; forwards and futures; options; binomial pricing models; Black-Scholes option pricing model; Option Greeks and risk management. This course is aimed at students preparing for the Actuarial Examination IFM.

MSF 563 - Advanced Financial Mathematics with Excel

2.00 credits. In this course we will learn to use advanced features of Excel to solve problems in mathematics. Topics will include Excel formulas, using the Solver, pivot tables, performing spreadsheet what-if analysis, graphing, and an introduction to VBA programming.

MSF 595 - Cases in Financial Planning

3.00 credits. Designed to meet the CFP Board Financial Plan Development Course Requirement, Cases in Financial Planning is a capstone financial planning course required for the CFP® Certification. MSF 595 allows students to synthesize and integrate different aspects of effective financial planning gained in other CFP program courses to server clients' needs. By design, the course requires students to apply various tools, techniques, and strategies of financial planning to a comprehensive case study that emphasizes applicable financial planning knowledge and skills with which a financial service professionals shall be equipped to best service clients.

MSF 596 - Cases in Finance

3.00 credits. This is an advanced course in financial management of a firm. This course is aimed at furthering students' understanding and application of concepts learned in a basic corporate finance course on the issues faced by corporate and financial managers with emphasis on the responsibility of the financial manager to contribute to the day-to-day efficiency of the firm in addition to the long-term objectives of firm-value maximizing. Specifically served as an advanced and capstone course in finance, the course will re-examine decision making techniques used by financial managers in choosing among competing investment projects and funding sources on a higher level with greater complexities in each situation. These topics include investment risk and cost of capital; capital budgeting; financing decisions and market efficiency; capital structure and payout policy; and valuation of businesses.

MSL 520 - Strategic Communication for Effective Leadership

3.00 credits. This course will focus on the strategic nature of communication and its role in being an effective leader. Coursework will include exploring the role of ethics in communications, feedback, team collaboration and persuasion. Learners will evaluate effective presentations and develop strategies for creating clear and compelling messages. Discussions will include reflection on constituent needs and communication channels as well as an analysis of one's leadership communication style. The course will make use of the case study analysis method and learners will have the opportunity to create a communication plan based on an organizational need.

MSL 530 - Applying Research for Strategic Leadership

3.00 credits. Disruptive forces are creating complex challenges for almost every organization. This course develops the learner's ability to apply conceptual frameworks for strategic thinking and using data to solve problems. Learners will discover how to apply strategic leadership principles to deconstruct challenges, consider alternatives and weigh potential consequences. The course will explore how leaders can influence behaviors to achieve desired results through data-driven decisions. **Prerequisite(s):** MOD 510 - Foundations of Leadership or MSL 510 - Foundations of Leadership.

MSL 540 - Ethical Dimensions of Leadership

3.00 credits. This course will focus on the integral part ethics plays in the work of leaders and in the life of organizations. Learners will examine their own ethics and values, along with ethical problems in organizations, to

better understand their own leadership behavior and the behavior of others. Learners will apply ethical leadership theories, deconstruct ethical challenges, consider alternatives and potential consequences, and influence behaviors to operate ethically within a broad and global business context.

MSL 550 - Organizational Design and Development

3.00 credits. This course examines how business organizations are structured, and the impact of strategy and process in business design. Learners will be involved in process changes and examine how change is managed. Three key business components are analyzed: 1) organizational design and business models, 2) process/product design through continuous improvements and re-engineering, and 3) the role of organizational development and change management as critical efforts to ensure organizational success.

MSL 570 - Design Thinking for Leaders

3.00 credits. In this course, students will explore the fundamentals of design thinking and how it can be applied to improve their performance. Students will be immersed in a problem space, and use the design thinking process to develop a solution. Students will establish a framework for collaborative problem solving and learn the steps involved in creating an innovative organizational environment. Through case studies of design thinking in action, students will explore the opportunities and challenges of this approach. The relationship of design thinking and adaptive leadership will be integrated as students demonstrate that design thinking can be applied to multiple fields.

MSL 580 - Fiscal Management for Strategic Decision Making

3.00 credits. This course explores leadership through the lens of sound fiscal management that drives an organization's mission. Fundamental terminology and principles for finance and accounting will empower learners to ask critical financial questions leading to sound and ethical decision making. Learners will engage in case studies that explore concepts of financial statement analysis, budgeting and beyond budgeting to leverage relationships and effectively communicate with key stakeholders in the finance function.

MSL 595 - Leadership for Today and Tomorrow

3.00 credits. Within today's ever-changing world, effective leadership is pivotal in determining the success of mobilizing others to reach their fullest potential in an environment where resources continue to be limited. This capstone course challenges learners to apply what they have learned from previous MSL courses by assessing an organization's current strategy and identifying areas of opportunities where the implementation of strategic leadership principles could have a positive social impact. Prerequisite: MSL530 Applying Research to Strategic Leadership.

NPL 510 - Non-Profit Fiscal Management

3.00 credits. This course explores non-profit leadership through the lens of sound fiscal management and accountability that drives an organization's mission and goals. Terminology and principles for finance and accounting will empower learners to ask critical financial questions that lead to sound decisions throughout the non-profit organization. Learners will engage in unique assignments to leverage non-profit relationships with those assigned day-to-day fiscal responsibilities and effectively communicate with board members and stakeholders to ensure the sustainability and growth of their organizations.

NPL 520 - Non-Profit Revenue & Resource Planning

3.00 credits. This course will help unlock the potential of sustainable financial growth for non-profit organizations. In today's dynamic philanthropic landscape, securing funding is essential for fulfilling your organization's mission. This course is designed for non-profit sector leaders, equipping you with the skills and strategies needed to excel in revenue generation. Students will learn to craft compelling grant proposals, harness corporate partnerships, engage philanthropic donors, orchestrate effective fundraising campaigns, and build strong relationships with individual benefactors. An overarching theme of revenue & resource planning is storytelling. This course empowers you to improve your storytelling to optimize your non-profit's financial health. Driving positive change through sustainable resource planning and revenue generation will ensure a brighter future for your organization and the communities you serve.

NPL 530 - Non-Profit Advocacy and Legislation

3.00 credits. This course enables individuals in the non-profit sector to effectively advocate for social change through legislative channels. The fundamentals of advocacy, including crafting persuasive messaging, and understanding the policymaking process will be explored. Students will gain an understanding of the legal and ethical aspects of non-profit lobbying, ensuring compliance with regulations. Students will be guided as they navigate the intricacies of legislative advocacy during engaging with lawmakers and government agencies. By the end of this course, students will have the skills to drive meaningful legislative change while advancing the causes within the non-profit sector.

NPL 540 - Leadership and Ethics in the Non-Profit Sector

3.00 credits. This course will cover a wide range of ethical, leadership, and governance topics related to the non-profit sector. Students will be exploring the principles and values that underpin the nonprofit sector. Program evaluation is necessary to manage human resource needs and students will be provided with insight into the evaluation process. Human Resource management in the nonprofit sector will include topics that range from recruitment to change management. This course will also provide students with the knowledge and skills needed to excel in leadership roles within non-profit organizations.

NUR 300 - Growth and Development in Nursing

3.00 credits. This course affords the student an opportunity for an in-depth exploration of current influences affecting nurses, nursing and/or health care. Since resilience and coping are key to maintaining balance, wellness, and engaged professional performance, students will explore growth initiatives for personal and professional domains. Additionally, students analyze concepts from a historical, economic, and social perspectives, and make projections about future health care trends. Because of the dynamic nature of nursing the specific concepts and issues explored will vary in order to provide topics that are current and contemporary in care delivery.

Prerequisite(s): Registered Nurse License and admission into the RN to BSN program.

NUR 310 - Holistic Health Assessment

3.00 credits. This course includes a lab component and expands upon the registered nurse experience and past education to examine health assessment to perform an effective health assessment of the mind, body and spirit. This course focuses on the application of critical thinking and reasoning in the assessment of individual health status to identify risk factors for actual or potential alterations in health. The concepts covered in this course includes the systematic holistic approach to health history and physical examination for differentiating normal from abnormal

states, which will include physical, developmental, psychosocial, cultural, and spiritual dimensions and will improve your client interview techniques to ensure that you are able to get relevant information about your clients' health. Students will complete an online lab component of this course. **Prerequisite(s):** Registered Nurse License and admission into RN to BSN program.

NUR 315 - Population Health

3.00 credits. This course examines population and community-based health and its impact on health maintenance and restoration. Students will examine the concepts of systems management, public health and its related issues, epidemiology, health policy, social determinants of health and care of vulnerable populations. Students will complete a practice experience as part of this course in order to apply the practical application of community-based care. **Prerequisite(s):** Registered Nurse License and admission into the RN to BSN program.

NUR 320 - Health & Social Policy

2.00 credits. Health and Social Policy introduces students to concepts of value-based care, ethics, creation of health policy, influences of health policy, and economics. This course includes concepts related to financial responsiveness, shared decision-making, preference-sensitive care, leveraging data. Further, students learn about cost and fee-for-service in terms of value to the client and patient rather than value to the healthcare system. **Prerequisite(s):** Registered Nurse License and admission into the RN to BSN program.

NUR 330 - Nursing Informatics

1.00 credit. Nursing Informatics provides a basic overview of information technology as it relates to the baccalaureate-prepared nurse. It is a foundational overview of nursing informatics with an emphasis on developing basic competency. This course teaches students that nursing informatics synthesizes nursing science, information science, and computer science through health applications to support decision-making in a dynamic healthcare environment. **Prerequisite(s):** Registered Nurse License and admission into the RN to BSN program.

NUR 340 - Systems Thinking

3.00 credits. This course affords the student an opportunity to examine the implications of quality and safety on patient outcomes. Concepts such as recidivism, informatics, care delivery bundles, quality and control policies and procedures, social determinants of health, clustered care delivery models will be explored. Systems improvement initiatives are investigated with the goal of preventing health care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health care providers, including nurses, pharmacists, and physicians, are emphasized. Because of the dynamic nature of nursing and health care the specific concepts and issues explored will vary in order to provide topics that are current and contemporary in care delivery. **Prerequisite(s):** Registered Nurse License and admission into the RN to BSN program.

NUR 350 - Compassionate Care

3.00 credits. This course will examine the concepts such as genetics, the care of the chronically ill, principles of end-of-life care, palliative care and pain management. Special emphasis will be placed upon communication strategies and exploration of ethical issues which cause nurses moral distress. **Prerequisite(s):** Registered Nurse License and admission to RN to BSN program.

NUR 352 - Nursing Scholarship

3.00 credits. This course emphasizes the role of the nurse as a researcher. The course introduces the research process and method of critiquing research literature, theoretical framework of a research study, quantitative and qualitative methodology to accomplish goals, and dissemination of research findings. This course focuses on the integration of evidence into clinical nursing practice. A major theme throughout the course is the nurse's utilization of research findings in health care and the use of research process as a systematic, formal, and precise process to find solutions to problems. **Prerequisite(s):** Registered Nurse License, NUR 350 and admission into RN to BSN program.

NUR 380R - Clinical Immersion I

1.00 credit. This course affords the professional nurse the opportunity to apply new knowledge into two of the four spheres of care; wellness and disease prevention and regenerative and restorative care. This course expands on previously learned knowledge and clinical skills and allows the student to explore an area of interest. Emphasis is on immersion in a selected environment. **Prerequisite(s):** Registered Nurse License and admission into RN to BSN program.

NUR 385R - Clinical Immersion II

1.00 credit. This course affords the professional nurse the opportunity to apply new knowledge into the last two of the four spheres of care; chronic disease management and hospice and palliative care. This course expands on previously learned knowledge and clinical skills and allows the student to explore an area of interest. Emphasis is on immersion in a selected environment. **Prerequisite(s):** Registered Nurse License and admission to RN to BSN program.

NUR 405 - Integrative Nursing

3.00 credits. This course provides an opportunity for students to explore healing-oriented medicine through a holistic lens where "good health" and healing occurs in three domains; the body, mind, and spirit. Students will explore both conventional and alternative therapies underpinned by the six principles of integrative nursing. **Prerequisite(s):** Registered Nurse License, NUR 350 and admission to RN to BSN program.

NUR 410 - Gerontology Nursing

3.00 credits This course examines the physiological, psychological, sociocultural, and spiritual aspects of aging within the context of family and society. The course emphasizes current trends, theories, best evidence findings and multidimensional changes of aging and the use of the nursing process for addressing issues related to health promotion, risk reduction and disease prevention in well, frail, and vulnerable older adults. **Prerequisite(s):** Registered Nurse License, NUR 350 and admission into RN to BSN program.

NUR 415 - Organizational Dynamics

3.00 credits. This course provides students with an opportunity to explore concepts, theories, and current trends regarding organizational structure and development. This course emphasizes the dynamics of individual and collective behavior, within organizations, human interaction within organizations, and the ability to successfully navigate change. **Prerequisite(s):** Registered Nurse License, NUR 350 and admission into RN to BSN program.

NUR 420 - Healthcare Communication

3.00 credits This course examines the central tenets of communication, empathetic listening, and the language of caring that are essential to building advanced communication skills. Students will leverage best practice communication techniques to proactively act when unsafe team conditions are occurring, to deliver the most challenging conversations with patients regarding treatment and prognosis, and to build deeper connections among provider-patient relations. **Prerequisite(s):** Registered Nurse License, NUR 350 and admission into RN to BSN program. Register by Instructor.

NUR 425 - Principles of Primary Care

3.00 credits. This course examines the role of the nurse in a primary care setting who assumes a direct care and leadership role based upon their understanding of the patient, families, and system priorities. This course emphasized three general contexts; episodic and preventative care, chronic disease management, and practice operations. **Prerequisite(s):** Registered Nurse License, NUR 350 and admission into RN to BSN program.

NUR 430 - Transcultural Nursing

3.00 credits. This course provides students with an introduction into transcultural nursing and the theoretical frameworks that underpin the delivery of a holistic patient-centered culturally congruent nursing care. It also introduces students to the knowledge, skills, and attitudes needed to ensure delivering culturally sensitive nursing care. It further exposes student to pertinent and sensitive health topics that impede ethnic minorities' health, such as social determinants of health, social justice, and health and health care disparities. **Prerequisite(s):** Registered Nurse License, NUR 350 and admission into RN to BSN program.

NUR 450 - Leadership Emergence

3.00 credits. Successful leadership of individuals and teams requires strategic leaders to employ aspects of situational and transformational leadership principles. This course will examine how individual personalities, team dynamics, corporate structures and organizational needs provide direction for a strategic leader. Learners will explore strategies to resolve conflicts in the workplace. Learners will explore how tasks and goals impact team design and function, leading to building effective teams, including team leadership. Learners will also take a look at best practices in face-to-face and virtual teams. **Prerequisite(s):** Registered Nurse License, NUR 350 and admission into RN to BSN program.

NUR 495 - Nursing Capstone

3.00 credits. This course provides an opportunity for students to synthesize their knowledge of the concepts learned throughout the RN to BSN program. The primary focus is on applying this knowledge to a chosen evidence-based project that is related to an area of interest in nursing and healthcare. **Prerequisite(s):** Registered Nurse License, NUR 350 and admission into RN to BSN program.

NUR 495R - Nursing Capstone Clinical

1.00 credit. This course provides an opportunity for students to synthesize their knowledge of the concepts learned throughout the RN to BSN program. The primary focus is on applying this knowledge to a chosen evidence-based project that is related to an area of interest in nursing and healthcare. NUR495R is the required clinical component

of Nursing Capstone. **Prerequisite(s):** Registered Nurse License, NUR 350 and admission into RN to BSN program.

OSC 510 - Fundamentals of Operations and Supply Chain Management

3.00 credits. Since each student has a different and unique background, this course is designed to provide a comprehensive understanding of foundational operations and supply chain principles.

OSC 520 - Supply Management, Forecasting, and Sales & Operations Planning

3.00 credits. This course will explore the intricacies of supply chain management. Students will delve into the core components of purchasing/procurement, forecasting, sales & operations planning (S&OP), and capacity management that drive successful operations. Students will navigate the complexities of modern supply chains by equipping them with essential skills in analyzing market trends, optimizing inventory levels, and aligning production with demand. A focal point of this class is the art of negotiation, a critical skill in achieving win-win outcomes with suppliers, partners, and stakeholders. Through real-world case studies, students will cultivate their strategic thinking and decision-making abilities. **Prerequisite(s):** OSC 510.

OSC 530 - Quality, Project Management and Change Management

3.00 credits. Students will embark on a transformative learning journey with this course, as they enter a comprehensive exploration of essential methodologies such as Quality, Six Sigma, Lean, Toyota Management Systems, and Deming. These components form the bedrock of efficient operations. By mastering techniques like mapping business processes and leveraging continuous improvement tools, students will gain a profound understanding of enhancing organizational effectiveness. Students will learn to efficiently execute initiatives from inception to fruition. Students will discover how to navigate the complexities of driving organizational change, fostering adaptability, and leading teams through transformative shifts. **Prerequisite(s):** OSC 510.

OSC 540 - Logistics, Inventory Management, and Leadership

3.00 credits. Students will learn about supply chain excellence with this course. Warehouse management and mastering the art of streamlining operations for maximum efficiency will be discussed. Students will gain insight into cutting-edge ERP systems, harnessing technology to optimize inventory control and streamline processes. Strategic inventory management techniques, logistic strategies, and site selection methodologies that drive operational success. Moreover, this course emphasizes the pivotal role leadership has in orchestrating successful supply chain endeavors. **Prerequisite(s):** OSC 510.

PHY 1050 - How Things Work

4.00 credits. **Natural World Core Course.** This course will introduce students to several concepts in physics which are related to commonly-used technology and modern life. Topics covered will be: motion (skating, projectiles, wheels, bumper cars), mechanics (scales, baseball, amusement parks, bicycle), resonance (musical instruments), optics (camera, telescope), and modern physics (relativity of simultaneity and quantum non-locality).

PHY 1120 - Investigations in Astronomy

4.00 credits. **The Natural World Core Course.** This course will introduce modern astronomy with a focus on our solar system and the celestial bodies it contains. This will serve as the backdrop for explorations of the scientific

method and developing evaluative thinking skills. We will explore the historical perspective of humanity's explorations of space. While studying the origins of the cosmos students will be challenged to define our place in the universe. Lab work will consist of a combination of digital simulations and naked eye astronomy, all with the goal of bringing space down to Earth.

PL 1500 - SGPS Experiential Learning Portfolio

1.00 credit. Students applying for Prior Learning Assessment (PLA) through the College's PLA policy are encouraged to take this course to present an organized portfolio of exhibits in support of college-level learning. Student portfolios will include a narrative explaining how their experience aligns with the student learning outcomes of the proposed course equivalency, as well as providing artifacts which support each of the statements.

PS 1110 - American National Government

3.00 credits. **The Social World Core Course.** This course provides an overview of the fundamentals of government in the United States, starting with the federal system and the foundations of our democracy. The history and evolution of the federal government will be examined, along with the impact of that on state and local governments. We will explore the details of these government systems, including separation of powers, the role of public opinion and the media, and how those influences can shape public policy. Learners will analyze the impact of federal law and policy on their everyday life.

PS 1150 - Public Policy Making for the Future

3.00 credits. **Values, Choice, and Justice Core Course.** Public Policy is no longer made within the four corners of government. It has become increasingly complex and dynamic. One must also consider the ever-changing environment when analyzing public policy. This course is designed to provide the adult student with a solid understanding of the fundamentals of public policy, with strong emphasis of the differences between traditional public policy making and what is required for effective policy making in the future. This juxtaposition of traditional vs. futuristic will lend itself to highly interactive, dynamic class discussion.

PS 3610 - Public Administration

3.00 credits. This course will include a study of the role and influence of executive branch departments and agencies in American politics, government and policy-making. The difference between public and private sector leadership, decision-making, communications, organization, budgeting and human resource management will be emphasized.

PSY 1050 - General Psychology

3.00 credits. **The Social World Core Course.** This course provides an introduction to the science of psychology, including methods of inquiry, the biological perspective, learning and motivation, abnormal behavior, developmental and social influences, cognition, sensation and perception, stress and health, social psychology, neuroscience, and personality.

PSY 2080 - Health Psychology

4.00 credits. **The Natural World Core Course.** Health Psychology is a specific, and relatively recently developed, branch of psychology which interrelates psychological knowledge, theory, and practices with the biological and sociological disciplines devoted to health. This course examines the status, place and function of psychology in the

medical setting, explores the psychology of illness and its twin components of stress and pain, illustrates the behavioral aspects of specific diseases (cardiovascular, cancer, etc.) as well as habits such as tobacco smoking, alcohol use, and unnecessary eating. Alternate and healthful lifestyle habits are reviewed. The laboratory integrated with this course involves the adult student directly with the techniques and practices of health psychology.

PSY 2250 - Developmental Psychology

3.00 credits. **The Social World Core Course.** This course examines human development over the course of the lifespan, beginning with prenatal growth and continuing to old age and death. Each stage will be examined from the physical, cognitive, and socioemotional aspects of development. Issues of diversity and the personal application of learning will be integrated throughout the course. **Prerequisite(s):** PSY 1050 - General Psychology.

PSY 3220 - Abnormal Psychology

3.00 credits. **The Social World Core Course.** This course introduces the student to the focused and defined area of abnormal human behavior. The course not only elaborates the taxonomy of abnormal behavior but points to the scientific process of extracting normal from abnormal indicators and clarifying influences on development of the studied behaviors, whether physiological, social, or psychological. Treatment indicators emerge from these considerations. **Prerequisite(s):** PSY 1050 - General Psychology.

RE 2010 - Real Estate Fundamentals

3.00 credits.

The Pennsylvania Department of State, Real Estate Commission requires individuals who would like to sit for the Real Estate Salesperson Exam to complete a minimum of 75 hours (5 credits) of basic real estate courses from an accredited college or an approved real estate education provider in this Commonwealth. This requires students to complete a fundamentals course and a practice course. These courses may be taken concurrently.

This course is one of the two required courses and provides the minimum hours of Real Estate Fundamentals required by the Pennsylvania Department of State, Real Estate Commission. This course will enable students to develop an understanding of the complex legal issues involved in the study of real estate and provide them with a solid, technical, legal foundation upon which a successful career can be built. This is a basic course designed to provide students with an overview of real estate practices in Pennsylvania.

RE 2030 - Real Estate Practice

3.00 credits.

The Pennsylvania Department of State, Real Estate Commission requires individuals who would like to sit for the Real Estate Salesperson Exam to complete a minimum of 75 hours (5 credits) of basic real estate courses from an accredited college or an approved real estate education provider in this Commonwealth. This requires students to complete a fundamentals course and a practice course. These courses may be taken concurrently.

This course is one of two courses required and provides students with the minimum hours of Real Estate Practice required by the Pennsylvania Department of State, Real Estate Commission. This course will familiarize students with the scope of the real estate business, practice, and conduct of licensees specific to Pennsylvania. The course fulfills the hour requirements of Real Estate Practice required by the Pennsylvania Department of State, Real Estate Commission.

REL 2210 - Western Religions in a Global Context

3.00 credits. **World Cultures and International Studies Core Course.** This course is an introduction to the major religious traditions of the western world: Judaism, Christianity, and Islam. In this course students will explore the roots of these three traditions, their contemporary manifestations, their similarities and differences, and their ideals and realities.

SO 1010 - Discovering Society

3.00 credits. **The Social World Core Course.** This course provides the opportunity to learn about society through the lens of sociology. With an emphasis on applying theoretical perspectives to explaining the major institutions in society, the course enables learners to utilize critical thinking in making sense of the social world.

SO 2120 - Sensitivity toward the Aging Adult

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

SO 2200 - Race and Ethnic Relations

3.00 credits. **Values, Choice, and Justice Core Course.** This course examines racial and ethnic minorities and their relationship with dominant groups. Important topics examined include discrimination, prejudice, racial and ethnic myths, and methods of reducing inter-group tensions. Although the emphasis is on the United States, the impact of the global environment and immigration is also explored.

SO 3010 - Social Issues

3.00 credits. **The Social World Core Course.** The purpose of this course is to examine contemporary social issues through the lens of sociology. After an examination of the bases of inequality, learners will evaluate social issues related to the major social institutions and problems of individual behavior and the physical world. The course will culminate with learners conducting social issue research that integrates diverse viewpoints and solutions.

Prerequisite(s): SO 1010 - Discovering Society.

SO 3050 - Marriage and Family

3.00 credits. **The Social World Core Course.** This course provides a sociological analysis of contemporary marriages, families, and intimate relationships with an emphasis on diversity. The course explores the impact that societal changes have had on traditional family functions, courtship, role expectations, child rearing, and family stability. Interrelated topics which impact the family as a social institution are examined. **Prerequisite(s):** SO 1010 - Discovering Society.

SP 331 - Medical Spanish I (SP 531)

3.00 credits. This course is designed to re-awaken previous language study and provide a forum for the development of both additional basic language skills and specific medical terminology. The course includes the acquisition of frequently used vocabulary, basic grammar concepts, elementary conversational vocabulary, and colloquialisms. It also includes specific vocabulary groups relating to the basic assessment and care of patients. Most of the class will be taught in Spanish and students will be expected to maintain the target language whenever possible. Students will be provided with opportunities to experience the five major areas of language learning: Speaking, Listening, Reading, Writing, and Culture. The major focus will be on Speaking and Listening with Reading and Writing providing concrete practice outside of the classroom. **Prerequisite(s):** Equivalent prior study of Spanish through 200 level language class, or native speaker.

SP 332 - Medical Spanish II (SP 532)

3.00 credits. This course is designed to re-awaken previous language study and provide a forum for the development of both additional basic language skills and specific medical terminology. The course includes the acquisition of frequently used vocabulary, basic grammar concepts, elementary conversational vocabulary, and colloquialisms. It also includes specific vocabulary groups relating to the basic assessment and care of patients. Most of the class will be taught in Spanish and students will be expected to maintain the target language whenever possible. Students will be provided with opportunities to experience the five major areas of language learning: Speaking, Listening, Reading, Writing, and Culture. The major focus will be on Speaking and Listening with Reading and Writing providing concrete practice outside of the classroom. **Prerequisite(s):** SP 331.

SP 531 - Medical Spanish I (SP 331)

3.00 credits. This course is designed to re-awaken previous language study and provide a forum for the development of both additional basic language skills and specific medical terminology. The course includes the acquisition of frequently used vocabulary, basic grammar concepts, elementary conversational vocabulary, and colloquialisms. It also includes specific vocabulary groups relating to the basic assessment and care of patients. Most of the class will be taught in Spanish and students will be expected to maintain the target language whenever possible. Students will be provided with opportunities to experience the five major areas of language learning: Speaking, Listening, Reading, Writing, and Culture. The major focus will be on Speaking and Listening with Reading and Writing providing concrete practice outside of the classroom. **Prerequisite(s):** Equivalent prior study of Spanish through 200 level language class, or native speaker.

SP 532 - Medical Spanish II (SP 332)

3.00 credits. This course is designed to re-awaken previous language study and provide a forum for the development of both additional basic language skills and specific medical terminology. The course includes the acquisition of frequently used vocabulary, basic grammar concepts, elementary conversational vocabulary, and colloquialisms. It also includes specific vocabulary groups relating to the basic assessment and care of patients. Most of the class will be taught in Spanish and students will be expected to maintain the target language whenever possible. Students will be provided with opportunities to experience the five major areas of language learning: Speaking, Listening, Reading, Writing, and Culture. The major focus will be on Speaking and Listening with Reading and Writing providing concrete practice outside of the classroom. **Prerequisite(s):** SP 531.

SP 551 - Latinx Health Issues in the United States

3.00 credits. This course explores the many barriers that Latinx populations face concerning health care. According to the CDC while Latinx patients have lower rates of heart disease and cancer than whites in the United States, they suffer disproportionately from high blood pressure, diabetes, and chronic liver disease. This course seeks to understand these trends and to identify public health interventions that have been successful in addressing these challenges using articles in Spanish and English from government agencies and established journals. Special attention will be given to the variables present under the umbrella of 'Latinx' including exploration of socioeconomic class, education, immigration status, gender and generation. This course is taught in Spanish.

Prerequisite(s): SP 531.

SP 552 - Responsibilities in Medical Interpretation and Sight Translation

3.00 credits. This course covers the various responsibilities of interpreting in a setting, including linguistic, cultural brokerage, and ethical concerns, legal and social responsibilities of interpreters in a medical setting, and a review of current standards and regulations for interpreters. The course culminates in a conversation with a guest panel of Medical Interpreters. Weekly sight translation and role-play activities will allow students to explore various methods of consecutive interpretation. This course is taught in Spanish.

Prerequisite(s): SP 531 and SP 532.

SPT 500 - Ethical Sports Leadership

3.00 credits. This course considers leadership dilemmas that can arise when individual values conflict with those of the organization or when a situation requires decisions with conflicting value sets. Students use case studies, their own experiences, and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. Students work on a real-life ethical dilemma for understanding in-depth reasoning of the problem and to develop an action plan for solving and preventing similar problems at the organizational and societal levels. From these discussions, students have an opportunity to develop a personal model for ethical leadership.

SPT 510 - Media Relations and Marketing in Sports

3.00 credits. This course explores the basic knowledge and understanding in media relations and marketing in sports. Emphasizes building and managing effective media relations, statistics, publications, and promotions. Critical to success is development of leadership skills and customer service skills. Students will embrace an ability to adapt to emerging technologies, innovation, and competing priorities.

SPT 520 - Sports Program Resource Management

3.00 credits. This course provides an overview of management of resources and administration pertaining to all levels of athletics. Focuses on basic theories of management and administration in athletic organizations. Addresses planning, scheduling, and financing aspects required to run a successful athletics program. Students develop communication and management skills with an emphasis placed on decision making.

SPT 530 - Leadership and Excellence in Sports

3.00 credits. This course will explore how to bring out the best in yourself and others to drive team performance. Students will develop an understanding of strategic management and apply elements, such as decision-making, implementation, listening, learning, change management and strategy execution, to impact outcomes.

SSC 2600 - Equity and Justice in the Workplace

3.00 credits. **Values, Choice, and Justice Core Course.** An exploration of how laws and social customs affect the workplace, with special attention to equity and justice. Topics will include the socio-political environment in which business operates, the specific requirements placed on business, the impact of values on business behavior and on the treatment of employees, and the choices faced by individuals in the workplace. Depending on the particular experiences of students in the class, special topics will be addressed, e.g., global issues, women, minorities, labor organizations, political involvement, small business concerns.

SSC 2620 - Environmental Choices

4.00 credits. **The Natural World Core Course.** This class will explore human impacts on the earth and the consequences of these impacts for the human and non-human living systems; ethical considerations for environmental decision-making; and avenues for more sustainable living.

TIP 505 - Introduction to Education

3.00 credits. This course is designed to introduce students to the philosophical, sociological, political, and historical foundations of education and learning. The course emphasizes the concepts, theories, and research on learning and the factors, including teaching, that influence learning.

TIP 507 - Formal and Informal Assessment & Evaluation

3.00 credits. This is a course designed to build the skills necessary to integrate classroom assessment into instructional planning to improve student learning. The course discusses methods for planning assessments that are integrated with instruction, crafting assessment tools, creating scoring rubrics, grading, and evaluating students, assessing higher-order thinking, interpreting state-mandated and other standardized test scores, and aligning assessment with state standards. The course also explores attributes of assessment practices such as reliability and validity.

TIP 509 - Biology Education Methods

3.00 credits. This course provides for the preparation and implementation of biology education at the secondary level with emphasis upon the utilization of multiple resources, classroom culture, organization of curriculum, evaluation, and instructional strategies. This course is organized around the principles of participation and praxis to emphasize that our philosophical and pedagogical ideas about science must be informed by our experiences as both learners and teachers of science and by our analyses of current theories/research on science content, scientific practice, and pedagogy. This course will also focus on three intertwining dimensions of science education, as explicated in the Next Generation Science Standards and PA STEELS standards: disciplinary core ideas, science and engineering practices, and crosscutting concepts. Finally, ideas of relevant and responsive teaching methods will be integrated into the course to consider the learning needs of all students.

TIP 522 - Educating Students with Special Needs

3.00 credits. This course is designed to empower future educators to support students with diverse learning needs in the general education curriculum across a continuum of placements. The content will explore the social construct of disability; the range of strengths and needs of students; and the ways that intersectionality shapes school

experiences. Participants will learn how to evaluate and plan learning activities and classroom spaces that intentionally remove barriers to the general education content to support all learners.

TIP 541 - English Learners: Linguistic and Cultural Diversity in the Classroom

3.00 credits. Linguistic and Cultural Diversity in the Classroom introduces future teachers to the special linguistic and cultural educational needs of English Learners (EL). Aspects of cross-linguistic and cross-cultural knowledge will be studied as well as methods of instruction and assessment that focus on the language needs and background knowledge of the EL. Theory and practices of current programs for ELs will also be examined.

TIP 551 - Adolescent Development

3.00 credits. In this course, we will learn about concepts, theories, and research related to development during the adolescent period. Physical, cognitive, social, emotional, and moral aspects of development will be considered. Additionally, typical and atypical courses of adolescent development will be examined as well as problems that adolescents can experience during this period. Students in the course will be introduced to different models, approaches, and developmentally appropriate practices for students in the secondary grades.

TIP 561 - Integrated Technology in the Classroom

3.00 credits. An introductory study of current and emerging instructional media and technologies used across the grades and curricula. Students will have the opportunity to explore and become more familiar with various learning management systems, student management systems, planning and presentation tools, and assessment tools. Students will also discuss several methods of considering and planning for technology integration in the classroom, as well as methods for evaluating technology tools to determine their usefulness and effectiveness in the classroom.

The purpose of the TIP 561 course is to introduce pre-service teacher candidates to the various forms of electronic and digital technology and to provide opportunities for engagement and reflection on the role these technology tools can play in the teaching/learning processes in the classroom. The students become skilled in some of the many digital tools used in today's schools. In addition, students will be exposed to basic learning theory and will be assisted in determining appropriate applications of these theories and techniques in educational settings. This course is designed to use Danielson's Domains of Professional Practice to meet the PDE certification and accreditation requirements. This course has been identified as a required course for many programs leading to initial certification to teach in the State of Pennsylvania. This course includes many projects that develop our candidates' proficiencies with instructional technology and are aligned with the ISTE Standards for Teachers.

TIP 575 - Student Teaching/Professional Internship I

3.00 credits. This course supports full-time field experience in a school setting. Candidates will plan instruction, support inclusive and effective classrooms, engage learners, and reflect on their practice. This course is designed to offer self-selection for the chronology of modules in order to support instructor growth as needed. **Prerequisite(s):** Completion of all program requirements with TIP prefixes, except for TIP 576 & 597. Cumulative grade point average of 3.00.

TIP 576 - Student Teaching/Professional Internship II

3.00 credits. This course supports the student during their full-time field experience in a school setting, allowing students to self-direct the order of modules while students completing TIP 597, Senior Seminar. Candidates will continue to plan, instruction, support inclusive and effective classrooms, engage learners, and reflect on their practice. This course is designed to provide assistance as needed to the instructor as they grow. **Prerequisite(s):** Completion of all program requirements with TIP prefixes and cumulative grade point average of 3.00. **Corequisite(s):** TIP 597.

TIP 597 - Capstone Seminar

3.00 credits. This course serves as the research seminar capstone for graduate teachers to understand and apply research theories and design, culminating in action research and corresponding oral defense. Experience is supervised student teaching for a full semester. The semester of student teaching is designed to assist students in the development and refinement of their teaching skills in the areas of planning, presentation, and assessment. Through reflection, student teachers are asked to integrate the experiences gained in the classroom with educational theory and to identify those elements of instruction that are positive and productive for student learners.

Campus Policies - Safety and Security

Elizabethtown College Campus Security

Important Office Numbers

College Switchboard – "0" or 717-361-1000

Emergency – Ext. 1111 or 717-361-1111

Dispatcher – Ext. 1264 or 717-361-1264

Officer Assistance (non-emergency) – Ext. 1264 or 717-361-1264

E-Mail – security@etown.edu

Location - 605 S Mt Joy Street, Elizabethtown, PA 17022

Student ID cards

SGPS students are issued an Elizabethtown College ID Card by Campus Safety.

ID cards are an official Elizabethtown College identification. College ID Cards include name, photo, and student ID number.

ID cards can be obtained at any time by making an appointment with Campus Safety.

The College ID Card may be required for admission to College events and/or to check out resources from the library.

Drug-Free Campus

The School of Graduate and Professional Studies refers to the Elizabethtown College policies on being a drug-free campus.

Parking Information

Parking at Elizabethtown Campus

After 5:00pm and on weekends, students may park in employee lots on campus. Students may never park in Lot 14 or spaces specifically designated for handicapped, visitors, or marked Reserved. SGPS students parking on campus during the day should register their car with Campus Safety and display a parking decal. To register a car, students must submit a vehicle registration form on JayWeb and then pick up the parking decal at Campus Safety. SGPS students are considered commuters and parking registration is \$25 per academic year. Before 5:00pm on weekdays, students may park in any lot designated as a commuter lot in the Parking Regulations as found on the Campus Safety website. Vehicles parking in unlined paved areas, in "No Parking" areas, in Fire Lanes, in spots designated as Reserved or Handicapped, "Service Vehicles" or vehicles in the grass will be ticketed.

ECAAlert – Elizabethtown Campus Alert System

Elizabethtown College has an emergency notification system branded as EC Alert. This system is used to alert students of an emergency and closings due to inclement weather. All SGPS students will be placed in the system upon enrollment. If there is an emergency, students will receive an email, text message, and phone call. If there is a closing due to inclement weather, students will receive an email and text message. A test will be performed once in the fall and once in the spring semester. You will be notified prior to any tests being done on the system.

For more information about the ECAAlert System, please review the ECAAlert webpage.

SGPS Inclement Weather Policies

When it snows or when weather conditions become extreme, these procedures are in effect for SGPS students:

Unless otherwise indicated, Elizabethtown administrative and departmental offices will remain open.

Individual course cancellations or schedule changes for classes held at Elizabethtown College campus resulting from inclement weather will be posted on the Elizabethtown College website www.etc.edu.

Student Confidentiality

Family Education Rights and Privacy Act (FERPA)

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

- annual notification of their FERPA rights and of what the College defines as Directory Information;
- the right to see the information in their academic record;
- the right to consent to disclosure of information in their academic record and the right to withhold information that is Directory Information;
- the right to seek to amend records and, in certain cases, append a statement to the record;
- the right to file a complaint with the Department of Education Compliance Office in Washington DC.

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

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

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

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

Directory information is subject to public release without prior written consent unless the student completes the appropriate 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.

Student Responsibilities

School of Graduate and Professional Studies Expectations of Students

By enrolling in any course or program offered by the School, students acknowledge responsibility for understanding guidelines and policies in the Elizabethtown College Student Handbook and catalog.

School of Graduate and Professional Studies Writing Expectations

The ability to write clearly and persuasively, in any number of settings and contexts ranging from the academic world to the business world, is a core learning outcome of the School's unique blend of professional and liberal education. As such, its relevance and applicability span all majors and courses offered by the School. All written course assignments should reflect this ability and will be evaluated with this core learning outcome in mind. Practically, this means that the elements of clear and persuasive writing, such as correct spelling, grammar and syntax, and effective organization, will be considered when grading written assignments for all courses regardless of the subject matter.

School of Graduate and Professional Studies Technology Expectations

The School expects students enrolled in courses to possess basic computer skills and to have reliable access to the Internet. All courses will make use of Canvas, our learning management system (LMS), for some or all course materials. It is recommended that students have a laptop or desktop with an up-to-date operating system and the newest version of at least two Internet browsers installed (Edge, Internet Explorer, Safari, Firefox, Chrome, Opera, etc.). Although useful for participating in courses on-the-go, mobile devices or tablets are not recommended as the primary way for students to participate in their courses. It is recommended that students use a computer on which they have permission to install and update browsers, plug-ins, and software necessary for their courses.

Please consult the Elizabethtown College computer recommendations for students: http://www.etown.edu/offices/its/Computer_Specifications.aspx. Some courses may contain video, audio, web conferencing, and/or interactive multimedia as part of instructional materials or assignments. For this reason, it is recommended that students have access to a webcam, speakers and a microphone, or a headset.

Elizabethtown College offers Microsoft Office 365 free to all students. It is recommended that students make use of Office 365 for their courses by following the instructions here.

Email Communication & Computer Network Accounts

Our primary means of communication with our students is email. During the application stage, SGPS staff will communicate with potential students using the email address provided on the application for admission.

Once an individual begins taking classes, an etown.edu email account and computer network account will be created. All College and School communications, including access to College systems and resources, will be through the etown.edu account.

It is important that you check your email daily so you do not miss any significant information.

SGPS students must be aware of the Elizabethtown College Information & Technology Services' Acceptable Use Policy: <http://www.etown.edu/offices/its/Policies.aspx>

Reporting Changes of Personal Information

Any change of address, telephone number, alternate email address, name, or gender must be reported immediately so that we may update your record. For address, phone and email changes, complete the Update Contact Information form in JayWeb. To change your name on your academic record, submit the Personal Identification Change Form through Registration and Records. Your information must be kept current so that there is no delay in receipt of information from the School. Changes of name, gender, social security number, etc. require legal documentation.

Office of Diversity, Inclusion and Title IX

The Office of Diversity, Inclusion and Title IX supports students with historically marginalized identities, educates the community about and celebrates identity, and addresses structural inequity.

Working with students, faculty, staff and the greater community, the Office promotes a culture prioritizing individual worth and interconnectedness. Our mission is realized through events and activities exploring topics that include but not limited to race/ethnicity, gender and gender identity, sexual orientation, age, socioeconomic status, ability status, national origin and religion.

The Director for Title IX, Compliance Programs, and Intercultural Affairs leads the efforts of the Office of Diversity, Inclusion and Title IX, and is the Title IX Coordinator. For more information, visit <https://www.etown.edu/offices/diversity/titleix/index.aspx>.

Student Complaint Procedures

General Student Feedback and Concerns

The Elizabethtown College School of Graduate and Professional Studies welcomes student feedback on the School's academic programs and curriculum, your student experience, and/or the services provided to students. Feedback can be submitted to the School through multiple channels:

- Contact your academic advisor.
- Offer feedback to faculty.
- Give your feedback on the end-of-course evaluations.
- Complete the student satisfaction survey conducted every two years.
- Email any member of the SGPS staff. Contact information is available at www.etown.edu/sgps. Your concern will be directed to the appropriate person to address.
- Formal Complaint Procedures

Attempts to informally resolve concerns should occur within thirty (30) calendar days. If the issue cannot be resolved by communication and/or negotiation to the student's satisfaction through the informal process, the student may follow the formal process set forth below.

Formal Complaint Procedures

Student Internal Complaint Process

Grade Appeal

If your complaint concerns a grade in a course, follow the Grade Appeal process located in the Academic Policies section.

Title IX Sexual Harassment, Bullying/Harassment, Bias Incidents and Other Student Conduct Allegations

All processes for complaints of Title IX Sexual Harassment, Bullying, Bias Incidents and other student conduct allegations are outlined in the Elizabethtown College Student Handbook.

Questions about the application of Title IX at Elizabethtown College should be directed to the Title IX Coordinator.

Nichole Gonzalez

Director of Title IV

Baughner Student Center 247

gonzaleznichole@etown.edu; 717-361-1179

or to the Office of Civil Rights, Department of Education, Washington D.C.

The Office for Civil Rights (OCR)

OCR@ed.gov; 800-421-3481

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

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

Academics

If your complaint concerns a course or your academic program, contacting your faculty member would be your first step. If you are unable to resolve your complaint through the faculty member or if this is not appropriate to the situation, contact the Dean.

Advising

If your complaint concerns academic advising, progress toward your degree, student services, etc., contacting your advisor would be your first step. If you are unable to resolve your complaint through the advisor or if this is not appropriate to the situation, contact the Dean.

Other

If your complaint concerns any other area not covered by the above processes, contact your academic advisor who can assist you in determining your best course of action.

If, after following the outlined processes above, you want to request further review, you may contact the Dean.

For Students in Cases of Alleged Discrimination on the Basis of a Disability

Elizabethtown College policy and federal law prohibit discrimination on the basis of a disability. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require that a grievance procedure be available to a student who wishes to contest an administrative or faculty decision regarding disability-related accommodations and/or issues. Any Elizabethtown College student who believes that she/he has been discriminated against on the basis of a disability or has been denied access or accommodations has the right to utilize this grievance procedure. This procedure is not intended to address issues for which other policies exist, such as appeals pertaining to grades.

Informal Resolution

When a student wishes to contest an administrative or faculty decision regarding disability-related accommodations and/or issues, he or she should make every attempt to resolve the problem through informal discussions with the person claimed to be responsible for the contested decision or act. If the student is unable to resolve the issue directly with that person, the student should involve the college's Director of Disability Services for advice or help in negotiating a solution. The student may also contact that person's supervisor to assist in the informal resolution process.

Attempts to informally resolve the contested decision or act should occur within thirty (30) calendar days of the contested decision or act. If the issue cannot be resolved by communication, education, and/or negotiation to the student's satisfaction through the informal process, the student may follow the formal process set forth below.

Formal Resolution

(1) The student may file in writing a formal grievance with the Dean of the School of Graduate and Professional Studies for academic or student life issues. The grievance statement should be as specific as possible regarding the decision or action(s) that precipitated the grievance (date, place, and people involved), efforts made to settle the matter informally, and the remedy sought.

(2) The Dean shall forward a copy of the grievance statement to all parties involved within one week of the receipt of the statement. If necessary, the Dean will also provide a copy of the grievance statement to the Director of Disability Services who will be involved in resolution of the grievance as appropriate.

(3) The Dean shall investigate the matter set forth in the grievance statement. In conducting the investigation, the Dean may forward a copy of the grievance statement to the persons whose actions (or inactions) are the subject of the grievance and may request a written response to the grievance from appropriate individuals in the College. The Dean may also choose to interview witnesses, to meet with concerned parties, to receive oral or written presentations and to make other appropriate independent inquiry. Within thirty (30) calendar days of the filing of the statement, the Dean will make a decision on the merits of the student's grievance and the appropriate resolution of the situation. If resolution is not possible within thirty (30) calendar days, the Dean shall inform the student of the reasons for delay.

(4) Copies of the decision made by the Dean will be sent to the student, the student's academic advisor, and the college's Director of Disability Services. A copy may also be sent to other stakeholders whose actions (or inactions) are the subject of the grievance, as appropriate. In the event that the student is not satisfied with Dean's resolution of the grievance, a written appeal may be made to the Senior Vice President for Academic Affairs within 5 calendar days of the student's receipt of the resolution. The SVPAA's resolution shall be final and binding*.

(5) A record of all formal grievances filed under this procedure will be maintained in the Office of the Dean.

* If you are dissatisfied with the formal resolution of the grievance procedures or want to use an alternative to the grievance procedures, you have the right to file a complaint directly with U.S. Department of Education, Office for Civil Rights. Information assisting you with this process can be found at <https://www2.ed.gov/about/offices/list/ocr/index.html>, or contact the Philadelphia office of the Office for Civil Rights, U.S. Department of Education, Suite 515. The Wanamaker Building, 100 Penn Square East, Philadelphia, PA 19107-3323. OCR.Philadelphia@ed.gov or 215-656-8541.

Student External Complaint Contact Information

PA Department of Education

The U.S. Department of Education requires institutions offering distance education to provide enrolled and prospective students with contact information of the state agency or agencies that handle complaints against postsecondary institutions offering distance learning within that state. Many of the outside agencies will require that all institutional procedures be followed before the concern will be considered. Before contacting one of these agencies, Elizabethtown College School of Graduate and Professional Studies encourages students to inform the College of their complaint first. We are eager to listen to you and resolve the issues.

Information regarding the Pennsylvania Department of Education's student complaint process can be found on their website: <http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1>.

Middle States Commission on Higher Education

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. 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.

Virtual Education Complaint Process

Elizabethtown College School of Graduate and Professional Studies (SGPS) strives at all times to provide the highest quality of service and the best student experience possible. In the event that you have a serious complaint against the College, we wish to make you aware of the appropriate processes to follow.

The U.S. Department of Education requires institutions offering distance education to provide enrolled and prospective students with contact information of the state agency or agencies that handle complaints against

postsecondary institutions offering distance learning within that state. Many of the outside agencies will require that all institutional procedures be followed before the concern will be considered. Before contacting one of these agencies, Elizabethtown College School of Graduate and Professional Studies encourages students to inform the College of their complaint first. We are eager to listen to you and resolve the issues.

For concerns or complaints not addressed or unresolved through the student complaint procedures above, please contact the Office of the Senior Vice President for Academic Affairs (SVPAA).

If you are unable to resolve your complaint at any level within the College, you may contact one of the following agencies:

Pennsylvania Department of Education

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. 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.msche.org/?Nav1=About&Nav2=FAQ&Nav3=Question16> for procedural information.

Student Conduct

All SGPS students are subject to all policies and procedures outlined in the Elizabethtown College Student Handbook. Alleged violations of policies defined in the Student Handbook will be resolved consistent with procedures outlined in that document.

Student Resources

Textbooks & the College Store

On the Elizabethtown College campus, the College Store is located in the Brossman Commons Campus Center. It carries various class and office supplies, convenience items, and College logo merchandise. Online shopping is also available on their website.

Course textbooks are available through the College Store. If you choose to order your books from a different vendor, it is your responsibility to ensure you have the correct book. Some customized books may not be available through other vendors. Students may also utilize the online buyback service through the college bookstore.

Use of aid for textbooks

It is recommended that students pay for textbooks directly rather than using aid money. If it becomes necessary to withdraw during the refund eligibility period, or due to medical reasons, which allow for a pro-rated refund, federal regulations specify a Title IV Refund Formula be used in calculating the refund amount. That amount is then returned to the source of the aid funds, not the student. Cost of textbooks cannot be figured into that and students may owe money for the books. If students pay for the books up-front and then have excess aid funds left on account, that money will be refunded.

The High Library, Elizabethtown College

The High Library, located on Elizabethtown campus, offers many resources for students. The physical building houses books, DVDs, and journal and magazine subscriptions. Study space is also available for students and faculty. (Students may reserve group study rooms via an online reservation system: <http://etown.libcal.com/reserve/reserveroom>.)

The library's homepage is a great place to start for all academic research, as the library subscribes to more than 100 searchable databases with lots of full-text articles, e-books, and other materials: <http://www.etown.edu/library>. Off-campus users will be prompted to enter their Etown usernames and passwords in order to access the library's online resources. (Students should contact their academic advising coordinator if they cannot log in or access information.)

The library's homepage features the following links and tools:

- Type a topic into the big **QuickSearch box** to search many general and subject-specific databases simultaneously.
- Choose the **"Databases & Articles" button** to view an alphabetical list of all databases. The list includes a helpful description of each database's content.
- Use the **"Journal Finder"** tab to see if the library subscribes to a specific journal, magazine, or newspaper. (Search by the publication's title.)
- Choose the **"Research Help"** button to view tips and tutorials for starting any research project.
- Choose the **"Ask a Librarian"** button to submit questions and to find contact information for the library staff. Students should not hesitate to reach out to the librarians for research assistance of any kind. The librarians are reachable via phone, email, text, and online-chat during the workday, and via email and text on evenings and weekends.
- On-campus study space is also available for students and faculty to use through the **"Reserve a Study Room"** button.

The library's schedule of hours is posted on the website: <http://etown.libcal.com/>. Note that summer and holiday hours may vary.

Students who wish to check materials out of the library are first encouraged to obtain a College ID card from Campus Security. Students without a current College ID should contact an academic advising coordinator prior to coming to campus.

Students may also take advantage of the library's reciprocal borrowing agreements with other area institutions:

- ACLCP is an association of Pennsylvania college and university libraries that includes Franklin & Marshall College, Harrisburg Area Community College, Lebanon Valley College, Penn State Harrisburg, and York College. Students may borrow books and other physical items from any ACLCP library listed here: <http://www2.aclcp.org/?Members>. Note that students are required to present a valid College ID card in order to borrow materials from these institutions. For more details, see the lending policy on ACLCP's web page: <http://www2.aclcp.org/?Policy%20001>.
- PALCI is an association of college and university libraries in Pennsylvania, New Jersey, New York, and West Virginia. Students may borrow books and other physical items from many PALCI libraries as well. Consult the "List of Participating Libraries" on PALCI's On-Site Borrowing web page: <http://www.palci.org/on-site-borrowing/>. Prior to traveling to another PALCI library, students should ask the Elizabethtown librarians to complete an Authorization Form (also on PALCI's web page) that will grant permission to borrow materials.

Some local libraries, including those that belong to ACLCP and PALCI, offer on-site search access to several online resources and database subscriptions. As these permissions are determined separately by each institution, students may contact individual libraries to investigate this option.

Tutor.com - Online Tutoring Option

Disability Services

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

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

For further clarification about policies for students with disabilities, students should contact their academic advising coordinator or Lynne Davies, Director of Disability Services, at 717-361-1227. For more information, please visit www.etown.edu/offices/disability.

The Learning Zone in the Center for Student Success

Learning Zone is part of the Elizabethtown College Center for Student Success. Our goal is to help students be academically successful, well-rounded students. We offer tutoring for writing and specific courses, as well as assistance with study skills, test taking strategies and time management. While tutoring is a service available to all students, we do not guarantee tutor availability for every course taught.

Career Services

Students are invited to attend career events hosted by Career Services throughout the academic year. A list of current events is maintained on the Career Services webpage; students should monitor regularly for updates and details.

Career Services staff members are available, remotely and in-person, to assist students and alumni with all aspects of their career development including job searches, LinkedIn profiles, application materials, and interview preparation. Students are encouraged to utilize resources on the Career Services website for job search resources, advice, and samples.

Job and internship opportunities are posted throughout Handshake. To access Handshake, please register using your etown.edu network account. Handshake uses a single sign-on that will prompt for your Etown network password.

Additionally, the School of Graduate and Professional Studies offers a 1 credit course: **CD 1000 - Career Development for the Lifelong Learner**.