

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

**ELIZABETHTOWN COLLEGE**

**SCHOOL OF CONTINUING AND  
PROFESSIONAL STUDIES**

**UNDERGRADUATE CATALOG  
2016-2017**

## TABLE OF CONTENTS

<b>ELIZABETHTOWN COLLEGE AND THE SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES</b>	
ABOUT ELIZABETHTOWN COLLEGE	5
HISTORY OF ELIZABETHTOWN COLLEGE	5
CHURCH OF THE BRETHERN HERITAGE OF ELIZABETHTOWN COLLEGE	5
MISSION OF ELIZABETHTOWN COLLEGE	6
<b>ABOUT THE SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES</b>	
MISSION OF THE SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES	6
SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES KEY OBJECTIVES	6
SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES ACCELERATED COURSES AND PROGRAMS	7
SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES ACCREDITATION	7
EDUCATIONAL PHILOSOPHY STATEMENT AND GOALS OF ELIZABETHTOWN COLLEGE	8
STUDENT RESPONSIBILITIES	8
ELIZABETHTOWN COLLEGE PLEDGE OF INTEGRITY	10
SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES ETHICS STATEMENT	10
ATTENDANCE POLICY	10
STUDENT CONFIDENTIALITY AND PRIVACY - FERPA	11
STATEMENT OF NONDISCRIMINATION	11
TITLE IX	12
<b>ACADEMIC POLICIES AND PROCEDURES</b>	
CREDITS/RESIDENCY	13
TRANSFER CREDITS	13

COURSES AT OTHER COLLEGES	14
CREDITS FOR PRIOR LEARNING	15
ACADEMIC RECORDS/TRANSCRIPTS	15
ACADEMIC STANDING	15
GRADES AND GRADE REPORTS	16
INCOMPLETE GRADES	16
GRADE APPEALS	16
DEAN'S LIST	17
PROGRAM COMPLETION/GRADUATION	17
<b>DEGREE PROGRAMS</b>	
ASSOCIATE DEGREE PROGRAMS	17
BACHELOR OF ARTS PROGRAMS	17
BACHELOR OF SCIENCE PROGRAMS	18
ACADEMIC MINORS	18
DIPLOMA PROGRAMS	18
EXCEL PROGRAM	18
<b>DEGREE PROGRAM REQUIREMENTS</b>	
THE CORE PROGRAM	19
BACHELOR OF SCIENCE IN ACCOUNTING	20
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION	21
BACHELOR OF ARTS IN CORPORATE COMMUNICATION	23
BACHELOR OF SCIENCE IN CRIMINAL JUSTICE	24
BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION	26

BACHELOR OF SCIENCE IN HUMAN SERVICES	27
BACHELOR OF SCIENCE IN HUMAN SERVICES – BEHAVIORAL AND ADDICTIONS COUNSELING	28
BACHELOR OF SCIENCE IN INFORMATION SYSTEMS	30
BACHELOR OF ARTS IN SOCIAL WORK	31
<b>COURSE DESCRIPTIONS</b>	
CORE PROGRAM	32
ACCOUNTING	43
BUSINESS ADMINISTRATION	45
CORPORATE COMMUNICATION	48
CRIMINAL JUSTICE	51
ECONOMICS	54
HEALTH CARE ADMINISTRATION	54
HUMAN SERVICES	57
INFORMATION SYSTEMS	60
MATHEMATICS	63
PSYCHOLOGY	63
SOCIAL WORK	64
SOCIOLOGY	67

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

## **About Elizabethtown College**

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

## **History of Elizabethtown College**

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

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

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

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

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

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

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

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

### **Mission of Elizabethtown College**

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

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

As a distinct academic unit of Elizabethtown College empowered to meet the needs of adult students, the School of Continuing and Professional Studies offers a variety of learning programs for adults in the South Central Pennsylvania Region with courses available at the Elizabethtown Campus, in Harrisburg at the Dixon University Center, in Lancaster at the College Square on the Harrisburg Pike and the HACC Lancaster campus, at the York site and over the internet.

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

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

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

- To develop and administer all departmental learning programs and activities according to sound principles of academic quality, financial responsibility, and academic/ financial accountability.
- To help lead, by responsible example, the Elizabethtown College Learning Community in successfully meeting the higher education challenges of the 21st century.
- To expand access to the unique benefits of an Elizabethtown College education to new constituencies through innovative programming, formatting, and distance learning, thereby increasing the number of non-traditional students in the College's learning community.
- To support and advance the mission and core values of Elizabethtown College by increasing departmental revenues while controlling costs to increase net revenue at the disposal of the College.
- To support and advance the mission and core values of Elizabethtown College and the School by reinvesting a significant portion of increased revenues each year in research and development of new, innovative, and quality learning programs and activities within the department.
- To maintain and advance the liberal arts core values of Elizabethtown College.
- To educate and develop the regional workforce through relevant professional and liberal arts learning experiences that increase worker and employer productivity, and thus, to "educate for service."

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

### **School of Continuing and Professional Studies Accelerated Courses and Programs**

Responsive to the unique learning requirements and life style concerns of adults, the School of Continuing and Professional Studies offers accelerated courses and programs in five-week sessions. Most courses are three credits, meet one night a week for a total of twenty classroom hours, and are facilitated by a specially assessed faculty. There are five-week courses that are completely Internet-based and delivered. The School encourages each adult to take control of his or her learning and to move through an academic program at his or her own pace. Each adult student, in conjunction with an academic advising coordinator, schedules his or her own courses and is free to step in or out of the program as necessary.

Web-based technology supports many accelerated courses and their "learning outside the classroom" component. All accelerated learning at Elizabethtown College requires the mastery of learning outcomes as determined by a variety of assessment processes. This mastery of learning outcomes relies on activities, formats, and methodologies that respect adult learning styles; therefore, accelerated courses and degrees are only open to adults. Additionally, these adults must be motivated and self-directed in order to succeed academically.

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

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

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

Each of the SCPS syllabi is written to adhere to federal and state guidelines.

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

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

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

Although "contact hours" are limited in the accelerated format, adult students are expected to complete 15-22 hours of "learning and instruction outside the classroom" each week; this

learning can involve activities like problem solving, reading, research, writing, academic journaling, independent field trips, web-based assignments and group work under the direction of the facilitator.

### **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.

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

### **Student Responsibilities**

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



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

- It is the adult student's responsibility to ensure that all course prerequisites have been met prior to registering for a course unless the Dean of the School has granted a waiver.
- Since classes are in an accelerated format, registration for courses should take place no later than two weeks prior to the first class meeting in any session since students will be responsible for obtaining their materials of instruction and must complete an assignment prior to the first class meeting. The required material and course assignments can be found in the syllabi, which will be emailed to enrolled students two weeks prior to the start of a session.
- Registration, on-ground or online, carries with it academic and financial responsibilities as detailed in the School's drop, withdrawal, refund, and subsequent registration policies.
- All adult students are responsible for reading and understanding the information found on the approved program Checksheet mailed with the admission offer. It outlines the specific requirements for each individual student's program. Courses accepted in transfer from other institutions or already completed at Elizabethtown are entered appropriately. On the back there are several items concerning residency requirements, grade point averages, etc., as well as the time limit established for completion of the program under the requirements given. This sheet should be used as the guide in selecting courses. The curriculum is continually updated and different students may be operating under different sets of requirements, depending on when they entered the program. Any questions about the program should be referred to the academic advising coordinator, rather than other students.
- FS 1500, Foundations for Accelerated Learning, should be taken within the first three five-week sessions of a new student's academic program. Students may petition the Dean of the School to have this requirement waived due to mitigating factors such as previous experience with the accelerated learning format, recent successful completion of substantial college level academic work, etc.
- All adult students are expected to possess and/or develop the high level of commitment and dedication necessary to succeed in the School's challenging academic programs.
- All adult students are expected to attend all scheduled accelerated classes for their entire duration. Facilitators have full authority and discretion to evaluate punctuality and attendance and their impact upon course grades as a reflection of the achievement of course learning outcomes. Students should avoid scheduling courses if they know they will not be able to attend all class meetings. If absence or lateness is unavoidable, the student should notify the facilitator ahead of the scheduled class meeting time. (Please see attendance policy)
- All adult students in accelerated courses are expected to complete 15 to 20 hours of self-directed learning activities outside of the classroom each week (Learning Outside the Classroom).
- Any change of name, address, telephone number, or email address must be reported to a student's academic advising coordinator immediately, either directly or through the Update Contact Information form on JayWeb. This information must be kept current so that there will be no delay in receipt of information from the School. Changes of name, social security number, etc., require legal documentation.
- Please Note: The School expects adult students in its courses to possess basic computer skills and to have reliable access to the Internet. Both Learning Outside the Classroom (LOC) and Learning Inside the Classroom (LIC) may be computer/internet assisted and/or directed. Adult students challenged by these expectations should notify

and consult with their academic advising coordinator as soon as possible. It is also required to have a valid email address for both administrative and course-related communication. If there is a change in the email address the student should notify his or her academic advising coordinator immediately.

### **Elizabethtown College Pledge of Integrity**

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

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

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

- Fabrication of information, data, or citations in any assignment.
- Multiple submission of work by handing in any work that was originally undertaken to satisfy the requirements of another course or handing in any work that was originally undertaken to satisfy requirements of the same course by another student.
- Plagiarism through the failure to acknowledge, appropriately and accurately, the extent of the student’s reliance on or use of someone else’s words, ideas, data, or arguments even when such material has been paraphrased, summarized, or rearranged. Such material includes that obtained through the Internet.

These breaches of academic integrity are serious academic offenses.

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

Integral components of courses in this program are the student and facilitator self-disclosure (the use of personal experiences) for the purpose of facilitating learning. The School expects the students enrolled in the program to honor confidentiality as it relates to student disclosure. No one should ever use information, comments, or opinions expressed by the students or the facilitator during classroom discussion in a manner intended to humiliate, embarrass, harass, damage, or injure others in their personal, public, or business lives. Confidentiality requires that no information be disclosed which would identify any particular individual.

The student has a right to choose how much information to disclose and a responsibility to respect the limits of disclosure set by other students and facilitators.

### **Attendance Policy**

Academic programs offered through the School are in an accelerated five-week format; therefore, it is required that students attend all scheduled classes for the entire five-week session. Facilitators expect students to attend all hours of class time, so arriving late or leaving early could have an impact on the student’s participation grade for the course. **If absence or lateness is unavoidable, students must notify the facilitator as soon as possible prior to the scheduled class meeting time.** If a student is late for a class or misses a class, the result

will be either missed points/lower grade or make up work assigned by the facilitator. This is at the facilitator's discretion and can be given at either full or partial points.

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

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

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

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

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

The 1974 Family Educational Rights and Privacy Act (FERPA) is a federal law (20 U.S.C. 1232g) that protects the privacy of a student's educational record. This includes defining Directory Information, access to the student's academic record, the right to consent to disclose information and the right to withhold information that is Directory Information, 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 has been defined by the institution as Directory Information.
2. The information is needed by a school official who has a legitimate education interest in the information. For example, this could be an academic advisor who needs to review a student's past course history in order to advise the student on completion of graduation requirements.
3. In an emergency, the institution believes that disclosure of certain information is necessary to protect the health or safety of the student or other persons.

### **Statement of Non-Discrimination**

Elizabethtown College does not discriminate on the basis of gender, race, color, religion, age, disability, marital status, veteran status, national or ethnic origin, ancestry, sex, sexual orientation, gender identity and expression, genetic information, possession of a general education development certificate as compared to a high school diploma, or any other legally

protected status. This commitment applies but is not limited to decisions made with respect to hiring and promotion, the administration of educational programs and policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

### **Title IX**

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

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

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

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

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

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

### **Title IX Coordinator:**

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

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

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

The School for Continuing and Professional Studies refers to Elizabethtown College's Title IX website for additional information and the Policy Regarding Sexual Harassment, Sexual Misconduct, Sexual Exploitation, Stalking, Dating Violence, and Domestic Violence.

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

Questions about the application of Title IX at Elizabethtown College should be directed to Dr. Hinton or to the Office of Civil Rights, Department of Education, Washington, D.C.

The Office for Civil Rights (OCR)  
Customer Service:800-421-3481  
Fax: 202-245-6840  
http://www.ed.gov/ocr  
email: [OCR@ed.gov](mailto:OCR@ed.gov)

## **Academic Policies and Procedures**

### **Credits/Residency**

#### Total credits required

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

- Associate Degrees (64 credits)
- Baccalaureate Degrees (125 credits)
- Post-baccalaureate Diplomas (24-27 credits; a minimum of 18 must be outside the baccalaureate degree)

#### 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 might be required to take credits beyond the minimum required in order to meet the requirements of his or her major curriculum and/or the core curriculum.

#### Residency requirements

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

- Associates: Students must have at least 9 credits in their major and a minimum of 15 of the last 30 credits in the program overall from Elizabethtown College.
- Baccalaureate degrees: A minimum of 30 of the last 60 credits must be taken from Elizabethtown College. Elizabethtown College credits must include 15 credits in the major, 9 of these must be upper division. The Senior Research Project must be taken at Elizabethtown.
- Diplomas: Up to two courses may be transferred. They may not be part of the baccalaureate degree.

These are the general requirements, but they may vary slightly by major. Students should refer to the policies on the back of their approved program checksheet for their particular major and check with their academic advising coordinator to be sure.

### **Transfer Credits**

The staff of the School will work with adult students to maximize the number of credits from previous college work that they can transfer into their Elizabethtown programs while still meeting residency requirements. Adult students may be requested to obtain and furnish appropriate information to admissions counselors or academic advising coordinators in order to evaluate previous work.

Credits taken at another institution of higher education must carry a grade of at least C- to transfer. Such institutions should normally be accredited by one of the regional accrediting

agencies like the Middle States Association. However, credits from non-regionally accredited institutions will be evaluated on an individual basis; such credits, when combined with relevant work experience or other factors may transfer.

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

Credit for non-collegiate and/or corporate courses and training will be considered for transfer if such courses or training have received credit recommendation by the American Council on Education (ACE) or the Program on Non-Collegiate Sponsored Instruction (PONSI). The adult student should request that an ACE registry transcript, verifying such recommendation, be sent to the School. ACE registry transcripts may be obtained by contacting:

Center for Adult Learning and Education Credentials  
American Council on Education  
Attn: Registries  
One Dupont Circle  
Suite 250  
Washington, DC 20036-1193

The School will consider the transfer of credit for military education and experience upon receipt of notarized appropriate documentation such as DD Form 295 (Application for the Evaluation of Education Experience During Military Service) and/or Form DD-214 (Service Separation Certificate). Such military education and experience should have received ACE credit recommendation; transcripts should be obtained from the ACE registry.

By standard academic practice, quarter credit hour courses are evaluated at a reduced number of full semester credit hours. The School cannot accept Continuing Education Units (C.E.U.s) in transfer. Adult students may normally transfer up to sixty-four (64) credits from two-year institutions (community colleges, junior colleges, etc.). Otherwise, there is no limit to the number of transfer credits as long as the student meets all residency requirements.

All transfer credit appears as such on the student's Elizabethtown College transcript and has no effect on the student's cumulative GPA, nor does it fulfill any of the College's residency requirements. When considering transfer courses, please keep in mind that in order to graduate with Latin honors students must complete a minimum of 60 credits at Elizabethtown College and earn a grade point average for those credits of 3.60 or better for cum laude, 3.75 or better for magna cum laude, or 3.90 or better for summa cum laude

### **Courses at Other Colleges**

Once Elizabethtown College has accepted an adult student into a degree program, that student may request approval to take courses at another accredited institution and transfer credits to Elizabethtown College. A Transfer Course Approval form must be submitted to an academic advising coordinator at least 30 days prior to the beginning of the course. Approval of the request only guarantees that the course requested meets the School's transfer guidelines and will satisfy a specific requirement in the student's program. The student is responsible for not duplicating any credit already earned. Credit(s) will be granted upon receipt of an "official" transcript verifying completion of the course(s) with a grade of C- or higher. A maximum of 64 credits total may be transferred in from two year institutions. This rule does not apply to four year institutions.

### **Credit for Prior Learning**

Elizabethtown College recognizes that learning takes place outside as well as inside the classroom and that adult students bring a wide variety of valid learning experiences with them when they enter a college program. The School is eager to help the adult student transform outside-the-classroom, college-level learning into college credit. Students should contact their academic advising coordinator to discuss applicable options.

### **Academic Records/Transcripts**

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

### Quality points

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

Letter grade	Quality Points per Semester Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

### Grade point average

Students in degree programs must have a grade point average of 2.0 overall and 2.0 in the major.

### **Academic Standing**

#### Academic probation

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

Credits Attempted	Cumulative GPA Below
1-18	1.7
19-36	1.8
37-54	1.9
55-72	1.95
73 +	2.0

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

### Academic dismissal

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

Readmission for students not in good academic standing: A student who leaves the College while in academic difficulty must petition the Director of Student Services for readmission. A student who is readmitted to the College after an absence of five successive years may, upon completion of 15 consecutive credits at Elizabethtown College and earning a grade of C or better in each class, have previous grades of F removed from the cumulative grade point average. For more information, students should contact their academic advising coordinator.

### **Grades and Grade Reports**

Information is provided in the course syllabus explaining how various elements are weighted and how the grading scale is used.

In consideration of FERPA (Family Educational Rights & Privacy Act), students agree, by registration in a course, to the electronic exchange of course assignments and/or grades with the facilitator.

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

Students who need an official transcript of their coursework may request one in writing from the Office of Registration and Records, Elizabethtown College, One Alpha Drive, Elizabethtown, PA 17022-2298. There is no charge for transcripts. No transcripts will be issued to students who have an outstanding balance on their account. Electronic transcripts are also available via Scrip-Safe for a fee. Information about transcript requests can be found on the Registration & Records website.

### **Incomplete grades**

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

### **Grade appeals**

Questions concerning a course grade should be brought to the attention of the course facilitator immediately upon the student's receipt of the official grade report. Formal grade appeals must be submitted within 30 days of the date on which the grade was issued by the College.

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



course facilitator, and the student will be notified immediately. The decision of the Dean is the final decision.

### **Dean's List**

To be eligible for the School's Dean's List, students have to complete nine graded credits in the fall semester and nine graded credits in the spring semester (for a total of 18 credits) and achieve a GPA of 3.6 or higher in each semester. Certificates of Academic Excellence will be distributed during the summer semester to students that met the qualifications.

### **Program Completion/Graduation**

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

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

### Graduation with honors

Students 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

### SCPS Honors

Awarded to those students that achieve a 3.60 or higher, and complete a minimum of 30 credits with Elizabethtown College, but less than 60 credits, which is the residency requirement to receive Latin Honors. **Students should keep this in mind when considering the option of taking credits at other schools.**

## **Degree Programs**

### **Associate Degree Programs**

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

- Associate of Arts in Corporate Communication
- Associate of Science in Accounting
- Associate of Science in Business Administration
- Associate of Science in Criminal Justice
- Associate of Science in Health Care Administration
- Associate of Science in Human Services
- Associate of Science in Information Systems

### **Bachelor of Arts Programs**

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

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

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

### **Bachelor of Science Programs**

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

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

### **Academic Minors**

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

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

### **Diploma Programs**

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

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

### **EXCEL Program**

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

Admission to EXCEL is selective and enrollment is limited because of the highly individualized nature of the program. Applications are reviewed year-round. In addition to supplying college

transcripts, references, and a written goal statement, applicants must come to campus for a pre-admission interview.

### Degree Requirements

This program employs the assessment of experiential learning as a significant element in fulfilling degree requirements of 125 credits for a Bachelor's degree. CLEP (College Level Examination Program) examinations, independent study, and traditional college courses are used to fulfill course requirements. In addition, a Course Equivalency Proposal (CEP) argues and documents that the learner has already achieved the learning outcomes of a specific Elizabethtown College course and can be used to satisfy credit for a course.

A Bachelor of Professional Studies (BPS) can be earned through the EXCEL program. The BPS is offered with majors in:

- Business Administration
- Corporate Communication
- Criminal Justice
- Human Services
- Human Services – Behavioral and Addictions Counseling
- Information Systems
- Public Administration
- Religious Studies

## **Degree Program Requirements**

### **The Core Program**

The Core Program supports the goals expressed in the Mission Statement of Elizabethtown College and the Mission Statement of the School of Continuing and Professional Studies. Through the School's Core Program, Elizabethtown College offers each undergraduate adult learner a broad exposure to the liberal arts and sciences in a manner respectful of adult learning needs and styles. Adult learners experience a core curriculum that complements and enriches major and elective courses.

### **Structure**

The Core Program is divided into two basic categories - common learning experiences (Foundations for Accelerated Learning and Senior Research Project), which total six credits; and learning experiences in eight Areas of Understanding, which total 24 to 25 credits. These 30 to 31 credits, based on broad learning themes, form a cohesive and useful liberal arts foundation for more intensive learning in the major.

### **The Common Core**

All adult learners matriculated in degree programs offered by the School of Continuing and Professional Studies share in the Common Core by successfully completing the following two courses:

- Foundations for Accelerated Learning FS 1500 (3 credits)
- Senior Research Project IDC 4900 (3 credits)

## **Areas of Understanding**

Areas of Understanding represent broad, thematic approaches to college-level learning and appear in the Core Program because of their importance in building a useful and valuable liberal arts learning experience for adult learners at Elizabethtown College. For more details, please refer to the [Core Program Handbook](#). Areas of Understanding are listed below:

- Power of Language (3 credits)
- Mathematical Analysis (3 credits)
- Creative Expression (3 credits)
- Cultural Heritage (3 credits)
- Foreign Cultures and International Studies (3 credits)
- Natural World (3 or 4 credits) must include a lab
- Social World (3 credits)
- Values, Choice & Justice (3 credits)

## **Bachelor of Science in Accounting**

Elizabethtown College's Bachelor of Science in Accounting offered through the School of Continuing and Professional Studies offers a comprehensive professional education for adults seeking increasingly responsible accounting positions in the contemporary business community, which is characterized by its global reach, diversity, technological orientation, strategic planning, and complexity. The curriculum emphasizes development of technological skills and enhanced critical thinking as the learner moves toward upper-level evaluative courses while maintaining a core of basic business courses. The course of study provides a firm foundation and meets the requirements for accounting and business law courses for Pennsylvania's education requirement for the CPA exam. Individualized guidance toward achieving the 150 credit total will be available from Admissions, Advising and Financial Aid staff.\* This broadened accounting curriculum is further enriched by a blending with the College's quality liberal arts core to produce graduates prepared to exercise effective professional leadership in a wide variety of contexts and organizations.

The Bachelor of Science in Accounting is accredited by the Middle States Association of Colleges and Secondary Schools. The School of Continuing and Professional Studies has not sought ACBSP accreditation.

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

## **Degree Requirements**

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

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

## **Course Requirements**

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

Principles of Accounting I  
Principles of Accounting II  
Intermediate Accounting I  
Intermediate Accounting II  
Introduction to Federal Income Tax  
Financial Analysis and Reporting  
Forensic Accounting  
Accounting for Nonprofit Organizations  
Cost Accounting  
Strategic Cost Accounting  
Auditing  
Global Macroeconomics  
Principles of Microeconomics  
Managerial Communication  
Quantitative Techniques for Business  
Principles of Management  
Business Ethics  
Business Finance  
Business Law  
Business Information Systems  
Problems in Financial Management  
Corporate Strategy (capstone course)  
Probability and Statistics (Mathematical Analysis-Core)

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

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

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

### **Bachelor of Science in Business Administration**

Elizabethtown College's Bachelor of Science in Business Administration offered through the School of Continuing and Professional Studies prepares adults for increasingly responsible leadership roles in the contemporary business community, which is characterized by its global reach, diversity, technological orientation, strategic planning, and complexity. Business community representatives constantly review the curriculum through which learners master business and organizational principles. Learners then apply these principles to specific cases and problems. Learners graduate with a set of skills and competencies that position them to compete and to succeed in the rapidly changing business world of the 21st century. These skills and competencies are blended with the College's quality liberal arts core to produce graduates

who are prepared to exercise effective business leadership in a wide variety of contexts and organizations.

The Bachelor of Science in Business Administration is accredited by the Middle States Association of Colleges and Secondary Schools. The School of Continuing and Professional Studies has not sought ACBSP accreditation.

### **Degree Requirements**

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

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

### **Course Requirements**

#### **Major Courses** (51 credits)

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

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

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

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

## **Bachelor of Arts in Corporate Communication**

The undergraduate degree program in Corporate Communication at Elizabethtown College as offered by the School of Continuing and Professional Studies is a dynamic program for working professionals seeking to obtain a baccalaureate degree in an environment that provides both accelerated learning and flexibility. The curriculum reflects the communication needs of both regional employers and employees, with special emphasis placed on the enhancement of both written and oral communication skills.

The corporate communication curriculum blends the theory, design, management, and practice of communication into a comprehensive learning program. This program emphasizes interpersonal communication skills, such as writing and speaking, as the foundation for higher, more complex communication and business skills that prepare the learners for responsibility and productivity in the rapidly changing global community. Graduates of this B.A. in corporate communication program find themselves prepared for entry into or enhancement of a multitude of communication-related careers.

The Bachelor of Arts in Corporate Communication is accredited by the Middle States Association of Colleges and Secondary Schools.

### **Degree Requirements**

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

Communication Seminar should be one of the last courses a learner takes. This course is the capstone, which is intended to provide an opportunity for an integration of course work, knowledge, skills, and experiential learning to enable the student to demonstrate a broad mastery of professional expectations in order to gain initial employability, further learning, and career advancement.

### **Course Requirements**

#### **Major Requirements (24 credits)**

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

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

Communication Law & Ethics  
Persuasion  
Organizational Communication  
Public Relations  
Integrated Marketing Communication  
Communication Planning

Visual Communication  
Advanced Public Relations  
Managerial Communication  
Principles of Marketing  
Advertising Management

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

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

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

**Bachelor of Science in Criminal Justice**

The undergraduate degree program in Criminal Justice at Elizabethtown College as offered by the School of Continuing and Professional Studies is a dynamic program geared toward working professionals seeking to obtain a baccalaureate degree in an environment that provides both accelerated learning and flexibility.

The criminal justice curriculum is composed of courses designed not only to provide broad-based knowledge of the criminal justice system, but also to stimulate a comprehensive understanding of the underlying issues that impact upon the application of the law and theory in today's complex society. The adult learner will comprehend the interrelationship of issues and the manner in which the various parts of the criminal justice system function to administer justice in modern society. Learning objectives are designed to ensure that adult learners can critically examine criminal justice policy and demonstrate effective communication skills related to policy implementation and problem solving. The program prepares graduates for a multitude of career opportunities in criminal justice, or further study at the graduate level.

**Criminal Justice Career Opportunities:**

- Law enforcement officer at the federal, state, or local level
- Correction's officer
- Adult/juvenile probation officer
- Counselor in juvenile institution (treatment specialist)
- Private security
- Private investigator
- Policy analyst (legislation, funding, etc.)

The Bachelor of Science in Criminal Justice is accredited by the Middle States Association of Colleges and Secondary Schools.



## **Degree Requirements**

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

Criminal Justice Seminar should be one of the last courses a learner takes. This course is the capstone course and intended to provide the learner with the chance to utilize those skills and ideas obtained during the completion of their required Criminal Justice classes.

## **Course Requirements**

### **Major Requirements** (39 credits)

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

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

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

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

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

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

## **Bachelor of Science in Health Care Administration**

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

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

The Bachelor of Science in Health Care Administration is accredited by the Middle States Association of Colleges and Secondary Schools.

### **Degree Requirements**

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

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

### **Course Requirements**

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

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

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

Issues in Women's Health Care  
Managerial Epidemiology

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

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

**General Electives (43-44 credits)****Bachelor of Science in Human Services**

Elizabethtown College's Bachelor of Science degree in Human Services, offered through the School of Continuing and Professional Studies, seeks to provide a broad-based knowledge of the human services field, as well as to stimulate a comprehensive understanding of the underlying issues that influence the application of theory and practice in today's society. The adult learner 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 learners can critically examine human services strategies and demonstrate effective communication skills related to implementation and problem solving.

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

**Degree Requirements**

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

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

**Required Courses****Major Requirements (46 credits)**

Introduction to Human Services  
Social Welfare Programs and Policies  
Human Development

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

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

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

Principles of Management  
Criminology  
Introduction to the Criminal Justice System  
Community-Based Treatments  
Introduction to Interpersonal Communication  
Multicultural Communication  
Abnormal Psychology  
Developmental Psychology  
Psychology of Criminal Behavior  
Social Issues  
Marriage and Family  
Equity and Justice in the Workplace

**Core Program (21 credits)**

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

**General Electives (49 credits)**

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

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

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

### **Degree Requirements**

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

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

### **Required Courses**

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

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

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

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

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

Foundations for Accelerated Learning  
Power of Language (Writing and Language)

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

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

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

Elizabethtown College's Bachelor of Science in Information Systems offered through the School of Continuing and Professional Studies prepares adults for increasingly responsible leadership roles in the information systems field, which is characterized by its growing global reach, diversity, technological sophistication, strategic planning, and complexity. Learners explore and seek to understand the social and technological aspects related to the fact that information technology now affects nearly every aspect of professional and daily life. Program course work focuses on making use of information technology to satisfy organizational and managerial needs, and enables learners to apply their knowledge of technology to enhance the operations and competitive functions of organizations. The College's quality liberal arts core blends with the strong curriculum to produce graduates who are prepared to exercise effective information technology leadership in the rapidly changing world of the 21st century.

The Bachelor of Science in Information Systems is accredited by the Middle States Association of Colleges and Secondary Schools.

#### **Degree Requirements**

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

Readings and Projects in Computer Science should be one of the last courses a learner takes. This course is a type of capstone course that integrates concepts, principles, practices, and applications from prior courses in a faculty-directed project.

#### **Course Requirements**

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

Fundamentals of Computer Architecture  
Computer Science I (C++)  
Computer Science II (C++)  
Information Systems Ethics  
Introduction to Java Programming  
Visual Programming  
Database Design  
Introduction to e-Commerce  
Systems Analysis and Design  
Computer Networks & Network Systems  
Data Mining, Data Warehousing and Business Intelligence Concepts

Computer Network Security  
Readings and Projects (capstone course)  
Principles of Management  
Probability and Statistics (Mathematical Analysis - Core)

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

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

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

**Bachelor of Arts in Social Work**

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

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

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

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

**Degree Requirements**

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

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

## Course Requirements

### Major Courses (67 credits)

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

Human Behavior in the Social Environment (4 credits)

Multicultural Counseling Skills (4 credits)

Methods of Social Work Research (4 credits)

Generalist Social Work Practice I-Individuals (4 credits)

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

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

Social Policy (4 credits)

Field Instruction I (6 credits)

Field Instruction II (12 credits)

Senior Seminar in Social Work (4 credits)

### Additional Requirements\*

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

Probability & Statistics (Mathematical Analysis)

General Psychology

Discovering Society (Social World)

### Core Program (21 credits)

Foundations for Accelerated Learning

Power of Language (Writing and Language)

Creative Expression

Foreign Cultures/International Studies

Cultural Heritage

Values, Choice & Justice

Senior Research Project

### General Electives (37 credits)

## Course Descriptions

### Core Program

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

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

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

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

As the Core Program's capstone, this course is designed to assess the learner's mastery of the



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

### **CD1000 Career Development (1 credit)**

When entering into an educational program, the goal of the person upon graduation is often to be promoted within their company or to change the direction of his/her career. The needs of the adult 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?"

### **Creative Expression**

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

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

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

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 2450 Growing up in America (3 credits)**

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

#### **En 2610 Literature and the Workplace**

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

#### **En 2810 Writing & Analyzing the Short Story (3 credits)**

In this writing-intensive course, learners will read and explicate short stories that are considered classics in the genre. They will then apply their critical ideas on theme, character and craft to original essays and short stories.

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

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

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

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

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

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

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

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

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

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

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

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

The course is an examination of the major developments that have taken place in European History since 1500. The course will not survey all of the developments over 500 years, but choose those that seem significant in their impact on subsequent developments.

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

This course will consider the relationship between gender and place of birth as categories of United States' historical and cultural analysis. It will ask you to identify, articulate, and apply your own values and choices in order to interpret a number of issues associated with gender as a

category of historical and cultural analysis; it will ask you to impart meaning to historical facts and matters of public policy; it will ask you to share the results with your colleagues and course facilitator. Most of all, this course will ask you to direct your own learning in a way that advances the learning of each member of the course, including the facilitator. (This interdisciplinary course will fulfill either the foreign cultures/international studies or the cultural heritage core requirement.)

## **Foreign Cultures and International Studies**

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

International Business is a course that addresses the interdependencies of the global marketplace with particular focus on the various aspects of conducting business outside of the US, but also the impact on domestic business operations because of globalization.

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

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

This course is an examination of the organization and function systems of communication media around the world. It is designed to assess our experience as an American by exploring the sociocultural, economic, political, and scientific/technical impact of communication media on the diverse societies of other countries. (Can be used as a Foreign Cultures & International Studies by non-Communication majors)

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

Using Judaism, Christianity and Islam, and perspectives from “Eastern” and so-called “primal” religions, this course examines three inter-related topics: 1) Religious teachings regarding the human condition; 2) Religious traditions’ responses to the human condition and 3) the behavior of those who claim to be followers of a religious tradition. The course will conclude with a look at what constitutes a “true” follower of a tradition and how “true” followers act in relation to the norms of the prevailing culture.

### **IDC 2770 Poverty in a World of Plenty (3 credits)**

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

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

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

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

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

This course will consider the relationship between gender and place of birth as categories of

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

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

This course is an introduction to the major religious traditions of the western world: Judaism, Christianity, and Islam. In this course students will explore the roots of these three traditions, their contemporary manifestations, their similarities and differences, and their ideals and realities.

## **Mathematical Analysis**

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

This interactive class will combine lecture with "practice programming". Team oriented programs may be assigned in addition to individual assignments. Most of the in-class material will be C++ programs that are not included in the text book. This class will provide learners with a solid, fundamental understanding of the C++ programming language. *Prerequisite: high school algebra and/or trigonometry and CS 1180 Fundamentals of Computer Architecture.* (Information Systems' majors may not use this course for core.)

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

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

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

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

## **The Natural World**

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

Geology on Location is an introductory course in geology that examines national parks and other notable landmarks in order to illustrate basic Earth Science concepts. Additionally, the course blends our knowledge of the geosphere and hydrosphere with issues that affect our human existence on this amazing planet. By understanding the processes within specific geologic features, we enhance our appreciation for the natural world. When applicable, other

related issues such as water pollution, conservation, biodiversity, climate controls, natural resources, and natural disasters will be discussed throughout the course.

Students should expect to have fun and be amazed as we discover the geology behind extraordinary landforms, coastlines, volcanoes, etc. In the lab component of this course, learners will be required to visit, create a photo journal, and write about the geology of an approved location of their choosing. They will be required to conduct a soil experiment on their own using a few household items.

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

Health Psychology is a specific, and relatively recently developed, branch of psychology which interrelates psychological knowledge, theory, and practices with the biological and sociological disciplines devoted to health. This course examines the status, place and function of psychology in the medical setting, explores the psychology of illness and its twin components of stress and pain, illustrates the behavioral aspects of specific diseases (cardiovascular, cancer, etc.) as well as habits such as tobacco smoking, alcohol use, and unnecessary eating. Alternate and healthful lifestyle habits are reviewed. The laboratory integrated with this course involves the adult learner directly with the techniques and practices of health psychology.

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

This class will explore human impacts on the earth and the consequences of these impacts for the human and non-human living systems; ethical considerations for environmental decision-making; and avenues for more sustainable living.

### **Power of Language**

### **En 1000 Writing and Language (3 credits)**

In this writing-intensive introductory course, adult learners will learn and practice various strategies and structures to write college-level papers. Each week, learners 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 learners to bring together many of the skills they've practiced in the course.

### **The Social World**

### **CJ 1150 Criminology (3 credits)**

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

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

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

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

Economics can no longer be referred to as the dismal science. The world has become so dynamic, and economics has become such an integral part of world dynamics that it affects each and every one of us every single day. Because of its importance in our lives, economics must now be referred to as the relevant science. This course gives students an orientation to the nature of economics on a global scale. The student is further provided with a solid foundation to the principles of macroeconomics as a discipline.

This course will highlight the concepts of capitalism, supply, demand, free markets, inflation, recession, and money supply. Particular attention will be given to the way a society allocates scarce resources and how the Federal Reserve Board influences the supply of money. A correlation between economic theories and everyday experiences will help students relate the material in a way that demonstrates its relevance and thus allows a deeper understanding of economics.

A strong emphasis is placed on discussion of current events and how those events incorporate various economic theories. This will give the student a greater appreciation of the relevance of economics as a science. Macroeconomics examines the aggregate performance of all markets in our economy. (Can be used as a Social World by non-Accounting and non-Business Administration majors)

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

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

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

**HS 2160 Human Development (3 credits)**

Learners will become familiar with the concepts of dealing with life changes and transitions in humankind. An understanding of growth and development, the life stages, gender, spirituality, motivation, life styles, disabilities, and human sexuality are examined. Associated stresses and anxiety that accompany development are also covered, as are stages of transition, development of established patterns, and strategies for effectively dealing with future transitions. Learners will develop a comprehensive understanding of the human life cycle. (Can be used as a Social World by non-Human Services majors)

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

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

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

In an increasingly interconnected world, globalization is a political, economic, cultural, and environmental phenomenon affecting individuals and communities in every society. This course will examine the dynamics of globalization along with the ethical implications of living in a globalized world. This interdisciplinary course will fulfill either the Social World or the Values, Choice and Justice core requirement.

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

Using Judaism, Christianity and Islam, and perspectives from “Eastern” and so-called “primal” religions, this course examines three inter-related topics: 1) Religious teachings regarding the human condition; 2) Religious traditions’ responses to the human condition and 3) the behavior of those who claim to be followers of a religious tradition. The course will conclude with a look at what constitutes a “true” follower of a tradition and how “true” followers act in relation to the norms of the prevailing culture.

**IDC 3150 Victimology (3 credits)**

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

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

This highly interactive class provides adult learners with a beyond-the-fundamentals understanding of our governmental system. The class is facilitated on two levels: the first part of the class focuses on an interactive discussion of current events of the day. Adult learners are expected to participate with their views on the topic of discussion. Views and opinions are formulated based on research and readings during the week. The second part of the class is a more "formal" lesson that covers required material. Class material presented from texts and articles coincide with current event discussions in order to enable adult learners to completely relate "theory" to reality of government.

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

This course is a survey and introductory course designed to introduce the breadth and depth of the study of human behavior to the learner who has never had exposure to the science of psychology. The course will demonstrate that psychology, while often used to assist people with life adjustment, is a scientific endeavor covering the full range of human behaviors and not simply counseling regarding aberrant behavior or the explication of “gee-whiz” aspects of human behavior. The learner will be guided through the multiplicity of approaches and methods of the traditional major areas of study in the course of examining the common human problems of understanding the self, dealing with stress, dealing with other people, growing and developing through the life span, and maintaining a healthy mental life.

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

This course traces the physical, emotional, and psychosocial development of humans through all the ages of life. Each phase is a flow from one developmental phase into the next and each has related issues. The course provides a roadmap of this development and explains the research behind the numerous topics of interest in the various phases of life such as school effectiveness, language, environmental influences, parental and peer influences, relationships, personality, and ultimate decline. *Prerequisite: Psy 1050 General Psychology*

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

This course introduces the learner to the focused and defined area of abnormal human behavior. The course not only elaborates the taxonomy of abnormal behavior but points to the scientific process of extracting normal from abnormal indicators and clarifying influences on development of the studied behaviors, whether physiological, social, or psychological. Treatment indicators emerge from these considerations. *Prerequisite: Psy 1050 General Psychology*

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

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

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

As individuals age concerns arise in many areas. One of those areas is the aging process of the body and mind. Is there such a thing as graceful aging? Can the golden years really be golden? What have we learned in the study of the aging adult? Learners will become familiar with the theories of aging, healthy aging and ways to maintain health and independence with increased age. Areas of discussion will also include what can happen when aging isn't graceful, such as the diseases of the elderly; loss of activities of daily living, simple things such as driving, bathing, walking, living without assistance; Long Term Care or Assisted Living/Personal Care facilities and how they care for the elderly. Learners will become familiar with government laws and regulations as well as advocacy groups for the elderly such as the Eden Alternative™, the Pioneer Network, AARP, etc.

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

In this survey course learners will review the major social and contemporary issues in our society. These issues include, but may not be limited to alienation, addiction, crime, and poverty. Various implications for public policy are stressed and discussed. *Prerequisite: So 1010 Discovering Society*

**So 3050 Marriage and Family (3 credits)**

This course is a multi-cultural/multi-ethnic sociological analysis of contemporary marriages, families, and intimate relationships. The course delivers an exploration of the impact that societal changes have had on traditional family functions, courtship, role expectations, child rearing, and family stability. Interrelated topics which impact the family as a social institution are examined.

**Values, Choice and Justice****BA 3100 Business Ethics (3 credits)**

This course examines the ethical issues that arise in today's business environment with special



focus in the areas of business, marketing, finance, and accounting. The values and principles guiding ethical business decisions will be studied along with how ethics integrated into business can play a part in business strategy. Learners will explore their own values and apply an ethical decision making process to ethical dilemmas in business. (Can be used as a Values, Choice and Justice by non-Accounting and non-Business Administration majors)

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

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

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

This course will examine 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, legal practice, sentencing, corrections, research, crime control policy and philosophical issues. (Can be used as a Values, Choice and Justice by non-Criminal Justice majors)

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

This course is designed to study issues of diversity and the media by investigating the audience, content, and institutions of communications. Cultural perceptions will be explored as they relate to an individual's beliefs on diversity such as: race, ethnicity, gender, sexual orientation, religion, age, class, and disability. A research and field experience will challenge learners to analyze and formulate their own views. (Can be used as a Values, Choice and Justice by non-Communication majors)

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

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

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

This course will focus on various ethnic and racial groups in the United States in the 19th and 20th centuries. This focus will be historical, emphasizing group values and the interplay of these values with those of the land to which these groups migrated. Sometimes this interplay was a clash; sometimes it was more harmonious. However it expressed itself, this interplay left neither the group's nor America's values of the day unchanged. This interplay of different values shaped the basic characteristic of the America of the past, the present, and the future - diversity.

This course will ask adult learners to identify, articulate, and apply his/her own values and choices to a number of diversity-related issues associated with American ethnic and racial groups of the 19th and 20th centuries; to impart meaning to historical facts; to share the results with course colleagues and course facilitator; to collaborate in groups; and most of all, it will ask learners to direct their own learning in a way that advances the learning of each member of the course, including the facilitator.

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

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

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

In an increasingly interconnected world, globalization is a political, economic, cultural, and environmental phenomenon affecting individuals and communities in every society. This course will examine the dynamics of globalization along with the ethical implications of living in a globalized world. This interdisciplinary course will fulfill either the Social World or the Values, Choice and Justice core requirement.

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

Using Judaism, Christianity and Islam, and perspectives from “Eastern” and so-called “primal” religions, this course examines three inter-related topics: 1) Religious teachings regarding the human condition; 2) Religious traditions’ responses to the human condition and 3) the behavior of those who claim to be followers of a religious tradition. The course will conclude with a look at what constitutes a “true” follower of a tradition and how “true” followers act in relation to the norms of the prevailing culture.

**IDC 2770 Poverty in a World of Plenty** (3 credits)

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

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

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

Public Policy is no longer made within the four corners of government. It has become increasingly complex and dynamic. One must also consider the ever-changing environment when analyzing public policy.

This course is designed to provide the adult learner with a solid understanding of the fundamentals of public policy, with strong emphasis of the differences between traditional public policy making and what is required for effective policy making in the future. This juxtaposition of traditional vs. futuristic will lend itself to highly interactive, dynamic class discussion.

The class is facilitated on two levels: The first part of the class focuses on an interactive discussion of current events, and how they relate to the policy arena. Learners will formulate their views based on research and required readings during the week. The second part of the class is a more "formal" lesson that covers required material.

Class material presented from texts and articles coincide with current event discussions in order to enable students to completely bridge the gap between "theory" and reality.

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

Study of racial and cultural minorities in the United States and their relationship with dominant

groups. Includes study of discrimination, prejudice, racial myths, and methods of reducing inter-group tensions.

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

An exploration of how laws and social customs affect the workplace, with special attention to equity and justice. Topics will include the socio-political environment in which business operates, the specific requirements placed on business, the impact of values on business behavior and on the treatment of employees, and the choices faced by individuals in the workplace. Depending on the particular experiences of learners in the class, special topics will be addressed, e.g., global issues, women, minorities, labor organizations, political involvement, small business concerns.

**Accounting**

**Ac 1050 Principles of Accounting I (3 credits)**

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

**Ac 1060 Principles of Accounting II (3 credits)**

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

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

Financial statements are used by businesses as the primary means to communicate financial information to parties outside the organization who want to make decisions and informed judgments about the entity. The objective of this course is to teach a student how to prepare, read, and interpret financial statements. The course will introduce the student to the basic accounting principles and concepts and the four basic financial statements: the income statement, statement of cash flow, balance sheet, and statement of owner's equity.

The course is structured for non-accounting majors and will be more focused on the interpretation of financial statements than on transaction analysis and statement preparation.

**Ac 1080 Managerial Accounting (3 credits)**

Managerial accounting involves using economic and financial information to plan and control many of the activities of an entity, and to support the management decision-making process.

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

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

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

**Ac 2060 Intermediate Accounting II (3 credits)**

Intermediate Accounting II is a continuation of the study of generally accepted accounting principles. It is an in-depth study of stockholders equity, earnings per share, investments, revenue recognition and accounting for income taxes, pension and leases. The course will be completed with the preparation of the cash flows financial statement. Prerequisite: *Ac 2050 Intermediate Accounting I or permission of the dean.*

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

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

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

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

**Ac 3040 Forensic Accounting (3 credits)**

Forensic Accounting utilizes accounting, auditing, and investigative skills to conduct an examination into a company's financial statements. It is a specialty practice area of accounting that describes engagements that result from actual or anticipated disputes or litigation. This course will introduce the 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: *Ac 2060 Intermediate Accounting II or permission of the dean.*

**Ac 3080 Accounting for Nonprofit Organizations (3 credits)**

Accounting for Governmental and Nonprofit Entities is the study of authoritative pronouncements for the reporting of state and local governments and other nonprofit entities. It involves the study of Governmental/Accounting and Financial Accounting Standards. This

course will introduce the learner to basic fund accounting principles and other financial considerations for non-profit entities. Actual financial reports from governments and non-profit organizations will be reviewed to provide real world application. *Prerequisite: Ac 1060 Principles of Accounting II or Ac 1070 Business Financial Accounting or permission of the dean.*

**Ac 3210 Cost Accounting** (3 credits)

Cost accounting deals with cost management. Cost management produces information through the process of identifying, collecting, measuring, classifying, and reporting information to managers within a firm. Cost management requires in-depth understanding of a firm's cost structure. This course will provide the student the knowledge to utilize and manage cost data effectively for management decision making. *Prerequisite: Ac 1060 Principles of Accounting II or Ac 1070 Business Financial Accounting or permission of the dean.*

**Ac 4050 Auditing** (3 credits)

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

**Business Administration**

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

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

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

This course introduces learners to the role of marketing in business and society. Particular emphasis on terminology and frameworks for decision-making will be discussed. A marketing plan will be developed to enhance learners' understanding of marketing concepts.

**BA 2480 Quantitative Techniques for Business** (3 credits)

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

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

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

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

This course examines the ethical issues that arise in today's business environment with special focus in the areas of business, marketing, finance, and accounting. The values and principles guiding ethical business decisions will be studied along with how ethics integrated into business

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

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

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

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

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

**BA 3150 Internet Marketing (3 credits)**

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

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

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

**BA 3250 Business Finance (3 credits)**

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

We will focus on learning techniques that are utilized in financial decision making. The course can be broken down into five distinct categories: Accounting review and financial statement analysis, tools and techniques utilized in capital budgeting decision making, asset valuation, risk and return, and long-term financing. *Prerequisite: Ac 1060 Principles of Accounting II or Ac 1070 Business Financial Accounting; The course will utilize Microsoft Excel software extensively to solve and present problems. Recommend a working knowledge of Excel formulas.*

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

Examine the important areas of the law that relate to business under the United States constitutional legal system. This course shall emphasize the origin of law in America, Intellectual Property, Cyber Law, Contract Law, Corporate and Unincorporated Entity Law, and Agency Law.

**BA 3400 Business Information Systems (3 credits)**

With the use of real-world case studies and discussions this class will explore the world of business information systems, electronic commerce and electronic business as they relate to accounting. Learners will search for ways to solidify the relationship among the people of all levels in the organization and the information system of the business. Time will be spent exploring techniques to improve challenges that invade business and accounting information

systems while also discovering methods for optimizing, enhancing and protecting the information system itself.

**BA 3600 Leadership (3 credits)**

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

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

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

**BA 3690 Organizational Behavior (3 credits)**

Organizational Behavior is a course that addresses the interaction of the individual, group, and enterprise in the work environment, with special attention to the basic motivational, organizational, and leadership theories and their application. *Prerequisites: BA 2650 Principles of Management and Psy 1050 General Psychology.*

**BA 3800 Entrepreneurship (3 credits)**

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

**BA 4160 Marketing Management (3 credits)**

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

**BA 4250 Problems in Financial Management (3 credits)**

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

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

International Business is a course that addresses the interdependencies of the global marketplace with particular focus on the various aspects of conducting business outside of the US, but also the impact on domestic business operations because of globalization.

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

**BA 4660 Operations Management (3 credits)**

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

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

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

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

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

**BA4690 Strategic Planning and Implementation (3 credits)**

Most businesses and nonprofit organizations today engage in some type of planning but do they actually develop a strategic plan? Students will learn how strategic planning differs from other types of planning. Discussions include who is involved, the issues typically addressed, the necessary steps, and the variety of processes used by organizations today in developing a usable strategic plan. Students will practice using several strategic planning tools and techniques. *Prerequisites: BA 2150 Principles of Marketing, BA 2650 Principles of Management & BA 3250 Business Finance.*

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

Corporate Strategy is the required capstone course to be taken by accounting and business administration learners in their senior year (preferably last semester) of studies. This course examines how organizations position themselves and strive to compete in today's rapidly changing marketplace and business environment. It is designed to integrate the concepts, principles, and practices from a learner's prior business courses. With the aid of case studies, the course involves a comprehensive study of the interrelationships between management principles, problem analysis, strategy formation and implementation for the contemporary enterprise. (Consultation with the advisor is required in order to register. In the event of large enrollment, preference will be given to graduating seniors.)

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

Through history, application, and practice, this course explores the field of Communication in order to prepare learners for the challenges of research, design, and understanding for the



Communication major. As an overview course, all areas of communication will be explored: public speaking, media, public relations, organizational, and interpersonal.

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

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

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

In this course, learners will examine the strategies and goals of different occasions for public speaking, and then apply the lessons learned to in-class speeches and a longer final presentation.

**Com 2480 Communication Law and Ethics (3 credits)**

An overview of select legal concepts within the field of Mass Media Law. The focus will be on the First Amendment Right of Free Speech, the law of Libel, Regulation of Advertising, Copyright, and Freedom of Information Requests.

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

This course is an examination of the organization and function systems of communication media around the world. It is designed to assess our experience as an American by exploring the sociocultural, economic, political, and scientific/technical impact of communication media on the diverse societies of other countries. (Can be used as a Foreign Cultures & International Studies by non-Communication majors)

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

This course is designed to study issues of diversity and the media by investigating the audience, content, and institutions of communications. Cultural perceptions will be explored as they relate to an individual's beliefs on diversity such as: race, ethnicity, gender, sexual orientation, religion, age, class, and disability. A research and field experience will challenge learners to analyze and formulate their own views. (Can be used as a Values, Choice and Justice by non-Communication majors)

**Com 3040 Persuasion (3 credits)**

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

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

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

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

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

stakeholders. Learners will then apply the course themes to improve their own workplace communication.

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

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

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

This course will provide 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: BA 2150 Principles of Marketing.*

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

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

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

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

**Com 3640 Small Group and Team Communication (3 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 learners to improve upon their own group behaviors.

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

This course provides an opportunity for learners to build upon knowledge, skills, and expertise in public relations by applying them to the study of actual public relations cases and realistic situations. The analysis and evaluation of case studies lead the adult learner to a better knowledge of public relations principles, application, and management. In addition, this course will focus on the writing and distribution of public relations collateral. *Prerequisite: Com 3510 Public Relations.*

**Com 4850 Communication Seminar (3 credits)**

The course is the final, or capstone, course required for the major. Provides an opportunity for

an integration of coursework, knowledge, skills, and experiential learning to enable the learner to demonstrate a broad mastery of professional expectations in order to gain either initial employability, further learning, and career change or advancement. The course employs critical thinking, creative thinking, problem solving strategies, effective written and oral communication, quantitative and qualitative analysis, computer literacy, library competency and mediated communication related to a learner's concentration and specific career plans. (This is a capstone course and therefore intended to be the final course taken in the major. Consultation with the advisor is required in order to register. In the event of large enrollment, preference will be given to graduating seniors.)

## **Criminal Justice**

### **CJ 1150 Criminology (3 credits)**

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

### **CJ 1170 Introduction to the Criminal Justice System (3 credits)**

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

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

This course will examine the organization and management of modern law enforcement agencies through a review of readings detailing the past, present and future trends in the field. Topics will include management theory, community policing, organization/group influence as well as leadership.

### **CJ 2200 Court Administration & Management (3 credits)**

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

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

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

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

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

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

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

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

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

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

This course will examine 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, legal practice, sentencing, corrections, research, crime control policy and philosophical issues. (Can be used as a Values, Choice and Justice by non-Criminal Justice majors)

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

Considering all that happens around us, it is easy to assume that the world is basically chaotic and unorganized. Nevertheless, one assumption in social research is that there are patterns to social life. According to Earl Babbie (1986), social research proceeds from the notion that social life is not completely random, but behaves in accordance with certain principles. The apparent chaos might make sense if we study it closely. 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. In this course we will cover basic procedures of criminal justice research including research design, sampling, measurement, and data analysis.

**CJ 3400 Community-Based Treatments (3 credits)**

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

Among the subjects that will be covered will be the history of probation and parole; the goals, functions, philosophical orientations, roles and responsibilities of probation and parole officers; jails and prisons; theories of offender treatment; juvenile probation and aftercare; and recidivism. This will be accomplished through didactic lecture, small group activities, classroom discussions, and out of class assignments.

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

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

**CJ 3600 Organized Crime (3 credits)**

This course will cover the historical background as well as the current state of crime patterns observed and attributed to organized criminal groups. Topics to be covered will include, but not be limited to, traditional organized crime, international organized crime groups, narcotics based crime groups, as well as cultural and social differences as they relate to organized criminal groups.

**CJ 4000 Criminal Law & Procedure (3 credits)**

This course will examine the legal foundations of the criminal justice system to include its

organization, function, and enforcement. The course will include a study of what constitutes a crime, the difference between substantive and procedural criminal law, and constitutional limitations. In addition, the course will include an analysis of the United States Supreme Court decisions involving the constitutional rights of individuals in the criminal process. Specific topics to be discussed include interrogation, probable cause, arrest, search and seizure, the exclusionary rule, and the trial and appellate processes. *Prerequisite: CJ 2200 Court Administration and Management.*

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

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

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

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

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

This course will introduce the learners to a variety of topics and issues in the white collar crimes area. The course will examine the definition, history, types, causes and measurements of white collar crime. Specifically, the course will review the costs and effects of white collar crime on society and explore the use of criminal sanctions to address this type of criminality.

**CJ 4710 Criminal Justice Practicum** (3 credits)

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

**CJ 4900 Criminal Justice Seminar** (3 credits)

This course is the capstone course in the major and intended to provide the learner with the chance to utilize those skills and ideas obtained during the completion of their required Criminal Justice classes. This experiential learning process will allow the learner to demonstrate a broad knowledge of many aspects of the Criminal Justice system. The class will facilitate the completion of a critical review of an established Criminal Justice related program by each learner. The program review will encompass both scholastic research and field work including interviews of participants of the selected program. (This is a capstone course and therefore intended to be the final course taken in the major. Consultation with the advisor is required in order to register. In the event of large enrollment, preference will be given to graduating seniors.)

**PS 3610 Public Administration** (3 credits)

This course will include a study of the role and influence of executive branch departments and agencies in American politics, government and policy-making. The difference between public and private sector leadership, decision-making, communications, organization, budgeting and human resource management will be emphasized.

## **Economics**

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

Economics can no longer be referred to as the dismal science. The world has become so dynamic, and economics has become such an integral part of world dynamics that it affects each and every one of us every single day. Because of its importance in our lives, economics must now be referred to as the relevant science. This course gives students an orientation to the nature of economics on a global scale. The student is further provided with a solid foundation to the principles of macroeconomics as a discipline.

This course will highlight the concepts of capitalism, supply, demand, free markets, inflation, recession, and money supply. Particular attention will be given to the way a society allocates scarce resources and how the Federal Reserve Board influences the supply of money. A correlation between economic theories and everyday experiences will help students relate the material in a way that demonstrates its relevance and thus allows a deeper understanding of economics.

A strong emphasis is placed on discussion of current events and how those events incorporate various economic theories. This will give the student a greater appreciation of the relevance of economics as a science. Macroeconomics examines the aggregate performance of all markets in our economy. (Can be used as a Social World by non-Accounting and non-Business Administration majors)

### **Ec 1020 Principles of Microeconomics (3 credits)**

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

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

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

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

## **Health Care Administration**

### **HCA 1620 Health Care Policy (3 credits)**

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

**HCA 2150 Health Care Marketing & Consumer Issues (3 credits)**

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

**HCA 2650 Management in Health Care (3 credits)**

This course provides the knowledge and skill set to administer health care organizations and programs. It examines the internal operations of health care organizations (e.g. hospitals, practices, ambulatory care, long-term care, managed care and insurance companies); and expand the learner's traditional management knowledge - plan, direct, monitor, evaluate - as well as contemporary management models that are used in health care organizations. Concepts of planning, organizational behavior, and management specifically applicable to the administration of health care organizations and programs are presented. (Pre-requisite BA 2650 Principles of Management)

**HCA 2680 Information Systems in Health Care Management (3 credits)**

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

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

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

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

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

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

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

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

This course provides learners with the opportunity to analyze management problems that are important in today's health care industry on a national and international level. It examines the

administration of health care to different subpopulations classified according to gender, ethnicity, race, weight (the obese), addiction and sexual orientation. Much of the public's perception of issues in health care comes from the media; consequently, exploring the interactive relationship between health care and how the media presents information to the public (e.g. PPACA vs. Obamacare) is discussed.

#### **HCA3600 Issues in Women's Health Care (3 credits)**

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

#### **HCA3610 Managerial Epidemiology (3 credits)**

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

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

This course investigates the relationship between the health care provider and the payer. 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 operational components such as claims administration. The course also examines Medicare and Medicaid in today's society. Recognizing the rapid change occurring within the industry, relevant legal and regulatory issues are discussed and debated.

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

This course covers the degree to which organizations manage the people issues who, to a great extent, determine the success of health care institutions. A comprehensive foundation for all aspects of human resources planning, development, and administration is discussed and is vital to both the human resources professional and the line manager within a healthcare setting.

#### **HCA 4500 Long-Term Care Administration (3 credits)**

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



**HCA 4700 Quality Management in Health Care (3 credits)**

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

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

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

**Human Services****HS 1080 Introduction to Human Services (3 credits)**

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

**HS 1620 Social Welfare Programs & Policy (3 credits)**

This course includes information relevant to the formation and execution of public and private organizations related to the human services. Learners will engage in analytical and evaluative thinking along with approaches and methods to discuss both positive and negative characteristics of such programs and policies. Learners may be required to follow or visit human service organizations or programs.

**HS 2160 Human Development (3 credits)**

Learners will become familiar with the concepts of dealing with life changes and transitions in humankind. An understanding of growth and development, the life stages, gender, spirituality, motivation, life styles, disabilities, and human sexuality are examined. Associated stresses and anxiety that accompany development are also covered, as are stages of transition, development of established patterns, and strategies for effectively dealing with future transitions. Learners will develop a comprehensive understanding of the human life cycle. (Can be used as a Social World by non-Human Services majors)

**HS 2300 Introduction to Substance Abuse and Addictive Disorders (3 credits)**

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

In this course learners explore the theories and practice related to basic communication skills, non-verbal communication, active and reflective listening, interviewing, and presentation skills. Examination and development of interpersonal skills through practice and application of strategies and techniques will be presented and incorporated.

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

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

**HS 3220 Pharmacology & Addictions (3 credits)**

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

**HS 3300 Research Methods in Human Services (3 credits)**

Considering all that happens around us, it is easy to assume that the world is basically chaotic and unorganized. Nevertheless, one assumption in social research is that there are patterns to social life. Research involves a systematic and objective attempt to study the problems of human nature for the purpose of deriving some of its general principles. This involves explorations, descriptions, and explanations of problems and sometimes evaluations of possible solutions. This course will cover research design, literature review, critically evaluating sources, sampling, measurement, data analysis, primary vs. secondary research, and qualitative and quantitative studies. *Prerequisite: HS1080 Introduction to Human Services.*

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

This course educates 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: HS 2350 Counseling Techniques & Skills.*

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

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

**HS 3660 Counseling Theory & Practice** (3 credits)

Learners will review and examine the major counseling theories. Emphasis is placed on both theory and practice. Learners will study the stages of the counseling process and the special populations that may seek help. Skills are provided to build the counseling competencies needed in the counseling process. Additional areas include reframing negative behaviors and learning to teach target-coping strategies. *Prerequisite: Psy 1050 General Psychology.*

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

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

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

Mental health issues are rapidly increasing across the U.S.; therefore, proper prevention and intervention skills are necessary to effectively deal with the multitude of individuals afflicted. This course will provide an understanding of mental health and associated issues including but not limited to depressed, disruptive, violent, angry, anxious, or suicidal clients. Other areas covered include crisis intervention skills and techniques, application, and a systematic approach to dealing with people in crisis. *Prerequisite: HS 2350 Counseling Techniques & Skills or equivalent.*

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

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

**HS 4350 Cognitive-Behavioral Therapy** (3 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 contracting and ongoing assessment. *Prerequisite: HS 2350 Counseling Techniques & Skills*

**HS 4480 Advanced Assessment & Interventions** (3 credits)

This upper-level course covers outcome measures, documentation, functional and strengths-based approaches, uniform patient-placement criteria, co-occurring medical, addictive and psychiatric disorders and intervention practices and methods. 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: HS3480 Case Management & Documentation*

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

This capstone course encapsulates a comprehensive understanding of the human services. Integration of previously learned theories, concepts, skills and practices will be implemented. 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. *Prerequisite: senior status.*

## **Information Systems**

### **CS 1010 Fundamentals of PowerPoint (1 credit)**

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

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

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

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

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

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

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

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

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

This interactive class will combine lecture with "practice programming". Team oriented programs may be assigned in addition to individual assignments. Most of the in-class material will be C++ programs that are not included in the text book. This class will provide the learners with a solid, fundamental understanding of the C++ programming language. *Prerequisite: high school algebra and/or trigonometry and CS 1180 Fundamentals of Computer Architecture.* (Information Systems' majors may not use this course for core.)

**CS 1220 Computer Science II (3 credits)**

This course will focus on more in-depth analysis and processing techniques including searches and sorts and string processing. In addition, structures, object-oriented programming and continued use of functions will also be a part of the course. Also, increased efficiency in areas such as: recursion constructs, modularity techniques, advanced C++ commands, memory space, execution time, documentation, and accuracy of output will be a goal. Learners will use real-world programming exercises, sample programs and lectures. *Prerequisite: CS 1210 Computer Science I.*

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

This course provides an exploration of ethics in our society specifically in the technological world. This class will define and study the importance of ethics and integrity. Topics such as codes of conduct, social audits, and numerous ethical situations will be investigated. Various approaches to ethical decision making are a major component in the course. This course will provide the student with the ability to identify key characteristics and principles in order to make a knowledgeable decision. In addition, this course will require the student to learn how to use a seven-step approach to analyze various situations. With technology as the stage, we will be able to explore such issues as computer and internet crimes, privacy rights, freedom of expression, and intellectual property laws. *Prerequisite: It is recommended that students should have several sessions completed before taking this course to be more aware of the issues surrounding computers, computer programs, property rights, and Information Systems.*

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

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

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

This class will allow the student to apply the computer science concepts learned in CS 121 to the visual programming environment. The concepts of good visual design and the event-driven model will be learned through hands-on experience.

These concepts will be explored utilizing Windows Forms created in the Microsoft Visual Basic .NET (VB .NET) programming language. In-class examples, book samples, and assignments will provide a comprehensive view of these concepts. *Prerequisites: CS 1180 Fundamentals of Computer Architecture and CS 1210 Computer Science.*

**CS 2090 Database Design Systems (3 credits)**

With the use of thought-provoking real-world and fictional case studies, interesting lectures and stimulating discussions, this class will explore the world of database systems, and database management. Learners will discover how vital a database is in today's business and technological environments; and the strength of the DBMS. Several different models will be discussed, and we will extract information from the database with query languages such as SQL. Time will also be spent finding techniques to improve most of the challenges of the database environment while also discovering methods for optimizing, enhancing and protecting the database itself. *Prerequisites: CS 1180 Fundamentals of Computer Architecture and CS 1210 Computer Science I.*

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

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

**CS 3410 Systems Analysis and Design (3 credits)**

This course covers the system development methodologies, systems analysis, detailed systems design, database design, user interface design, testing, documentation, and development of information systems. The learners will gain knowledge and skills in using CASE tools, different software packages, commercial DBMSs, MS Visio, MS Project, and Visible Analyst to create, organize, process, and visualize their data. The UML language representing one of the most recent tools for object-oriented systems design is also considered. The course provides preparation for the systems analyst profession and offers a detailed understanding of the interaction between different computing aspects and basic business applications.

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

**CS 3420 Computer Networks and Networking Systems (3 credits)**

Provides the learner with the theory and knowledge of computer networks, the operation of the network, the characteristics of the network architecture as it relates to the ISO model and administration. Security and management of the network are also discussed. The course contrasts network operating systems including TCP /IP, Novell, Token Ring and AppleTalk. Topics include network security, network management, the ISO model, network hardware requirements, such as routers, repeaters, gateways, interface cards, file servers, network topology options, and the Internet. *Prerequisites: CS 1220 Computer Science II.*

**CS 4090 Data Mining, Data Warehousing, and Business Intelligence Concepts (3 credits)**

A study of data mining, data warehousing, and business intelligence concepts. Items covered will include: extraction, transformation and load (ETL) process, data warehousing architectures, various techniques to present data, data mining, text and web analytics, predictive analytics and emerging trends and future impacts of business analytics. These concepts will be reinforced by the use of the Rapid Insight Software tool.

**CS 4420 Computer Network Security (3 credits)**

This course provides an introduction to the principles and practice of network security. It aims to introduce students to the fundamental techniques used in implementing secure network

communications, and to give them an understanding of common threats and attacks, as well as some practical experience in attacking and defending networked systems. Topics include: security threats in networks, principles for providing security mechanisms (cryptography, key management, message authentication), practice of securing systems (PGP, IPsec, SSL), and recent research topics in security. *Prerequisite: CS 3420 Computer Networks and Networking Systems.*

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

The course provides the environment and structure within which the learner will choose and self-direct an independent programming project or research paper for demonstration, written and oral presentation. The project must be closely linked to the computer sciences, either a programming solution with appropriate documentation or a research paper in a current topic closely related to the computer sciences. The facilitator will guide the learner's selection of a project or research paper to ensure that it meets the necessary criteria. The facilitator will also serve as a resource for the learner's preparation, presentation, and defense of the project, both in writing and orally. The project or paper will become part of each learner's learning portfolio; this portfolio will be used by the School and Elizabethtown College for the assessment of programmatic learning outcomes. (This is a capstone course and therefore intended to be the final course taken in the major. Consultation with the advisor is required in order to register. In the event of large enrollment, preference will be given to graduating seniors).

## **Mathematics**

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

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

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

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

## **Psychology**

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

This General Psychology course is a survey and introductory course designed to introduce the breadth and depth of the study of human behavior to the learner who has never had exposure to the science of psychology. The course will demonstrate that psychology, while often used to assist people with life adjustment, is a scientific endeavor covering the full range of human behaviors and not simply counseling regarding aberrant behavior or the explication of "gee-whiz" aspects of human behavior. The learner will be guided through the multiplicity of approaches and methods of the traditional major areas of study in the course of examining the

common human problems of understanding the self, dealing with stress, dealing with other people, growing and developing through the life span, and maintaining a healthy mental life. (Can be used as a Social World core.)

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

Health Psychology is a specific, and relatively recently developed, branch of psychology which interrelates psychological knowledge, theory, and practices with the biological and sociological disciplines devoted to health. This course examines the status, place and function of psychology in the medical setting, explores the psychology of illness and its twin components of stress and pain, illustrates the behavioral aspects of specific diseases (cardiovascular, cancer, etc.) as well as habits such as tobacco smoking, alcohol use, and unnecessary eating. Alternate and healthful lifestyle habits are reviewed. The laboratory integrated with this course involves the adult learner directly with the techniques and practices of health psychology.

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

The physical, perceptual, linguistic, intellectual and social-emotional human development, covering the periods of infancy, childhood, adolescence, adulthood and old age are covered. Course project required – options include on-site observations, developmental autobiography, or research project. *Prerequisite: Psy 1050 General Psychology.* (Can be used as a Social World core.)

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

This course introduces the learner to the focused and defined area of abnormal human behavior. The course not only elaborates the taxonomy of abnormal behavior, but points to the scientific process of extracting normal from abnormal indicators and clarifying influences on development of the studied behaviors whether physiological, social, or psychological. Treatment indicators emerge from these considerations. *Prerequisite: Psy 1050 General Psychology*

**Social Work**

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

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

**SW 233 Human Behavior in the Social Environment (4 credits)**

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

**SW 260 International Social Development (4 credits)**

The impact of the history, traditions and beliefs of different non-Western cultures on the development of social issues will be examined. The history of the problem, its context and development within the culture, and attempts at resolution will be explored. Students will be able to understand why common issues assume different forms in different cultures. (15 week)



**SW 280 Multicultural Counseling Skills** (4 credits)

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

**SW 330 Methods of Social Work Research** (4 credits)

A focus upon the basic elements of the scientific method providing an overview of research designs commonly used in social sciences, including techniques for gathering, analyzing and presenting data. *Prerequisite or corequisite: Ma 1510 Probability & Statistics; Prerequisites: SW 160 Social Problems and Response of Social Welfare Institutions and SW 233 Human Behavior in the Social Environment or permission of the instructor.* (15 week)

**SW 339 Human Sexuality** (4 credits)

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

**SW 344 Aging: Social Response and Implications** (4 credits)

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

**SW 345 Irish Perspective on Issues of Social Welfare and Education** (3 credits)

This course is comprised of a 14-day international trip to the Republic of Ireland and Northern Ireland. Students will gain and understanding of: cultural differences, history, politics, educational systems and the social service delivery network in Ireland through this international experience. This course emphasizes service-learning and reflection. The course is open to all majors upon approval of the instructor. Register by Instructor. (15 week)

**SW 346 Exploring the Culture and Services of Vietnam** (2 credits)

This course serves as an introduction to the history and culture of Vietnam as it relates to the social problems and social services in modern-day Vietnam. Lectures will provide background on social services and non-profit organizations, specifically Brittany's Hope Foundations. Class periods will focus on the Vietnam War and develop of basic language and communication skills. Later class periods will focus on the development of appropriate age and ability level activities for the children. Finally, there will be a focus on successful fundraising strategies. The course is a prerequisite for students participating the May-term Service Learning Trip to Vietnam. *Prerequisites: Acceptance to the May term trip to Vietnam (SW347) Register by Instructor.* (15 week)

**SW 347 May Term in Vietnam** (2 credits)

This course is comprised of a seventeen-day international trip to Vietnam. Students will have the opportunity to examine issues of culture, poverty, social development, and the needs of orphaned children in Vietnam through direct service learning, lectures and reflective sessions. Prerequisite: SW346. Graded Pass/No Pass. Register by Instructor. (15 week)

**SW 355 Women in Society** (4 credits)

This course is designed to provide a systemic view of women in our society. The emphasis will include the socialization of women, women's roles historically and in our major social

institutions, sexism, and the feminist movement. Feminist social work practice and its connection to feminist ideology theory will be explored. (15 week)

**SW 357 Child Welfare (4 credits)**

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

**SW 366 Addiction and Society (4 credits)**

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

**SW 367 Generalist Social Work Practice I: Individuals (4 credits)**

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

**SW 368 Generalist Social Work Practice II: Families and Small Groups (4 credits)**

A study of the knowledge, values, and skills that comprise the generalist base of social work practice. It is designed to assist students in developing basic entry level social work competencies to work with groups and families from a systems perspective. A 40-hour, supervised field experience is required. *Corequisite: SW 369 Generalist Social Work Practice III. Prerequisites: SW 367 Generalist Social Work Practice I: Individuals or permission of the instructor.* (15 week)

**SW 369 Generalist Social Work Practice III: Communities and Organizations (4 credits)**

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

**SW 380 Social Policy (4 credits)**

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

**SW 400 Senior Project in Social Work (2 credits)**

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

**SW 470 Field Instruction I (6 credits)**

Supervised field instruction for at least 200 hours in an agency. Student begins to assume responsibility with client systems in such ways as monitoring tasks, providing support, conducting group activities, and assisting the social worker with other professional

responsibilities. *Prerequisites: SW 380 Social Policy or permission of the instructor. Majors only. (15 week)*

**SW 471 Field Instruction II (12 credits)**

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

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

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

## **Sociology**

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

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

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

As individuals age concerns arise in many areas. One of those areas is the aging process of the body and mind. Is there such a thing as graceful aging? Can the golden years really be golden? What have we learned in the study of the aging adult? Learners will become familiar with the theories of aging, healthy aging and ways to maintain health and independence with increased age. (Can be used as a Social World core.)

Areas of discussion will also include what can happen when aging isn't graceful, such as the diseases of the elderly; loss of activities of daily living, simple things such as driving, bathing, walking, living without assistance; Long Term Care or Assisted Living/Personal Care facilities and how they care for the elderly. Learners will become familiar with government laws and regulations as well as advocacy groups for the elderly such as the Eden Alternative™, the Pioneer Network, AARP, etc.

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

Study of racial and cultural minorities in the United States and their relationship with dominant groups. Includes study of discrimination, prejudice, racial myths, and methods of reducing inter-group tensions. (Can be used as a Value, Choice & Justice core.)

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

In this survey course learners will review the major social and contemporary issues in our society. These issues include, but may not be limited to alienation, addiction, crime, and poverty. Various implications for public policy are stressed and discussed. *Prerequisite: So 1010 Discovering Society. (Can be used as a Social World core.)*

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

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

societal changes have had on traditional family functions, courtship, role expectations, child rearing, and family stability. Interrelated topics which impact the family as a social institution are examined. (Can be used as a Social World core.