

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

ELIZABETHTOWN COLLEGE

**SCHOOL OF CONTINUING AND
PROFESSIONAL STUDIES**

**GRADUATE CATALOG
2017-2018**

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Elizabethtown College and the School of Continuing and Professional Studies

About Elizabethtown College

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

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

Mission of Elizabethtown College

Molded by a commitment to "Educate for Service," Elizabethtown College is a community of students dedicated to educating students intellectually, socially, aesthetically and ethically for lives of service and leadership as citizens of the world. As a comprehensive institution, the College offers academic programs in the liberal arts, sciences and professional studies. Combining classroom instruction with experiential learning, these programs advance independent thought, personal integrity and social responsibility as the foundations for a life of learning. Founded by members of the Church of the Brethren, the College believes that learning is most noble when used to benefit others and affirms the values of peace, non-violence, human dignity and social justice.

Statement of Non-Discrimination

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

Educational Philosophy Statement and Goals of Elizabethtown College

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

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

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

Elizabethtown College challenges students to:

- assume responsibility for their intellectual development, personal growth, and well-being. They will sharpen their curiosity and become aware of the capabilities, strategies, and resources needed to learn.
- reason, analyze, and engage in critical thinking. They will learn to make, systematically evaluate, and, if necessary, refute arguments and claims—both their own and those of others.
- demonstrate thoughtful and articulate communication by applying knowledge in a variety of contexts including writing, speaking, listening and interpretation.
- understand the creative process and its role in human expression, and cultivate the ability to make informed aesthetic judgments.
- navigate diverse cultural worldviews and perspectives, with the realization that differing frames of reference influence analysis, communication, and behavior.
- make reflective ethical decisions and act with integrity to seek just outcomes within relationships, communities, and society.
- apply and integrate different strands of learning and comprehend interconnections in the process of gaining knowledge and experience.
- identify and cultivate a sense of purpose that inspires a commitment to meaningful work in service to society.

About the School of Continuing and Professional Studies

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

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

Mission of the School of Continuing and Professional Studies

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

Key Objectives of the School of Continuing and Professional Studies

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

School of Continuing and Professional Studies Governance

Elizabethtown College Board of Trustees

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

School of Continuing and Professional Studies Council on Academic Management

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

School of Continuing and Professional Studies Academic Affairs Team

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

School of Continuing and Professional Studies Affiliated Faculty

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

School of Continuing and Professional Studies Admissions Counselors

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

School of Continuing and Professional Studies Academic Advising Coordinators

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

School of Continuing and Professional Studies Program Structure

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

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

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

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

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

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

Accreditation and Authorization

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

Elizabethtown College is a member of the State Authorization Reciprocity Agreement (SARA), a voluntary, interstate agreement that establishes comparable standards for offering postsecondary distance education across state lines. Member states recognize participating

institutions that are authorized in other member states. SARA establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

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

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

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

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

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

Student Confidentiality

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

- annual notification of their FERPA rights and of what the College defines as *Directory Information*;
- the right to see the information in their academic record;
- the right to consent to disclosure of information in their academic record and the right to withhold information that is *Directory Information*;
- the right to seek to amend records and, in certain cases, append a statement to the record;
- the right to file a complaint with the Department of Education Compliance Office in Washington DC.

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

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

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

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

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

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

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

Title IX

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

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

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

The School for Continuing and Professional Studies refers to Elizabethtown College's Title IX website for additional information and the Policy Regarding Sexual Harassment, Sexual Misconduct, Sexual Exploitation, Stalking, Dating Violence, and Domestic Violence.
<http://www.etown.edu/about/titleix/index.aspx>

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

Title IX Coordinator:

Dr. Armenta Hinton, Equity and Title IX Coordinator
High Library, Rm 219; Phone: 717-361-1179; Email: hintona@etown.edu
<http://www.etown.edu/about/titleix/index.aspx>

School of Continuing and Professional Studies Title IX Resource:

Gwen Miller, Director of Student Services
millerga@etown.edu, 717-361-1373

Questions about the application of Title IX at Elizabethtown College should be directed to Dr. Hinton or to the Office of Civil Rights, Department of Education, Washington, D.C.
The Office for Civil Rights (OCR)
Customer Service: 800-421-3481; Fax: 202-245-6840
<http://www.ed.gov/ocr>
email: OCR@ed.gov

For additional information and resources, visit <http://www.etown.edu/about/titleix/index.aspx>.

Reporting of an Incident:

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

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

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

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

Investigation of an Incident:

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

Misconduct, Sexual Exploitation, Stalking, Dating Violence and Domestic Violence Involving Student Respondents at <http://catalog.etown.edu/content.php?catoid=11&navoid=547>. Investigations handled by the Office of the Title IX Coordinator will follow all investigation, resolution and appeal processes as outlined in the College Catalog located at <http://catalog.etown.edu/content.php?catoid=11&navoid=547>.

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

Admission to the School of Continuing and Professional Studies

Master's Degree Program Requirements

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

- be at least age 25
- have an undergraduate degree from a regionally accredited institution
- have an undergraduate
- grade point average of 3.0 or higher (waivers can be granted based on professional work experience and other factors)
- have a minimum of three years of professional leadership/management experience
- have time to devote to your coursework; in an accelerated program, time spent outside of class is considerable

How to apply to master's degree programs:

1. Meet with an admissions counselor. In this meeting you will learn about the program, its class formats and get answers to any question you may have.
2. Complete one of the online applications for: the MBA program or MSL program. Then submit the \$50 nonrefundable application fee. Payments may be made online or via check payable to Elizabethtown College
3. Request official transcripts from all undergraduate institutions attended.
4. Submit, via email, your current resume.
5. Provide two recommendations, using the forms provided. One recommendation must be from your current supervisor. The second recommendation can be from an individual who can comment on your professional and/or academic qualities. Both recommendations will become part of your application file and will not be disclosed to any unauthorized individual without your consent.
6. Submit a 3-5 page essay addressing your:
 - a. statement of professional goals
 - b. current approach to leadership/management
 - c. long-term goals for the application of the graduate degree to your professional life

Graduate Certificate Program Requirements

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

- be at least age 25
- have an undergraduate degree from a regionally accredited institution
- have a minimum of three years of professional leadership/management experience
- have time to devote to your coursework; in an accelerated program, time spent outside of class is considerable

How to apply to graduate certificate programs:

1. Meet with an admissions counselor. In this meeting you will learn about the program, its class formats and get answers to any question you may have.
2. Complete the online application for: graduate certificate and pay the \$25 nonrefundable application fee. Payments may be made online or via check payable to Elizabethtown College.
3. Request official transcripts from all undergraduate institutions attended.
4. Submit, via email, your current resume.
5. Submit a 1-2 page essay addressing your:
 - a. motivation for pursuing the graduate certificate
 - b. statement of professional goals
 - c. goals for the application of the graduate certificate to your professional life

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

Graduate Certificate to Master's Degree Program Requirements

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

1. Discuss your desire to apply to a master's degree program with your admissions representative
2. Complete one of the online applications for: the MBA program or MSL program. Then submit the discounted \$25 nonrefundable application fee. Payment may be made online or via check payable to Elizabethtown College.
3. (Optional): Request official transcripts from all undergraduate and graduate institutions attended (A new set of transcripts is only needed if new courses relevant to your intended master's degree were taken outside of Elizabethtown since the completion of your graduate certificate)
4. (Optional): Submit, via email, your current resume (Please submit an updated resume if significant changes have occurred since completing your graduate certificate)
5. Provide two recommendations, using the forms provided. One recommendation must be from your current supervisor. The second recommendation can be from an individual who can comment on your professional and/or academic qualities. Both recommendations will become part of your application file and will not be disclosed to any unauthorized individual without your consent.
6. Submit a 3-5 page essay addressing your:
 - a. statement of professional goals
 - b. current approach to leadership/management
 - c. long-term goals for the application of the graduate degree to your professional life

Graduate Dual Degree Program Requirements

Application Requirements & Procedures for Current MBA Students:

- Matriculated students pursuing a Master of Business Administration are eligible to apply for the Dual Degree Program after completing a minimum of 6 credits. A 3.00 cumulative grade point average is required at the time of application and must be maintained in order to graduate within the dual degree program.
- To apply for the program, a student must submit a two-paged typed letter of intent with an explanation of why they are pursuing the dual degree and how the additional degree will

support their professional goals. In addition to the essay, a completed MBA / MSL Dual Degree application must be submitted along with a \$50 application fee.

- Approval of the dual degree course of study will be determined within 8 weeks upon receipt of all necessary application materials.

Once accepted into the dual degree program, students are able to start taking any of the required (6) MSL courses in conjunction with their MBA coursework. (*Students in the dual degree program are subject to the School's policy regarding taking two courses during one session.)

While there can be course overlap between the two programs, a MBA degree must be conferred prior to the student graduating with the MSL degree. Students in the dual degree program should work closely with their advisor when scheduling courses to ensure that they are able to confer the MBA degree prior to completing the 6 core MSL courses.

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

Application Requirements & Procedures for MBA Alumni:

- Students who have graduated from the MBA program at Elizabethtown College may apply to pursue the second MSL degree within three years of their graduation date.*
- Interested applicants need to submit a two-paged typed letter of intent with an explanation of why they are pursuing this coursework and how the additional degree will support their professional goals. In addition to the essay, a completed MBA / MSL Dual Degree application must be submitted along with a \$50 application fee.
- Approval of the second degree program will be approved within 8 weeks upon receipt of all necessary application materials.

Upon completion of the 18 additional required MSL credits with a cumulative GPA of 3.00, a second graduate degree will be conferred.

*The dual degree program is only open to students who have earned their MBA at Elizabethtown College.

Transfer Credits and Experiential Learning

All transfer credit appears as such on the student's Elizabethtown College transcript and has no effect on the student's cumulative GPA, nor does it fulfill any of the College's residency requirements.

Transfer Credit Policies - Master Degree Programs

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

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

Transfer Credit Policies – Graduate Certificate Programs

Transfer credits are not permitted in an SPCS Graduate Certificate program.

Academic Policies and Procedures

Academic Records/Transcripts

As a student matriculated in one of our programs, the permanent record is maintained in the Office of Registration and Records on campus. All credits and grades are recorded there, as well as in an advising file in the School. All courses completed are noted in the advising file so that questions related to course selection, remaining requirements, etc., may be answered by the academic advising coordinator.

Quality Points and Grade Point Average Requirements

A 4.0 quality point system and plus/minus grading is used.

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

Letter grade	Quality Points per Semester Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0

Academic Standing

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

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

<i>Semester Hours Attempted (Local)</i>	<i>with Cumulative Grade Point Average below:</i>
1-18	2.0
19+	2.5

Students on academic probation will be notified by the School in writing. Students should work closely with their academic advisor to review their degree requirements, develop a course plan for upcoming semesters, and identify resources that can aid in their success. Students should refer to the School's policy on repeating courses.

The status of Academic Probation does not prevent a student from registering for courses in upcoming sessions. However, financial aid eligibility may be impacted, in accordance with the Financial Aid Satisfactory Academic Progress (SAP) standards <http://www.etown.edu/offices/financial-aid/sap.aspx>. Eligibility for use of VA education benefits

may also be impacted, as the School is required to report a change in academic status for any student using such benefits.

Academic Dismissal

The College, upon recommendation of the Dean of the School of Continuing and Professional Studies, may dismiss a student who continues to experience difficulty on academic probation and/or is not making progress toward degree completion.

Readmission for Academically Dismissed Students

A student who is dismissed from the College due to academic difficulty or probation must petition the admission's review panel for readmission. Consult with an academic advisor or an admission's representative for information on the readmission process.

Students are also encouraged to reach out to the Financial Aid Office to ensure understanding of the Satisfactory Academic Progress Standards that must be met to be eligible for financial aid.

A student who is readmitted to the College after an absence of five successive years may, upon completion of 15 consecutive credits at Elizabethtown College and earning a grade of C or better in each class, have previous grades of F removed from the cumulative grade point average.

Grades and Grade Reports

Information is provided in the course syllabus explaining how various elements are weighted and how the grading scale is used. In consideration of FERPA (Family Educational Rights & Privacy Act), students agree, by registration in a course, to the electronic exchange of course assignments and/or grades with the facilitator.

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

Students who need an official transcript of their coursework may request one through the office of Registration & Records. There is no charge for transcripts. No transcripts will be issued to students who have an outstanding balance on their account. Electronic transcripts are also available via Scrip-Safe for a fee. Information about transcript requests can be found on the Registration & Records website.

Grading Standards

The grading standards established for graduate courses are:

A	=	94 – 100%
A-	=	90 – 93%
B+	=	87 – 89%
B	=	84 – 86%
B-	=	80 – 83%
C+	=	77 – 79%
C	=	73 – 76%

A grade less than 73% results in a failing grade.

Grade Appeals

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

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

The grade appeal process consists of the following steps:

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

Academic Integrity

Elizabethtown College and the School for Continuing and Professional Studies assumes that all learners will act honorably. Learners 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 learner'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 learner and facilitator self-disclosure (the use of personal experiences) for the purpose of facilitating learning. The School expects learners to honor confidentiality as it relates to learner disclosure. No one should ever use information, comments, or opinions expressed by the learners or the

facilitator during classroom discussion in a manner intended to humiliate, embarrass, harass, damage, or injure others in their personal, public, or business lives. Confidentiality requires that no information be disclosed which would identify any particular individual. The learner has a right to choose how much information to disclose and a responsibility to respect the limits of disclosure set by other learners and facilitators.

- Fabrication, falsification, or invention of information, data, or citations in any assignment. To knowingly help or attempt to help another learner 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 learner.
- Plagiarism through the failure to acknowledge, appropriately and accurately, the extent of the learner'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

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

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

Review Committee: If the violation is of sufficient seriousness, or forms a pattern of abuse by the learner, 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 learner in writing of the decision and the factors that influence that decision.

The learner 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 learner, the Assistant Dean of Academic Affairs, and the Dean. The Dean will review the matter and will inform the learner in writing of the final outcome. The Dean's decision is final.

Attendance Policy

Academic programs offered through the School are in an accelerated format; therefore, it is expected that students attend all scheduled face-to-face classes and complete all online requirements for the entire session in order to achieve the course outcomes.

For face-to-face or blended classes, students are expected to attend all scheduled class sessions for the full class time. Arriving late or leaving early could have an impact on the student's grade. If absence or lateness is unavoidable, students must notify the facilitator as soon as possible, prior to the class meeting. The result may be missed points or make-up work assigned by the facilitator; this is at the facilitator's discretion. If a student is aware of a conflict at the time of registration, he/she are encouraged to contact the facilitator immediately to discuss the scheduled absence. Depending on the class session affected, it may be prudent to select a different course that is not impacted by the scheduled absence.

For online or blended classes, students are expected to fully participate in online activities, discussion boards, and assignments throughout the course. If lateness of an assignment or absence from a scheduled on-line session is unavoidable, students must notify the facilitator as soon as possible, prior to the assigned activity. The result may be missed points or make-up work assigned by the facilitator; this is at the facilitator's discretion.

In consideration of the learning experiences that occur in the classroom and the value of those interactions for all students enrolled in the class, students are not permitted to bring any additional persons to class who are not enrolled in that class. This includes any family members (spouses, children, siblings, etc.), friends and co-workers.

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

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

FAILURE TO PROPERLY WITHDRAW FROM A COURSE OR REQUEST A MEDICAL WITHDRAWAL OR INCOMPLETE WITHIN THE APPROPRIATE TIMEFRAME MAY RESULT IN A STUDENT EARNING A FAILING GRADE.

For pertinent deadlines and procedures for initiating a drop/withdrawal, medical withdrawal, or incomplete, see the School's student handbook.

Withdrawal and Refund Policy

Withdrawal from classes after the start of a session affects your academic record and tuition charge/financial aid. Contact your academic advisor immediately to discuss the withdrawal process and/or complete the Withdrawal Form in JayWeb to initiate the process.

To determine the effect withdrawing from a course may have on your financial aid status, contact the Financial Aid Office at finaid@etown.edu; 717-361-1404.

The meeting of class refers to the actual day of the week that blended/on-ground class meets. For purposes of these deadlines, **online classes start on the first Monday** of each session. For four-week winter online sessions, the class starts on the first Sunday of the session. **NOTE: Students are not able to initiate a drop/withdrawal request after the last date of the session.**

Eight-Week Sessions

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

Academic Recognition and Program Completion

Program Completion / Degree Conferral

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

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

Commencement

The School of Continuing and Professional Studies celebrates the achievement of its graduates through an annual commencement ceremony, held in May. All degree-seeking students are invited and encouraged to participate. Students completing a Graduate Certificate are not eligible to participate in commencement.

Graduate students must have completed all degree requirements, including having all official transcripts from other institutions submitted, prior to the May commencement date in order to participate in that year's ceremony. Students completing after the May commencement date will be invited to attend the following May's ceremony.

Diplomas are mailed to students following the August and January degree conferral. Diplomas are presented at commencement to students with a May degree conferral date, provided they do not have a business office hold. Diplomas are mailed to May graduates who are unable to attend commencement.

Information relating to commencement will be sent to all eligible students by the College Store for regalia and the SCPS for all details and requests for information. Commencement is a ticketed event, determined by the space available and the number of participants each year.

Discontinuation of Early Participation

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

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

Graduate Honors in the Discipline

Graduate students will graduate with Honors in the Discipline having completed their program with a 4.0 cumulative grade point average. Recipients will receive an honor cord to wear at Commencement.

Degree Programs

Master of Business Administration

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

Degree Requirements

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

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

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

Foundation Courses

Foundations in Critical Business Analysis
Foundations in Financial Accounting and Finance

Required Courses (30 credits)

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

Electives (choose two, 6 credits)

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

Master of Science in Strategic Leadership

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

Degree Requirements

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

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

Required Courses (30 credits)

Foundations of Leadership
Strategic Communication for Effective Leadership
Applied Research for Strategic Leadership
Ethical Dimensions of Leadership
Organizational Design and Development

Fiscal Management for Strategic Decision Making
Leadership for Today and Tomorrow (capstone)
Leading Individuals and Teams
Innovation and Change
Leading Conflict Resolution and Negotiation

Electives (choose two, 6 credits)

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

Course Descriptions

Master of Business Administration

MBA 501 Foundations in Critical Business Analysis (3 credits)

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

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

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

through attainment of the optimal capital structure. (If this course is listed as a requirement, it must be completed prior to taking MBA 525, Accounting for Strategic Decision Making.)

MBA 510 Leadership in Business and Life (3 credits)

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

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

Offers cutting-edge thinking on integrated marketing communications, branding and promotions. Product and brand management are at the heart of an organization's survival. Brand and product managers run a small business and, as such, have profit and loss responsibility for brands. Yet few courses are in-tended to walk learners through the steps necessary to achieve this objective. Accordingly, the goal of this course is to prepare such managers and/or potential managers to build brand assets and create an enduring advantage for their brands in the marketplace. Learners will be exposed to the contemporary challenges faced by a broad variety of firms in creating and maintaining brand equity. Cases and exercises used in the course are quite diverse in terms of the sizes of the organizations involved and the types of markets they serve.

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

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

MBA 525 Accounting For Strategic Decision Making (3 credits)

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

MBA 530 Corporate Social Responsibility: Making a Bigger Impact on the World (3 credits)

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

MBA 540 Societal Economic Analysis (3 credits)

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

MBA 550 Information for Strategic Decision Making (3 credits)

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

MBA 560 Global Business Strategies (3 credits)

Multinational corporations are increasingly exposed to greater risks associated with currency fluctuations, trade embargoes, and social and political instability. Similarly, domestic businesses must be increasingly aware of competitive threats related to new technologies or cheaper subsidized products arising from foreign entrants. Thus, globalization is a pervasive phenomenon that requires the attention of both foreign and local businesses alike. This course provides learners with a comprehensive understanding of the political, economic, social, and technological forces shaping today's global business environment.

MBA 570 Strategic Human Resource Management (3 credits)

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

MBA 571 Organizational Behavior (3 credits)

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

MBA 572 Health Administration (3 credits)

This course examines the major administrative/management approaches in public and private health care agencies and illustrates how regulatory and legal requirements contribute to health care administrative challenges. The ultimate goal of the course is to assist students in understanding management principles in the American health care delivery system, including

the roles of patients, third party insurance payers and health care professionals. The course presents contemporary thinking about management skills and competencies, and "how management gets it done" in health care organizations.

MBA 573 Business Ethics (3 credits)

This course includes discussion and evaluation of social and moral dimensions of managerial decision making. Focus of the course is an in-depth study of values, conflicts, resolutions, and ramifications in a variety of business contexts. A major priority of the course is to equip students to make thoughtful and effective arguments as to how to deal with business issues as to which there is no obvious, clear answer, and in which ethical, social, or political concerns are present.

MBA 576 Sustainability (3 credits)

Today, nearly everything from architecture to zoos is being described as sustainable. Sustainability is elusive, it defies definition for many. This module aims at equipping learners with the tools to critically evaluate sustainability claims by providing an understanding of the rich cultural and historical roots of the idea of sustainability or "Nachhaltigkeit". Through an examination of the major issues confronting our environment and the systemic relationships with the business domain, this module explores how individuals and organizations can integrate sustainability perspectives to arrive at better outcomes. A specific focus will be on how organizations can incorporate the environmental (planet), social (people), and economic (profit) perspectives of the concept into their strategies, operations and stakeholder engagements. Also considered are measurement and reporting of sustainability and its challenges, as well as the role of innovation and technology.

MBA 579 Graduate Service Project (3 credits)

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

MBA 580 Corporate Finance for Business Leaders: Theory and Practice (3 credits)

This course provides a review and further enhances the understanding of financial theories and practices, and develops the skills necessary to strategically manage the financial operations of an enterprise. Readings and case studies will inject real-world situations into the learning process in order for students to draw upon them in the formulation of financial strategies and management of financial issues.

MBA 595 Applied Business Leadership in Action (3 credits)

What strategic moves are necessary for an organization to stay competitive in today's ever-changing business environment? This capstone course challenges learners to integrate what they have learned from previous MBA courses. Learners will assess an organization's current strategy and identify the next steps a leader should consider to strengthen the organization's ability to compete successfully in the business world.

Master of Science in Strategic Leadership

MSL 510 Foundations of Leadership (3 credits)

This introductory course provides a foundation for the study of Strategic Leadership through a comprehensive examination of the history, theories, and processes of leadership. Opportunities

will be provided for learners to explore the application of specific leadership strategies and techniques within the context of current challenges leaders face. Learners will be engaged in self-reflection and feedback activities geared toward assessing current strengths and formulating plans for building their own leadership skills.

MSL 520 Strategic Communication for Effective Leadership (3 credits)

This course will focus on the strategic nature of communication and its role in being an effective leader. Coursework will include exploring the role of ethics in communications, feedback, team collaboration and persuasion. Learners will evaluate effective presentations and develop strategies for creating clear and compelling messages. Discussions will include reflection on constituent needs and communication channels as well as an analysis of one's leadership communication style. The course will make use of the case study analysis method and learners will have the opportunity to create a communication plan based on an organizational need.

MSL 530 Applied Research for Strategic Leadership (3 credits)

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

MSL 540 Ethical Dimensions of Leadership (3 credits)

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

MSL 550 Organizational Design & Development (3 credits)

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

MSL 570: Design Thinking for Leaders

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 credits)

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

MSL 595 Leadership for Today & Tomorrow (3 credits)

Within today's ever-changing world, effective leadership is pivotal in determining the success of mobilizing others to reach their fullest potential in an environment where resources continue to be limited. Organizations are required to be very strategic in the decisions that are made. This capstone course challenges learners to integrate what they have learned from previous MSL courses by assessing an organization's current strategy and identifying areas of opportunities where the implementation of strategic leadership principles could have a positive impact on creating a culture and climate where individuals are able to effectively and efficiently contribute to the overall mission of the organization.

MOD 560 Leading Individuals and Teams (3 credits)

Successful leadership of individuals and teams requires strategic leaders to employ aspects of situational and transformational leadership principles. This course will examine how individual personalities, team dynamics, corporate structures and organizational needs provide direction for a strategic leader. Learners will explore how tasks and goals impact team design and function, leading to building effective teams, including team leadership. Learners will also take a look at best practices in face-to-face and virtual teams.

MOD 562 Innovation & Change (3 credits)

Successful strategic leaders must lead and facilitate innovation, creativity, change, and collaboration within and amongst diverse organizations---including local, regional and international partners in the public, private, and service sectors. These partners will have varied and often conflicting goals, incentives, power bases, resources, and cultures. Participating in a course-long student-led cross-sector strategic planning case study, students will strengthen their capacity to create and implement strategies and methodologies for leading and facilitating innovation, creativity, change, and cross-sector collaboration to effectively address complex community problems.

MOD 564 Leading Conflict Resolution & Negotiation (3 credits)

This course addresses the prevention and management of internal and external conflicts that managers encounter daily; as a part of working in medium and large organizations. Learners will identify their habitual responses to conflict situations; learn the various conflict styles and how to utilize alternatives to address conflict in a proactive rather than reactive method. Our focus will include: conducting fact-finding workplace investigations, building the skills to resolve conflict through basic negotiations, and Alternate Dispute Resolution (ADR) processes. Learners will model how to conduct constructive discussions with employees on topics including the setting of performance goals, giving feedback and Performance Improvement Plans. Learners will examine internal workplace conflict from individuals and teams; and external conflict with customers. The strategies and skills learned and applied will be of use in many life roles and professional career.

Health Care Administration Concentration/Certificate

MHA 510 Leadership and Management in Health Care

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

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

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

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

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.