

Elizabethtown College

ON-CAMPUS UNDERGRADUATE CATALOG 2026-2027

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

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The Elizabethtown College Catalogs are published every year and are an important resource for information about courses, programs, schools, services, requirements, and policies at Etown. It is designed to make official information easy to find. There also is a “Help” button at the top of every page that can give you tips on how to use the catalog site.

Currently, Elizabethtown College has three catalogs:

- **Undergraduate Catalog -** On-campus, in-person undergraduate programs.
- **Graduate Catalog -** On-campus, in-person graduate programs.
- **Graduate and Professional Studies Catalog -** Undergraduate and Graduate hybrid and online programs offered in accelerated subterms.

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

President’s Message



Dear Elizabethtown College Community,

For more than 125 years, Elizabethtown College has been the hub of academic excellence, innovation, and community engagement. Since its founding in 1899, the College has empowered generations of students to achieve their academic and personal goals through a commitment to transformative education, experiential learning, and global citizenship. I am confident you will be challenged positively in your time at Etown as you strengthen your abilities to think critically, analyze deeply, and communicate effectively. As advocates of higher education and access for all learners, our dedicated faculty and staff will provide you with the resources and tools to advance your education and knowledge in the field of your choice.

Our College offers a student-centered culture with more than 140 majors and minors, 80-plus student clubs and organizations, and our Educate for Service motto leads us to make the world a better place. We will push you further to excel both in your academics and extracurriculars and help you exceed expectations to achieve your goals and lead productive and purposeful lives. If along your journey you need assistance, please do not hesitate to reach out to Academic Affairs or Student Life services that are available. Thank you for your support of Etown and for joining our Blue Jay community!

Sincerely,

Elizabeth A. Rider, Ph.D.
President, Elizabethtown College

How to Reach Us

Mailing Address

Elizabethtown College
1 Alpha Drive
Elizabethtown, PA 17022-2298

Questions about Admissions

Office of Admissions
(717) 361-1400
admissions@etown.edu
www.etown.edu/admissions

Questions about this Catalog

Office of Registration and Records
(717) 361-1409
regandrec@etown.edu
http://www.etown.edu/registration

Questions about Graduate and Professional Education

Elizabethtown College School of Graduate and Professional Studies at the Edward R. Murphy Center
(717) 361-1411
www.etown.edu/sgps

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Elizabethtown College complies with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and all other applicable federal, state, and local statutes, ordinances, and regulations. Elizabethtown College does not discriminate on the basis

of gender, race, color, religion, age, disability, veteran status, national or ethnic origin, ancestry, sexual orientation, possession of a general education development certificate as compared to a high school diploma, or any other legally protected status in hiring and promotion in the administration of its educational policies, scholarship and loan programs, and athletic or other College-administered programs, except as such conditions may constitute bona fide occupational or assignment qualifications. Discriminatory acts of any kind are strictly forbidden. In keeping with the historical values of Elizabethtown College, the College endeavors to treat all employees with dignity, justice, and fairness.

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

Overview and Accreditations

Founded in 1899, Elizabethtown College is a selective, private, residential, co-educational college located on 204 acres in historic Lancaster County, Pennsylvania. The campus is near Harrisburg, Lancaster, and Philadelphia, each of which is rich with cultural, athletic, and social opportunities.

Elizabethtown College is accredited by the Middle States Commission on Higher Education (MSCHE), *3624 Market Street, Philadelphia PA 19104, 267-284-5000.* The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. In addition, Elizabethtown has specialized accreditations from ABET; the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association; the American Chemical Society Committee on Professional Training; the Accreditation Council for Business Schools and Programs; the Council on Social Work Education; and the National Association of Schools of Music.

Elizabethtown College is a member of the State Authorization Reciprocity Agreement (SARA), a voluntary, interstate agreement that establishes comparable standards for offering post-secondary distance education across state lines. Member states recognize participating institutions that are authorized in other member states. SARA establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

Currently, more than 1,900 undergraduate students are enrolled at the College. The majority of these individuals hail from the mid-Atlantic region (Pennsylvania, New Jersey, Maryland, Delaware, and New York) but also represent close to 24 additional states and 29 other countries. Educating our students are 91 full-time faculty members, 80% of whom hold doctorate or terminal degrees in their fields. In addition, 400 adult learners also are pursuing degrees through the College's School of Graduate and Professional Studies at the Edward R. Murphy Center.

Mission

Elizabethtown College provides a transformative educational experience that cultivates personal strengths and develops a passion for lifelong learning and purposeful work.

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.

Educational Philosophy

Elizabethtown College engages students in a dynamic, integrated learning process that blends the liberal arts and professional studies. Challenged to take responsibility for their education, students at Elizabethtown embark on a journey of self-transformation that involves intellectual, social, and personal growth.

The College is committed to educating the whole person within a relationship-centered learning community, where common goals are achieved through engagement in a rigorous academic curriculum and thoughtful co-curricular experiences. Students are encouraged to develop and challenge their own values, while seeking to understand and appreciate alternative perspectives. Embedded in an ever-changing global context, the College promotes the developmental, collaborative, and complex nature of learning.

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

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Learning Goals

At Elizabethtown College, students are inspired and challenged to:

- assume responsibility for their intellectual development, personal growth, and well-being. Students will learn to sharpen their curiosity and become aware of the capabilities, strategies, and resources needed to learn.
- reason, analyze, and engage in critical thinking. Students will make, systematically evaluate, and, if necessary, refute arguments and claims – 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 with 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.

The Qualities of Our Education

Our educational experience blends a high standard of scholarship with four signature attributes, which include commitments to educate our students in a relationship-centered learning community, foster in our students international and cross-cultural perspectives, complement classroom instruction with experiential-learning opportunities, and prepare our students for purposeful lives and meaningful work.

Relationship-Centered Learning

Our educational programs engage students in ways that capture their most profound attention, confront them with learning experiences that are compelling, and call out from them responses that reach beyond what even they thought possible. In this learning community, our faculty members and staff members demonstrate passion for their

subjects and for continued learning so our students see how compelling deep engagement is. Students receive personal attention, as all College employees commit to expressing sincere and genuine interest in the educational success of our students. Our College's classes deliberately are kept small to support our students' individual needs and challenge them to grow.

International and Cross-Cultural Perspectives

Elizabethtown offers a globalized curriculum and co-curriculum. Programs of study and development help students understand and effectively engage with other cultures and the globalization of life and work. Our staff includes faculty and staff members who are citizens of countries from around the world, who speak a multitude of languages, and who have had myriad study and residential experiences on other continents. Students study alongside classmates from other cultures. Additionally, they encounter our international world when they visit, study, or live in cities as diverse as Harrisburg, Philadelphia, London, Beijing and Quito.

Signature Learning Experiences

Elizabethtown College is committed to engaging its students in real-world learning opportunities that complement classroom learning and provide pathways to productive careers and lives beyond college. All Elizabethtown College students will complete at least two Signature Learning Experiences as part of their graduation requirements. In consultation with their academic advisor, students will select at least two of the following five Signature Learning Experiences: supervised research; community-based learning; cross-cultural experiences; internships, field experiences or practicums; and capstone experiences. More information can be found on the The Core Program and Signature Learning Experiences.

Purposeful Life Work

In both the curriculum and co-curriculum, the College's educational program fosters an understanding of education for a life of purpose based on a holistic model of student development that integrates career development; reflection on vocation, meaning and life; and a commitment to civic engagement. As a result, graduates of Elizabethtown are prepared to make the world a better place. They do so, in part, by living in ways that reflect their individual commitments, respond to the needs of others, and value personal and ethical integrity.

Inclusive Excellence

At Elizabethtown College the learning that takes place here happens inside and outside the classroom. Our students connect with and learn from faculty members and fellow students from all walks of life and cultures, domestic and international. Our College and members of our campus community thrive in this inclusive environment -- one that examines, recognizes and affirms the human dignity of everyone on our campus, regardless of race, ethnicity, sexual orientation, socioeconomic status, religion, ability, gender, gender identity and expression, age, or national origin. The Office of Student Opportunity, Access, and Engagement works in partnership with students, faculty, staff, and the broader community to ensure that every student has the opportunity to learn, grow, and contribute meaningfully.

History

Elizabethtown College was established by representatives of the Church of the Brethren on September 23, 1899. As outlined in our 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." On November 13, 1900, classes

began for six students in the A. Heisey Building, located in downtown Elizabethtown, until Alpha Hall was completed later that year.

During the early years, the institution operated as an academy, offering a limited curriculum. In 1921, the Pennsylvania Department of Public Instruction accredited the College and authorized it to grant bachelor's degrees in the arts and sciences. In May 1948, Elizabethtown was accredited by the Middle States Association of Colleges and Schools.

Since the late 1940s, Elizabethtown has grown significantly – in our student and faculty population, in our academic and co-curricular offerings, and in the number and quality of our facilities.

Our Campus

To provide the superior classrooms and cutting-edge technology necessary to prepare our students for their futures, the College has significantly enhanced our facilities over the past several years. Today, our campus is a beautiful marriage of stately 1900s architecture – symbolic of the College's century-old heritage – and state-of-the-art academic and co-curricular buildings.

Located at the heart of campus, the Baugher Student Center is the hub of student activity at Elizabethtown. With the Brossman Commons addition, the Center offers comprehensive academic and career support through its Center for Student Success. Students who wish to get involved with activities or religious life on campus can visit the Center for Student Involvement. Additionally, the facility includes our Tempest Theatre, home to the College's theatrical performances; the College Store; dining facilities; and an on-campus post office.

At the edge of campus sits Leffler Chapel and Performance Center, a beautiful venue for showcasing the talents of world-class performers and speakers hosted by Elizabethtown College. Highlighting the year are performances by the College's talented musical ensembles and the annual Ware Lecture on Peacemaking, which has presented speakers such as former hostage Terry Waite, Nobel Peace Prize winner F.W. de Klerk, and New York Times reporter and op-ed columnist Nicholas Kristof.

The High Library provides a wealth of resources for academic research. The 60,000 square foot facility offers sweeping views of campus, private spaces for group collaborations, and quiet zones for individual study.

The James B. Hoover Center for Business is home to the College's business program. In these modern facilities, our business faculty members create a learning environment in which students gain the knowledge and experience necessary to handle real-world business issues with expertise and integrity. This building also houses the Elizabethtown College School of Graduate and Professional Studies, which provides a variety of programs for adult learners, and the High Center, which provides support to area family businesses.

In the College's Masters Center for Science, Mathematics and Engineering are the classrooms, modern laboratories, and research facilities essential for a 21st-century science education. It features state-of-the-art learning centers and facilities, including the Lyet Wing for Biological Sciences, the Masters Mineral Gallery, Occupational Therapy Kid Zone, and the Bollman Fabrication Laboratory.

Zug Memorial Hall houses various music studios, classrooms and practice rooms, as well as lockers for storing instruments. Each rehearsal space is fully equipped for music study with a combination of upright and studio grand pianos, sound equipment and presentation podiums. Practice rooms are partially sound proof with upright pianos. Our man rehearsal and performance spaces contain Steinway pianos.

The athletics complexes and fitness and well-being facilities feature the Jay Walk where offices for the College's coaching staff and the Ira R. Herr Athletic Hall of Fame are located. The complexes include a collection of outstanding athletic facilities, including a softball field; an outdoor MONDO-surface track; Wolf Field, our artificial turf surface for lacrosse and field hockey; and the Kevin Scott Boyd Memorial Stadium for baseball. The 82,000 square foot Bowers Center for Sports, Fitness & Well-Being, demonstrates the College's commitment to campus well-being. The complex provides space for group fitness classes and educational workshops, a 180-meter MONDO surface track, cardio equipment, health promotion programming, a smoothie bar, demonstration kitchen and locker rooms for athletic teams and the College community.

The Bowers Writers House at 840 College Hill Lane is a short walk from campus. An interdisciplinary venue for presentation, performance, expression, and study, Bowers Writers House supports a culture of creative curiosity and fosters a sense of excitement and enthusiasm for intellectual diversity. Bowers Writers House programs – from dramatic readings to interactive panels to musical performances – offer a dynamic variety of enjoyable and informative experiences.

Admission Guidelines

The Elizabethtown College Office of Admissions seeks qualified students from a wide range of backgrounds and experiences. While academic preparation to succeed in the College's rigorous curriculum is the primary consideration, the Admissions Committee conducts a holistic review that considers all aspects of each applicant's profile.

Elizabethtown College emphasizes personal attention throughout the admissions process, and the Office of Admissions is committed to ensuring the right fit for both the College and each student. The College welcomes applications from students who will thrive in and contribute to its academic, co-curricular, service, and campus community. Each application is carefully reviewed to assess the student's academic commitment, range of talents, and depth of character based on the following guidelines.

Applicants must graduate from an accredited secondary school or a state Department of Education-approved program with at least four years of English, three years of mathematics, and two years each of laboratory sciences, social studies, and foreign languages. We acknowledge each high school has its own set of requirements. Please contact the Office of Admissions if you have questions regarding the suggested guidelines.

Recommendations should reflect on the applicant's academic abilities, potential for success, and personal character.

Elizabethtown College is currently a test optional school with the exception of the 3+2 BS/MS Physician Assistant Program and international candidates. Applicants to the 3+2 BS/MS Physician Assistant Program must submit either official ACT or SAT scores as an application requirement. For international applicants, please visit the website for specific programmatic information regarding the admissions process. For all other academic programs, the decision is at the discretion of the applicant and there is no penalty for choosing not to submit scores.

The application form should include references for participation in activities, arts, service, athletics, and other interests beyond the classroom, as well as employment, which indicate the talents, leadership, and abilities the student will bring to the Elizabethtown community.

A campus visit is strongly encouraged.

An interview is required for students applying to the Occupational Therapy Program. Students applying to Counseling Psychology (BS/MA) and Premedical Primary Care Programs will be invited to interview. Prospective Music Majors must audition. Qualified candidates for the Honors Program will be reviewed and invited to interview.

The following lists provide insight into how Elizabethtown College considers the areas of academic, co-curricular and social activities:

Academic
Strength of curriculum
Grade point average
Rank in class
Letters of recommendation
Academic awards/honors

Co-Curricular
Athletic ability
Musical ability
Dramatic ability
Service and leadership
Work experience
Activity involvement

Social
Integrity
Persistence
Seriousness of attitude
Appreciation for the College
Interest in Elizabethtown
Work ethic

Questions and information regarding admissions can be directed to:

Office of Admissions
Elizabethtown College
1 Alpha Dr.
Elizabethtown, PA 17022-2298
(717) 361-1400
admissions@etown.edu

The Application Process

Elizabethtown College admits students on a rolling basis with a priority deadline of November 1 and a recommended deadline of April 15. Exceptions to these deadlines include select specialty programs noted below. The Office of Admissions begins to notify students of acceptance decisions beginning in mid-September and continues to admit students until late spring. Students offered admission to the College must respond by May 1 for the following fall semester. Please note some programs may reach capacity before that date.

An application is considered complete when the following items are submitted for review:

Application: Applicants can use either the Common Application or the Elizabethtown College Application which can be accessed on the College website. The College does not charge an application fee.

Recommendations: To fulfill this requirement, applicants should request that their High School Counselor or Teacher write and submit a Letter of Recommendation. Applicants may request additional recommendations from other individuals who know them well, such as a coach, teacher, musical director, clergy member, or employer.

Official High School Transcript: All applicants must have an official high school transcript submitted through their school counselor office or accredited home education program.

(Optional)* Standardized Testing Results are optional for all applicants, with the exception of the 3+2 BS/MS Physician Assistant Program and international students.*

Special Application Requirements

Because of limited and selective enrollment opportunities, applicants to some of Elizabethtown College's programs are required to complete and submit an application earlier for review or by the deadlines listed below.

Counseling Psychology Program (BS/MA)	January 15/ Invited to Interview
Occupational Therapy Program	Priority Deadline January 15/ Interview required
Physician Assistant Program	Priority Deadline: November 3/Interview required General Deadline: December 3/Interview required Final Deadline: January 15/Interview required

Pre-Med Primary Care Program	January 15/ Invited to Interview (Pennsylvania residency required)
Law Early Admission Program	March 15
Honors Program	March 17/ Invited to Interview
Music	Audition required

Students considering a degree in music, music therapy, or music education must complete an audition and are encouraged to contact the School of Arts and Humanities at (717) 361-1112 to learn more. Audition forms are available online through the School's website.

International Applicants

For academic admission, international applicants must submit the following academic items for review and verification:

- An official copy of your secondary school transcripts
- One letter of recommendation from your school counselor, an advisor, principal, or teacher
- A PDF copy of scores from one of the following to assess English language proficiency:
    - SAT/ACT
    - TOEFL
    - IELTS
    - EIKEN
    - Duolingo
    - PTE
    - IESOL
    - Cambridge English

If you are academically admitted to the College, you must submit the following items to verify that you are eligible to obtain your form I-20 for the F-1 student visa. If you do not need an F-1 student visa, are already in the U.S. or entering on a different status, you do not need to submit the documents below:

- A copy of the photograph page of your passport
- Certification of Finances form
- Official bank statement with bank seal or signature (from within three months)

To receive a SEVIS form I-20, students must show proof of funds to cover the total cost of their first year of study minus scholarships. An expense breakdown is available on our **Tuition & Cost page**. International students are eligible for merit scholarships.

Proof of financial support is required by the U.S. Student Exchange Visa Program, section 101(a)(15)(F), through the department of Citizenship and Immigration Services. If you would like more information about this requirement, please visit this website.

Please note that the Elizabethtown College Office of Admissions reserves the right to request additional information and/or an admissions interview at any point in the admission process.

- The deadline for a completed application for Fall entry (August start date), including all academic and financial credentials referenced above, is **June 15.**

- The deadline for a completed application for Spring entry (January start date), including all academic and financial credentials referenced above, is **November 15.**

Please email all credentials and any questions to international@etown.edu or by mail to:

Elizabethtown College

Office of Admissions

1 Alpha Dr.

Elizabethtown, PA 17022-2298

USA

Transfer Applicants

Transfer applicants in good social and academic standing at an accredited college, university, or two-year institution are encouraged to apply for either the fall or spring semester. Transfer applicants are eligible for admission to the Occupational Therapy program; however, the Physician Assistant program does not currently accept transfer students.

All transfer applicants must complete either the Elizabethtown College or Common Transfer Application. Additionally, applicants must submit an official, final high school transcript and official undergraduate transcripts from all previous college work. Letters of recommendation, writing samples, and standardized test scores are optional.

Transfer applicants with an earned associates degree, consisting of at least 40 corresponding general education credits, may be recognized as meeting all of the Elizabethtown College Core Program with full junior standing. For more information, please refer to the Transfer Credit policies under Academic Policies.

A grade of C- or better in a 100-level or higher course from an accredited institution will transfer to Etown College. All potential transfer credits – up to 64 from a two-year accredited institution and up to 84 credits from a four-year accredited institution – are evaluated by the Office of Registration and Records to determine how the credits will transfer to Elizabethtown College.

Campus Visits

The Office of Admissions offers several options for weekday and weekend campus visits. Please visit our website to view visit opportunities. Appointments also can be scheduled online or call the Office of Admissions: (717) 361-1400.

Advanced Placement

Elizabethtown College participates in the Advanced Placement (AP) program of the College Board. Depending upon approval of the respective School, the College grants advanced placement credit to students who score three or better on the College Board's AP examinations. Please visit the Office of Registration and Records website for our current AP credit policy. Credit through the International Baccalaureate Program may be granted for scores of five or higher on the higher-level examinations, depending upon the School. (See Academic Policies for more information.)

Transfer of Dual Enrollment Credits

Dual Enrollment refers to the practice of a student being enrolled at two schools simultaneously, as may occur when an advanced high school student registers to take a course from a college or university. Elizabethtown College has adopted specific rules to define the conditions under which this type of course may transfer to Elizabethtown College. Students can transfer courses from accredited institutions that are judged by the Registrar and the appropriate School (in the case of courses for a major/minor) to be high quality, involve active delivery methods (ongoing exchange of ideas with an instructor), and are consistent with the mission and program goals of Elizabethtown College. No online courses that are independent study or correspondence can be transferred. It is recommended that students request the credit-granting institution include a cover letter with their transcript verifying the course completed adheres to our policy for the Transfer of Dual Enrollment Credits.

Early-Admission Students

Superior high school students may accelerate their higher education by beginning their college work immediately after completion of their junior year. Admitted students enter the College as a first-year student. When they successfully complete their first year, they receive their high school diploma in addition to the college credits earned. This program has the cooperation and support of the Pennsylvania Department of Education.

In addition to the fundamental requirement that early-admission applicants must have completed their 11th year in an accredited curriculum, they must exhibit the mental ability, scholastic achievement, social maturity, and personal motivation to adjust to the academic and co-curricular programs of the College. Following enrollment, early-admission students receive close academic advisement by selected faculty members.

Early admission to Elizabethtown College after careful, individualized screening is based on the following:

Class Rank and Academic Aptitude. To be considered, students must rank among the top of their high school class.

Recommendations. Written by the student's high school principal, school counselor, and teachers, recommendations must indicate the student's suitability for early admission.

Parental, High School and Elizabethtown College Support. The written approval of the student's parents/guardians, high school principal, and school counselor is mandatory before acceptance. Included in the approval is the assurance of a high school diploma upon successful completion of the first year at Elizabethtown College. The selection process also requires an interview with the Office of Admissions.

Elizabethtown College offers students an excellent and affordable educational experience. Not only is Elizabethtown one of the top-rated colleges in the North, we also are rated as one of the region's best values.

We understand, though, that students and their families may have some difficulty meeting the full cost of a college education without some assistance. Our comprehensive financial aid programs ensure that an Etown education is available to students of all economic backgrounds. Through a combination of grants, loans, and campus employment, our students are able to find the means to attend Elizabethtown College. Each student's amount of assistance is based upon his or her demonstrated financial need.

Tuition and Fee Information – 2026-2027

Full-time undergraduate students – those who are taking 12 to 18 credit-hours per semester will pay a comprehensive annual fee. Students who take fewer than 12 credit-hours are considered part-time and will pay per credit-hour based on the type of course in which they are enrolled and will pay a comprehensive part-time fee. Course credits, internships, directed and independent studies, tutorials, audit courses, and private music lessons are combined to determine the student's status as part time, full time, or full time with overload (for those who are taking credits in excess of 18 per semester). Students enrolled in the winter and summer terms will be billed independently of the fall and spring terms.

School of Arts & Humanities **School of Business** **School of Engineering and Computer Science** **School of Public Service** **School of Sciences and Health**		
Undergraduate Programs		
Enrollment Deposit (one time)	$300.00	
	Semester**	**Annual****
Full-Time Undergraduate Tuition*	$19,760	$39,520
Part-Time Undergraduate Tuition (per credit hour)	$1,415	
Comprehensive Fee, Full-Time Student	$515	$1030
Comprehensive Fee, Part-Time Student	$175	$350

**Full-time undergraduate students, those who are taking 12 to 18 credit-hours per semester, will pay a comprehensive annual fee. Students who take fewer than 12 credit-hours are considered part-time and will pay per credit hour based on the type of course in which they are enrolled. Course credits, internships, directed and independent studies, tutorials, audit courses, and private music lessons are combined to determine the student's status as part-time, full-time, or full-time with overload (for those who are taking credits in excess of 18 per*

semester). Additional overload fees are assessed at the part-time tuition rate for credits in excess of 18 in a semester.

***Summer and winter term courses are billed separately for an additional cost.*

Housing Rates			
	Semester	**Annual**	**Residence Halls**
Double Standard Room	$3,550	$7,100	Brinser, Founders, Myer, Ober, Royer, Schlosser
Single Standard Room (in a single room)	$4,520	$9,040	Brinser, Founders, Myer, Ober, Royer, Schlosser
Single Standard Room (in a double room)	$5,490	$10,980	Brinser, Founders, Myer, Ober, Royer, Schlosser
Suites	$4,169	$8,338	Brinser, Royer
Apartments/Quads/Houses	$4,169	$8,338	Hackman, Schreiber, Houses

Meal Plan Rates		
	Semester	**Annual**
Gold (Unlimited meal swipes with 100 Jay Bucks)	$3,630	$7,260
Gold Plus (Unlimited meal swipes with 200 Jay Bucks)	$3,705	$7,410
Silver (200 meal swipes with 200 Jay Bucks)	$3,630	$7,260
Silver Plus (200 meal swipes with 300 Jay Bucks)	$3,705	$7,410
Bronze (150 meal swipes with 325 Jay Bucks)	$3,630	$7,260
Bronze Plus (150 meal swipes plus 425 Jay Bucks)	$3,705	$7,410

Independent Living Block (80 meal swipes with 100 Jay Bucks)	$1,468	$2,936
Independent Living Block Plus (80 meal swipes with 200 Jay Bucks)	$1,543	$3,086
Mini-Meal Block (20 meal swipes)	$330	$660
Mini-Meal Block Plus (20 meal swipes with 100 Jay Bucks)	$405	$810
Students living in a double or single standard room in Brinser, Founders, Myer, Ober, Royer, or Schlosser must purchase one of the Gold, Silver, or Bronze plans. Meal plans are optional for all other students. Meal plans may be changed through the end of the second week of the semester.		

Additional fees may be reviewed at www.etown.edu/businessoffice. Tuition and fees are subject to change.

Tuition Payment Policy

Payment for all charges is due on or before the due date for each subterm or semester. Checks should be made payable to Elizabethtown College.

Elizabethtown College offers an interest-free monthly payment option for programs billed on a semester basis. This service is available for a $55.00 fee for an annual (fall and spring semester) payment plan or a $35.00 fee for a single semester payment plan. Students may enroll in the payment plan through Transact, accessible through Jayweb. Parents who have been provided with payer access by their student may also enroll in the payment plan option through Transact. Enrollment in the payment plan will be available in early March. The first payment for the 12-month payment plan will be due by April 10 and for the 10-month payment plan by June 10, and so on.

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

Financial Aid

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

Students interested in need-based financial aid from the College, state grants and/or federal student aid must complete the Free Application for Federal Student Aid (FAFSA). It is strongly recommended that students complete the FAFSA electronically at https://studentaid.gov no later than March 15. Elizabethtown College's Title IV code is 003262. When all information has been submitted, a financial aid counselor verifies the accuracy of the data

reported and prepares a financial aid offer. Students can view their financial aid offer on the Elizabethtown College's Student Aid Portal.

Applicants who do not have an existing bachelor's degree are considered for merit-based scholarships during the admissions application review. Some of these scholarships include endowed scholarships and gifts that are available to Elizabethtown students through the generosity of the College's alumni and friends. Notification of these scholarships follows the offer of admission but precedes any need-based awards. Students must reapply each year for all need-based financial aid. Aid is not automatically renewed.

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

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

Federal Financial Aid Requirements

We Have a Right to Ask

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

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

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

Referral of Fraud

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

Viewing an Application File

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

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

Institutional Refund Policy

Notice of withdrawal for medical reasons must be processed through Student Wellness. Students must complete the necessary medical withdrawal paperwork located: https://www.etown.edu/offices/counseling/forms.aspx. Notice of withdrawal for non-medical reasons must be given in writing to Academic Advising, which can be contacted at 717-361-1415. The effective date of calculating refunds is the date of acceptance of a written notice of voluntary withdrawal by Counseling Services. Failure to provide notice of withdrawal will result in an unofficial withdrawal. The College withholds refunds and transcripts until an official withdrawal has been obtained.

If the withdrawal occurs within the three weeks prior to registration, a resident student is liable for a $150 room penalty in addition to his or her deposit.

If a student withdraws or changes credit-hours and/or housing and food plan status after the beginning of the semester, the student is obligated to pay the actual housing and food plan used to the date of withdrawal plus 25 percent of the unused housing and food plan charges. Tuition refunds are calculated as follows:

Withdrawal in first week of classes	75 percent
Withdrawal in second through third week of classes	50 percent
Withdrawal in fourth week of classes	25 percent
Withdrawal at the beginning of fifth week of classes	0 percent

Refunds of tuition and housing and food plan charges for a withdrawal due to medical reasons are prorated to the date of withdrawal. A student who is absent from the College because of sickness or other reason and who retains a place in class must pay in full during the absence.

Students who are dismissed or suspended from the College are refunded tuition charges according to the standard policy. Food plan charges are prorated to the date of dismissal or suspension and a 25-percent surcharge of the unused food plan is assessed. No housing refunds are granted under these circumstances.

In the case of a withdrawal for a student receiving Title IV financial aid funds, tuition, housing and food plan charges are prorated based on the student's last date of attendance up to the 60% point the term. There are no tuition adjustments once more than 60% of the term has been completed.

Return of Federal Student Aid

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

A statutory schedule is used to determine the amount of SFA Program funds a student has earned when he or she ceases attendance based on the period the student was in attendance.

Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine how much SFA Program funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the SFA Program funds. For both official and unofficial withdrawals, the withdrawal date used in calculating the percentage completed is based on the student's last date of attendance at an academically related activity.

In general, the Amendments require that if a recipient of SFA Program assistance withdraws from a school during a payment period or a period of enrollment in which the recipient began attendance, the school must calculate the amount of SFA Program assistance the student did not earn and those funds must be returned as soon as possible but no later than 45 days after determining the student has withdrawn. If a credit balance on the student's account is created as a result of the calculation, the credit balance will be refunded as soon as possible and no later than 14 days after the calculation is completed.

The percentage earned is one of the following:

- If the day the student withdrew occurs on or before the student completed 60% of the payment period or period of enrollment for which the assistance was awarded, the percentage earned is equal to the percentage of the payment period or period of enrollment for which assistance was awarded that was completed.
- If the day the student withdrew occurs after the student has completed 60% of the payment period or period of enrollment, the percentage earned is 100%.

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

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

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

The school must return the lesser of:

- The amount of SFA Program funds that the student does not earn; or
- The amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned.

The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate, the remaining unearned SFA Program grant and loan funds. However, a student is not required to return 50% of the grant assistance received by the student that it is the responsibility of the student to repay.

The student (or parent, if a Federal PLUS loan) must return the unearned funds for which they are responsible to loan programs in accordance with the terms of the loan, and to grant programs as an overpayment. Grant overpayments are subject to repayment arrangements satisfactory to the school, or overpayment collection procedures prescribed by the Secretary of the Department of Education.

SFA Program funds for the payment period or period of enrollment for which a return of funds is required must be returned in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Perkins Loans
- Federal PLUS loans
- Federal PELL grants
- Federal Supplemental Educational Opportunity Grants
- Other assistance under Title IV regulations

Post-withdrawal Disbursements

A student that receives less Title IV aid than earned will be offered a disbursement for the amount of earned aid that was not received. Post-withdrawal grant disbursements will be disbursed to a student's account within 45 days. Post-withdrawal loan disbursements will be offered to the student within 30 days, allowing the student at least 14 days to accept or decline the funds. All post-withdrawal disbursements are applied to the student's account first, with any resulting credit balance being refunded within 14 days.

Elizabethtown College certifies education benefits to veterans through the GI Bill®. Evaluation for transfer of military credits is supported through Joint Services Transcript (JST). Elizabethtown will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

GI Bill® Education Benefits and Military Servicemember Information

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

Elizabethtown College certifies enrollment for students eligible for education benefits through the GI Bill®.

To initiate GI Bill® assistance:

- Establish an account on va.gov and navigate to the Education page.
- Confirm education benefit eligibility with the VA.
- Provide a certificate of eligibility or a statement of benefit to the College's Certifying Official.
- Complete the Free Application for Federal Student Aid (FAFSA) if the student would like to be considered for federal, state, or institutional funding outside of VA benefits.
- Complete the Request for Veterans Benefits form each semester or term the student would like to utilize their benefit. This can be found on Elizabethtown College's website at https://www.etown.edu/admissions/veterans.aspx

Covered individual

A covered individual is any individual who is entitled to educational assistance under Chapter 31(Veteran Readiness and Employment) or Chapter 33 (Post 9/11) GI Bill® benefits.

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

Covered individuals are permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the College a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33. A certificate of eligibility can also include a Statement of Benefits obtained from the Department of Veterans Affairs (VA) website - va.gov or VAF 28-1905 form for Chapter 31. The aforementioned ends on the earlier of the following dates: 1) the date on which payment from VA is made to the institution 2) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Ordering Military Transcripts

Students who were formerly able to access and request a transcript through the AARTS or SMARTS websites must now use the Joint Services Transcript (JST) website. The Joint Services Transcript (JST) is a function of the Department of Defense and is not associated with the Department of Veterans Affairs. Air Force transcripts are available at CCAF transcripts.

How does Elizabethtown College evaluate military credits?

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

Enrolled Students Called to Active Duty

Class attendance policy is determined individually by faculty members. Students are responsible for knowing the attendance policy for each course and consulting with professors in the case of absences due to illness or other personal problems. Students should email the faculty member directly to discuss plans to make up missed work.

For on-campus classes, after 15 consecutive class days of absence from all classes, a student is considered to have withdrawn from the College. While the Veterans Administration and the American Council on Education have not mandated policies for colleges/universities whose students are called to active duty, the American Council on Education has provided guidelines:

- 100% tuition refund through the 8th week of the 15-week semester, or 100% tuition refund through the 3rd week of an accelerated subterm.
- Pro-rated refund for room/board charges, if applicable.
- No notations made on the permanent record card.
- After the eighth week (on-campus) or third week (SGPS), grades of "I" (incompletes) or "W" (withdrawals) are given, based upon the students' preferences.
- Tuition refund is given for only courses with grades of "W".
- If the withdrawal is during the last two full weeks of the term (last week of classes and finals week), full course credit is to be awarded and grades earned by the time of activation shall be posted.
- A copy of the activation paper is filed in the student's folder.

Students who need to withdraw from the College need to contact the Center for Student Success (on-campus) or their Academic Advisor (SGPS) to initiate a college withdrawal.

Readmission to the College

Students should refer to Readmission/Re-Entry policies in the College's catalog (catalog.etown.edu), and apply for readmission to initiate re-entry.

Academic resources

Academic resources are available to all enrolled students, such as academic advising, tutoring services, and resources for college success. Reach out to the Center for Student Success (on-campus students) or your SGPS Academic Advisor (graduate and online students) for more information.

Course Registration Scheduling Preference

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

Course scheduling for approved veteran students will start one (1) week prior to registration opening for all other students.

School Certifying Officials Contact Information

Elizabeth Hafer

Email: hafere@etown.edu

Lindsey Barton

Email: bartonlindsey@etown.edu

Kristin Mott-Kuntz

Email: finaid@etown.edu

Phone: 717-361-1404

Five centers of learning at Elizabethtown College – the Center for Global Understanding and Peacebuilding, the Center for Community and Civic Engagement, the Young Center for Anabaptist and Pietist Studies, the Teaching and Learning Design Studio, and the Bowers Writers House – add depth and uniqueness to our academic program and broaden the institution's appeal to a wider audience.

The Center for Global Understanding and Peacebuilding provides a variety of opportunities for our undergraduate and graduate students both in and out of the classroom, at home and abroad. The Center for Community and Civic Engagement creates civic engagement experiences to provide opportunities to fully explore the meaning of our motto "Educate for Service" in today's increasingly global society. The Center for Excellence in Teaching and Learning is a resource center and educational forum for developing new modes of learning for our students. The Young Center provides our students with internship and capstone project opportunities, as well as through the speakers it hosts, the resources it brings to our classrooms, and the lectures it offers on our campus. The Bowers Writers House is an interdisciplinary venue for presentation, performance, expression and study.

Center for Global Understanding and Peacebuilding

The Center for Global Understanding and Peacebuilding (CGUP) advances curricular and co-curricular programs to enhance global understanding and non-violent conflict transformation. The Center also brings together interdisciplinary programs, International Studies, Asian Studies, and the Transformative Justice minors. CGUP also supports the Ware Colloquium for Global Citizenship and Peacemaking, an endowed program that includes the Ware Lecture on Peacemaking and the Ware Seminars on Global Citizenship.

The Center creates opportunities for students, faculty, and staff to develop into global citizens who are knowledgeable about global issues, empathetic towards people of other cultures and nationalities, and committed to the values of peace, human dignity, and social justice.

The College's approach to global citizenship is distinctive, owing to our particular mission and heritage. In keeping with the Brethren faith of our founders, Elizabethtown's mission declares that "the College affirms the values of peace, nonviolence, human dignity, and social justice and seeks to make those values manifest in the global community," consistent with our motto to "Educate for Service." The Center's mission affirms the values of the College and frames international engagement as a commitment to peace, service, and cultural understanding.

Every year, the Center organizes a variety of trips, activities, lectures, and events to enable students to more fully explore the practice of and their commitment to peace. The Center's Ambassador-in-Residence manages external and international partnerships. Since spring 2007, the Ware Lecture on Peacemaking has brought world leaders, including several Nobel Laureates, to campus to engage students, faculty, and staff on issues of global peace and justice.

For more information, please visit the Center for Global Understanding and Peacebuilding website at www.etown.edu/centers/global.

Center for Community and Civic Engagement

Educate for Service. Engage with Purpose.

Our Mission
Embedded in the College's motto of Educate for Service, the Center for Community and Civic Engagement (CCCE) strengthens Elizabethtown College's commitment to experiential learning through service by connecting education with meaningful action. Through hands-on experiences, reciprocal partnerships, and real-world learning, the CCCE fosters collaborative opportunities that create positive change—on campus, in the community, and beyond.

Ways to Engage with the CCCE:

- **Community-Based Learning**
  Collaborate with local organizations through academic courses that integrate classroom knowledge with real-world problem-solving and community impact.
- **Community Service Work Study**
  Students eligible for Federal Work Study can participate in paid service with local nonprofits—gaining valuable career experience while addressing community-identified needs.
- **Monthly Service Trips**
  Participate in half-day volunteer experiences with local partners—transportation provided—focused on supporting community priorities and building reciprocal relationships.
- **Fall & Spring Break Service Trips**
  Travel with a team to serve communities beyond the local area while building leadership skills, expanding perspectives, and engaging in shared, immersive service.
- **Campus-Wide Service Events**
  Join the Etown community for signature events like *Into the Streets* and *Spring Day of Service*, bringing together students, faculty, staff, and partners for collective action.
- **Civic Engagement & Voter Education**
  Access nonpartisan resources and opportunities to stay informed, register to vote, and participate fully in civic life—locally and nationally.
- **Bonner Leader Program**
  A four-year, paid leadership program for students committed to sustained service, social justice, mentorship, and creating long-term community change.

For more information, please visit the Center for Community and Civic Engagement website at www.etown.edu/community.

Young Center for Anabaptist and Pietist Studies

The Young Center for Anabaptist and Pietist Studies is an internationally recognized scholarly institute that fosters the research and interpretation of Anabaptist and Pietist groups and connects the college to an international network of scholars. Integral to the academic life of Elizabethtown College, the Young Center's faculty members teach undergraduate courses and conduct research on the life, culture, and beliefs of Anabaptists and Pietists, primarily in the North American context. Interpretive programs open to the public include evening lectures and seminars during the academic year, exhibits, and occasional summer conferences.

Located on Elizabethtown College's Lake Placida, the Young Center is named for Dr. Galen S Young, D.O., and Jessie M. Young and includes the Bucher Meetinghouse, named for long-time college trustee Rufus P. Bucher, and

the Bowers Interpretive Gallery, named for Kenneth Bowers and Rosalie Erb Bowers. The Young Center holds a unique collection of Amish-related publications and a small, rare book collection that is housed in Hess Archives with the High Library.

The Young Center brings visiting scholars to campus for a semester of research and writing through the Snowden Fellowship and the Kreider Fellowship. Doctoral fellowships are also available for doctoral students who are researching or writing about topics related to Anabaptism and Pietism. Fellows come to the Young Center from diverse disciplinary backgrounds from across the nation and around the world.

The Young Center works with Johns Hopkins University Press to publish Young Center Books in Anabaptist and Pietist Studies, a book series for which Senior Scholar Steven M. Nolt serves as editor. The Center also partners with Ohio State University Libraries to publish the *Journal of Plain Anabaptist Communities*.

Each year the Center presents the Dale Brown Book Award for the book designated by a panel of independent judges as the best new book in Anabaptist or Pietist studies. The Center also sponsors the annual Durnbaugh Lectures, which feature a distinguished scholar who advances Anabaptist and Pietist studies.

For more information, please call (717) 361-1470 or visit the Young Center website at www.etown.edu/centers/young-center.

Teaching and Learning Design Studio

The Elizabethtown College Teaching and Learning Design Studio, located in Nicarry 114, promotes and supports a relationship- and learner-centered culture of instruction, guidance, and scholarship, with focus on evidence-based pedagogies from the scholarship of teaching and learning that foster student academic engagement, advance the College's mission, and cultivate innovative teaching. Its core functions are: promoting a campus-wide mindset of innovation, growth, and pedagogical inquiry; championing interdisciplinary dialogue and collaboration and diversity in all its dimensions across curricular and co-curricular activities; diversifying the College's modality of teaching and learning through use of leading-edge technology and course redesign; and creating and promoting new technological assets, providing necessary training, and assisting faculty with the creation of blended, online, and adaptable courses and curricula that are suitable for an ever-changing world. The Studio supports the integrated professional development of faculty, staff, and students by providing opportunities and resources applicable to all stages of the career trajectory. The Studio recognizes and celebrates teaching successes; promotes the sharing of best practices in pedagogy; conducts workshops; offers individual and programmatic consulting; and supports the activities of College Schools, Centers, and Programs. The Studio also houses a library of teaching and learning resources.

For more information, please email studio@etown.edu.

Bowers Writers House

The Bowers Writers House, located just 50 yards off the Elizabethtown College campus, is a place for English majors and minors, Creative Writing minors, and the College and Elizabethtown community to explore and celebrate writing, literature, and other creative arts.

Throughout the year, the Bowers Writers House hosts a series of events with the goal of fostering community and creativity, including visiting writers, writing workshops, and a Gallery Walk to celebrate student writing

For more information, please visit the Bowers Writers House website at www.etown.edu/centers/writershouse.

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

An important component of the Core Program is the First-Year Seminar. In addition, students enroll in 10 courses in eight Areas of Understanding. The thematic Areas of Understanding unite the Core Program into a cohesive offering, develop skills of self-education, and integrate knowledge across the disciplines. Any exceptions to Core requirements must be petitioned to the Academic Standing Committee.

Common Core

Students, who are entering the College for the first time and who are pursuing a bachelor's degree, must take a First-Year Seminar during their first semester. Transfer students who have completed fewer than 24 credits of course work at another college are also required to complete the First-Year Seminar.

Student Learning Outcomes for First-Year Seminar:

Students will be able to:

- Demonstrate understanding of the academic expectations of college life.
- Demonstrate critical thinking, reading, and composing skills.
- Develop informative, inclusive public speaking skills and deliver an effective formal presentation.
- Apply introductory information literacy skills based on instruction by a librarian to course assignments.
- Relate their opportunities for learning outside the classroom to their academic courses, personal interests, and intended program of study.

FYS 100 - First-Year Seminar

4.00 credits. The First-Year Seminar provides an educational experience that is composed of several important components. First, it develops intellectual skills, such as critical analysis and synthesis, and communications skills, such as speaking and writing. Second, it broadens definitions of learning. The student is exposed to multiple ways of acquiring information and knowledge. Third, the First-Year Seminar establishes the integration of knowledge. Using the instructor's major field of study as a foundation, this course promotes connections across disciplines. Students will also attend events outside of class such as talks, plays, concerts, art exhibits, and Student Life events. The First-Year Seminar is letter-graded. Register by Instructor.

Areas of Understanding

The Elizabethtown College Core Program consists of eight thematic Areas of Understanding (AU).

Power of Language (two courses)

Students are required to take one English-based course (Power of Language - English) and one Modern or Ancient Language Course (Power of Language - Other) to complete this Area of Understanding.

Courses in the English component of this AU emphasize the use of the English language in logic, rhetoric, and persuasive communication. Students learn to articulate ideas and critically evaluate arguments. The Power of Language – English course must be taken during the students' first year.

Student Learning Outcomes for the Power of Language (English-based) AU:

Students will be able to:

- Demonstrate critical thinking, reading, and composing skills.
- Demonstrate the ability to locate, evaluate, synthesize, and cite information from a variety of research materials, using library resources to construct and support an argument.
- Utilize flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, and editing.
- Apply concepts of language and writing to give productive feedback and to integrate feedback from others into works in progress.

Student Learning Outcomes for the Power of Language (other) AU:

Students will be able to:

- Comprehend and/or produce the target language at the appropriate course level for the discipline.
- Demonstrate knowledge of corresponding culture(s) at the appropriate course level of the discipline.

To meet the Power of Language: Other (Modern/Ancient Language) Core requirement, international students and/or multilingual speakers may choose one of the following options:

- Register for a new modern/ancient language
- Multilingual speakers earning a **Seal of Biliteracy** may seek a PLO waiver of the Power of Language: Other Core requirement. Students should contact the Office of Registration and Records to review their academic record for the seal or alternate certificate provided to you by your high school.
- Take an upper-level course that the program has designated as appropriate for multilingual speakers
- International students, with F1 Visa, may take a second Guided Writing and Research (GWR) designated course.
- International students, with F1 Visa, completing an English Proficiency Examination.
    - The scores from the Educational Testing Service must be sent directly to Elizabethtown College, Office of Registration and Records for review.
    - If the document was submitted as part of your Elizabethtown College Admission Application, the Office of Registration and Records will automatically transcribe the award of transfer credit based on scores**.**
    - For more information, please refer to the Credit by Examination policy for more information.

Mathematics (one course)

This AU develops competency in quantitative reasoning and problem-solving skills. These courses come primarily from the programs of Engineering, Computer Science, and Mathematics.

Student Learning Outcomes for the Mathematics AU:

Students will be able to:

- Use inductive or deductive reasoning to formulate and evaluate arguments.
- Model real-world phenomena mathematically.
- Utilize mathematics effectively in problem-solving strategies.

Creative Expression (one course or course equivalent)

Courses in this AU include analysis and interpretation of artistic works. Students focus on creation or performance within a particular artistic discipline. These courses come primarily from the School of Arts and Humanities (Art, Music, Dance, English). Students can also use any combination of private music lessons or ensembles equaling 4 credits to satisfy this requirement.

Student Learning Outcomes for the Creative Expression AU:

Students will be able to:

- Examine concepts employed in the creation and analysis of like artworks.
- Develop and articulate informed aesthetic judgments.
- Create or perform artistic work representative of the discipline.
- Express the intrinsic value of an artistic medium.
- Define the ways in which creative art forms show and affirm human feelings, desires, experiences, and/or values.

Western Cultural Heritage (one course)

This AU introduces students to Western culture and history through the critical analysis of significant human endeavors in European societies and/or their global offshoots. Communities in Europe and the Americas typically (though not exclusively) fall into this category. The courses in this AU come primarily from the programs of English, History, Philosophy, Sociology, Religious Studies, Modern Languages, and Political Science.

Student Learning Outcomes for the Western Cultural Heritage AU:

Students will be able to:

- Demonstrate an understanding of the importance of a specific aspect of Western cultural heritage.
- Explain the historical context of the subject under study, illustrating the complexity of the past and its relationship to the contemporary world.
- Explain how knowledge can be subject to a variety of interpretations.
- Analyze primary and/or secondary sources.

Non-Western Cultural Heritage (one course)

This AU introduces students to Non-Western culture and history through the critical analysis of significant human endeavors in societies other than European ones and/or the global offshoots of European societies. Communities in Asia and the Pacific, Africa, and the Middle East typically (though not exclusively) fall into this category. The

courses in this AU come primarily from the programs of English, History, Philosophy, Sociology, Religious Studies, Modern Languages, and Political Science.

Student Learning Outcomes for the Non-Western Cultural Heritage AU:

Students will be able to:

- Demonstrate an understanding of the importance of a specific aspect of non-Western cultural heritage.
- Explain the historical context of the subject under study, illustrating the complexity of the past and its relationship to the contemporary world.
- Explain how knowledge can be subject to a variety of interpretations.

Natural and Physical Sciences (one course)

This AU explores the natural and physical world through discussion and discovery of major scientific concepts and theories. These courses come primarily from the programs of Biology, Chemistry, Engineering and Physics.

Student Learning Outcomes for the Natural and Physical Sciences AU:

Students will be able to:

- Describe and apply major scientific concepts of a particular field.
- Explain methods of scientific inquiry.
- Collect, analyze, and interpret data.

Social Sciences (one course)

Courses in this AU observe and analyze human behavior, ranging from the formation of the self and family structures to economic trends and the interactions of nations. These courses come primarily from the programs of History, Political Science, Sociology, Psychology, and Economics.

Student Learning Outcomes for the Social Sciences AU:

Students will be able to:

- Discuss and apply major concepts and theories that interpret human behavior and interaction.
- Analyze human experiences and interactions in diverse social contexts.
- Explain the organization and function of one or more social systems.
- Describe the methods and procedures of social science research.

Humanities (one course)

Courses in this AU examine ethical and moral dilemmas, values, and choices from an analytical or critical perspective. Students engage in the decision-making process and consider the implications of their choices for self and society. Courses in this AU come primarily from the School of Arts and Humanities.

Student Learning Outcomes for the Humanities AU:

Students will be able to:

- Explain the nature of one or more values that govern human conduct.
- Explain how an individual's values and choices can be influenced by many factors, as seen in a major work (literary, artistic, historical, religious, or philosophical).
- Apply knowledge about values to a particular ethical situation, moral dilemma, or aesthetic judgment.

Guided Writing and Research

A course with a Guided Writing and Research (GWR) designation includes direct instruction in the research and writing process. This includes the following: locating and analyzing sources; crafting and supporting a logical thesis or argument; incorporating and correctly citing reliable academic sources via direct quotation and paraphrase; and organizing an essay such that the argument is fully explained and supported. Faculty provide consistent feedback on research and writing that culminates in a minimum of 3500 words of finished written work produced throughout the course. Evaluation of a student's performance in research and writing is a significant component of the final grade. Classes are appropriately reduced in size to facilitate careful instruction in research and writing. Additionally, only 200-level classes are designated as GWR. It is the expectation that a student successfully complete EN 100 before enrolling in GWR.

Student Learning Outcomes for the Guided Writing and Research:

Students will be able to:

1. Apply advanced information literacy skills based on instruction by a librarian to course assignments.

2. Organize and integrate research from sources appropriate to the assignment to fully achieve a specific purpose with clarity, accuracy, and depth.

3. Use professional language that skillfully communicates meaning to readers with clarity and coherence and adheres to conventions of style appropriate to the genre, audience, and purpose.

4. Demonstrate flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, and editing.

Interdisciplinary Colloquium (IC) Program

Each Interdisciplinary Colloquium is a course team-taught across two Core Areas of Understanding by faculty members from two different disciplines. These courses offer dynamic opportunities for teaching and learning as well as a distinct curricular advantage.

Students completing an Interdisciplinary Colloquium will fulfill the requirements for two Areas of Understanding at once and thereby make room for a Core elective. The latter may be fulfilled either by (1) taking a Core course in an area of the student's choosing, or (2) taking a 200-, 300-, or 400-level course outside the student's primary major. The number of courses needed to complete the Core Curriculum remains the same, but students completing an Interdisciplinary Colloquium may finish the Core with an elective. Students are encouraged to use this Core elective to broaden interests or to fulfill requirements for a minor or even a second major. The Interdisciplinary Colloquium is not a Core requirement. Rather it is an option, one that interested students would ideally take in the second semester of the sophomore year.

IC 204 - CE/HUM Artistic Peacebuilding

4.00 credits. **(Creative Expression Core Course and Humanities Core Course)**
The conflicts today are intersectional, complex, and interactive. The models and frameworks used to address and 'solve' these problems need to be equally reflective of this reality. Art, be it poetry, literature, theatre, film, music, and/or dance, has the expressive capacity to illuminate these intersectional, complex, and seemingly intractable conflicts. This course proposes to structure an investigation of multiple disciplines through the framework of symbols, processes, and practices of creating peace.

IC 206 - NCH/SSC Middle East Politics

4.00 credits. **(Non-Western Cultural Heritage Core Course and Social Science Core Course)**
***A Guided Writing and Research Course**
Developments in the Middle East and North Africa occupy newspaper headlines every day. This course is designed to prepare students to critically analyze the contemporary government and politics in the region, It analyzes the human experiences and interactions in the diverse social context of the Middle East, the domestic politics of various countries in the region, their institutions, political cultures, and the way in which these differ between countries. We will pay particular attention to the political regimes (whether the country is democratic or authoritarian and the nuances between different types of authoritarian governments), the economic context, the religious and ethnic makeup of the country and the role of ethnic and religious cleavages in the politics of these countries, and the most important political issues facing citizens. **Signature Learning Experience: Field Experience.** ***Prerequisite(s):*** EN 100.

IC 208 - CE/NCH Computer Game Design and Japanese Culture

4.00 credits.

(Creative Expression and Non-Western Cultural Heritage Core Course)
Game design is not about the mechanics of the production of technology. Modern gaming culture has integrated concepts of home and nation, war and memory, social norms and their threats, as well as bioethics in the very conceptualization of its structure. Therefore, it is essential we study these concepts holistically. Japan and other Asian cultures have become synonymous with the production of games in all their forms, whether they are role-playing games (RPG), videogames, or PC-based strategy games. In fact, the image of Japan has morphed from the producer of 'hard' technology that it used to have–dominating the automobile, computer, and photographic industries–to one of a 'cool' producer of videogames, anime, manga, and other pop culture goods.
This course will involve students in the education of this integration with hands-on production of designing, creating, and analyzing games of various genres that have both Western and Japanese sensibilities. It is hoped that this integrative process will allow them to understand the subtle nuances of Asian cultures as well as how it differs in its orientation from Western ones.

Signature Learning Experiences

An important component of Elizabethtown College Signature Learning Experiences is the high impact practices which supplement classroom learning. Signature Learning Experience is so significant that completing at least two of these five Signature Learning Experiences (SLE) is a graduation requirement for all Elizabethtown College students. The student's academic adviser will assist in choosing two of five SLEs:

Supervised Research

Undergraduate research actively engages students in scholarships at an advanced level under the close supervision of a faculty mentor or approved disciplinary expert. Results from the research should be disseminated publicly in a way that is appropriate to the discipline (presentation, in writing, performance, exhibition, prototype development, etc.).

Internships, Field Placements, Practicums

A transcribed academic internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. A field experience or practicum is a learning opportunity that takes place in the field of practice, is embedded in an associated course, and supervised by faculty.

Capstone Course, Project, or Development Portfolio

Culminating experience near the end of the college career in which students integrate, synthesize, and apply what they have learned in the major or program. Capstone experiences can include courses, projects, performances, exhibits, and/or portfolios. Portfolios should include artifacts and narratives, sampled during the college career under faculty review, that demonstrate competencies or learning outcomes in the major or program.

Community-Based Learning

Community-Based Learning is an instructional strategy that gives students opportunities to apply knowledge and skills from the classroom to analyze and address community problems. In so doing, students achieve a deeper and more integrated understanding of their studies while benefiting the community.

Cross-Cultural Experience

Cross-cultural experiences allow students to engage meaningfully with diverse cultures, experiences, and worldviews, by living and studying in a culture different from their own. These experiences can be domestic or abroad and include traditional semester study abroad programs as well as short-term faculty-led programs.

All students are encouraged to discuss these opportunities with their peer mentors, first-year seminar adviser and professors and explore the College website to see how other students have personalized a Signature Learning Experience that is just right for them.

Additional Requirements and Policies

Courses approved by Academic Council for Core that also are required for a particular major or minor may be used to fulfill both requirements.

Seniors may enroll in Core Program courses to complete Core, major or minor requirements as needed. Seniors may not enroll in Core Program courses for elective purposes until all enrolled underclass students have had the opportunity to select courses during official registration periods in November and April. In this context, seniors include students of senior status and juniors who will achieve senior status at the completion of the current semester.

The Core Program may be satisfied in its entirety by transfer courses (i.e., there is no residency requirement for the Core). Students wishing to satisfy the GWR requirement with an off-campus course must submit a syllabus for evaluation.

Students can satisfy Core AU requirements with transferred courses that are worth at least three credits.

Majors with more than 125 credits for graduation may count two courses required of the major in lieu of two courses from the Core. Courses would have to meet the goals for the appropriate AU. Academic Schools may apply to the Core Committee and Academic Council to demonstrate how the major courses satisfy the goals of the AU.

When course requirements for an academic program meet the educational objectives for a Core AU, Academic Schools may petition Academic Council for a waiver of that AU for students completing the program. The course requirements supporting the waiver must be an integral part of the academic program.

Students are required to complete the appropriate level of mathematics, English, and modern/ancient language courses as determined by the College. Once students have completed the appropriate level, they cannot receive credit for taking a lower-level course in the sequence.

The First-Year Seminar may not be substituted for a major or minor course or to waive a requirement for the major or minor.

The Elizabethtown College Honors Program, established in 1999 and sponsored by The Hershey Company, reflects the College's commitment to providing hand-crafted learning opportunities for its students. In the case of the Honors Program, the focus of this handcrafting is on students with excellent academic records, superior academic abilities, intellectual promise, and demonstrated initiative. Consistent with the mission of the College, the Honors Program seeks to promote high standards of scholarship, leadership, and service among those students selected for the program. Class size deliberately is kept small in order to allow for more individualized attention to students.

The opportunity to work closely with faculty mentors from the first year to the senior year is an explicit goal of everyone associated with the program. In order to foster even greater involvement between faculty scholars and Honors students, co-curricular activities are an integral part of the program. Study abroad and international travel are strongly encouraged.

To facilitate such experiences, the Elizabethtown College Honors Program allows each qualified student to apply for an Academic Research Grant that can be used in support of international travel, senior thesis research, graduate and professional exams such as the GRE, LSAT, or MCAT, or for partial tuition coverage for taking courses during non-traditional semesters of Winter Online, May Term, and Summer Online at Elizabethtown College. In order to help foster a deeper sense of community, study rooms, a reserved lounge, and a computer lab are located in the Honors Center for Honors student use.

Honors Program students in good standing will have priority registration for each semester for which they are members of the Honors Program. Priority registration indicates that Honors Program students will have the opportunity to register before other students with the same class standing, though RBI courses are occasionally exceptions in this regard.

For more information, please visit www.etown.edu/honors.

Admissions Process

Admission to the Elizabethtown College Honors Program is competitive. For current admission requirements, please visit our website or contact the Office of Admissions at admissions@etown.edu.

Applicants to the college can indicate interest in the Honors Program on either the Elizabethtown College or Common Application. Students that meet the criteria will be invited to interview.

A limited number of current Elizabethtown College students may be considered for the Honors Program after their first semester. These students must demonstrate excellence in their coursework, provide a recommendation from at least one Elizabethtown professor, and have the concurrence of the Honors Director. After the first semester, such applications are accepted on a rolling basis.

Participation Requirements

Students entering the Elizabethtown College Honors Program in their first academic year take an Honors First-Year Seminar, and usually an Honors English course. In the sophomore/junior years, Honors students ordinarily take three additional Honors courses from the College's Core Program or in majors, minors, or electives. The final capstone Honors experience is the completion of a Senior Honors Thesis. A total of 24 credits must be acquired in Honors courses in order to fulfill the requirements and graduate as a recognized Elizabethtown College Honors Scholar. In order to remain in good standing within the program, students must maintain a grade point average of 3.50 overall.

In line with the Honors Program's motto – *Learn, Serve*, and *Lead,* Honors students are required to record their 15 hours of volunteer service, community engagement, and leadership each year throughout their undergraduate education. Upon completion of their annual 15-hour co-curricular requirement, all Honors students are required to submit a log of those activities as well as a 3-4-page double-spaced reflection paper on their co-curricular activities on a yearly basis.

A list of Honors courses is available through the course descriptions tab of this Catalog. Define the search criterion as an "HON" in the "Code" field or select a specific Honors "Type" shown in the drop-down menu. All Honors courses are noted on course schedules with an "H" at the beginning of the course code and "HNR" at the beginning of the title.

The Honors Program offers the following courses:

HON 201 - HNR WCH Elizabethtown History: Campus and Community (PHS 201)

4.00 credits. **(Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course.**
This research seminar provides Honors students with an understanding of the practice of local history and an appreciation for local history's relationship to other branches of historical studies as well as a wide variety of academic disciplines. The course is based on the study of local history as a means for Honors students to examine the people who built the local community. Through the study of local history, students will gain an appreciation of the importance and context of place and how their own contributions impact the larger community. Students' research findings will be shared publicly through an ArcGIS electronic story map. This resource with the students' research is used by the Pennsylvania Department of Transportation and the Federal Department of Transportation to inform decisions made in the Section 106 National Historic Preservation Review for the National Historic Preservation Act. Students will engage in hands-on projects in areas such as oral history, archival research, and grant writing and personally engage with members of the campus and local communities through field trips, site visits, and guest lectures. As a primary feature of this course, the local community (the College campus, Elizabethtown Borough, and Lancaster County) will serve as a learning laboratory. Honors students will learn how to take notice of the environment in which they live, recognize how it developed, and offer ideas about how it should grow.
Prerequisite(s):* EN 100 **Signature Learning Experience: Community-Based Learning.

HON 204 - HNR HUM The Politics of Historical Preservation in Lancaster County

4.00 credits. **(Humanities Core Course).**
***Guided Writing and Research**
Explore Lancaster County's Pennsylvania German heritage: the Amish, Mennonite, Brethren, and Moravian communities. Students visit historic sites, museums, historical libraries, and archives. Take an interdisciplinary approach to examining historic preservation through the lens of history, political science, religion, folklore, social science, economics, architecture, and landscape design. Learn about the politics of historic preservation through studying with public historians at historic sites. Learn about the role of public historians regarding the public policy of historic preservation. **Signature Learning Experience - Supervised Research.** Honors students only.

HON 205 - HNR HUM Leadership Theory, Presidential Nobel Peace Laureates, and Personal Narrative

4.00 credits. **(Humanities Core Course)**
This Honors seminar examines a wide variety of theories, practices, models, and examples of leadership. Students will discern types of leadership skills they possess, and leadership skills they wish to develop. Course content will focus broadly on leadership theory and studies in grand strategy. Student will research and discuss leadership

theories and practices in a field of their choosing. Students will write a personal leadership narrative which can be used in applications for grants, internships, graduate schools, employment, competitive post graduate scholarships and fellowships.

HON 207 - HNR Peer Educator Seminar

2.00 credits This course guides Peer Educators in leadership of a Peer Reading Seminar. The course hones skills of analysis, expression, and teaching. Students are limited to a maximum of 4 credits for any combination of HON 207 and HON 208. Graded Pass/No Pass.

HON 208 - HNR Peer Reading Seminar

2.00 credits. This course guides students in discussion/analysis of a group of books (approximately 750-1000 pages of total reading). The course stimulates a love of reading and fosters an environment in which a Peer Educator mentors younger students in this regard. The topic of this seminar is internet industry impact. Students will read about economic and historical elements of the internet and discuss how the internet relates to their field of study. Students are limited to a maximum of 4 credits for any combination of HON 207 and HON 208. Graded Pass/No Pass.

HON 210 - HNR Rethinking Leadership: Creativity, Collaboration, and Social Change

4.00 credits. In this course, students not only learn about leadership but also gain leadership experience. Leadership is presented not as a quality of an individual but rather as a process of interacting with a community to create positive social change. Students will learn and practice strategies to navigate complex issues, engage in constructive conflict, overcome polarization, and take the perspectives of others. They will develop their capacities for creativity and collaboration through a social change project. Summer semester.

HON 220 - HNR HUM Genealogy, Heraldry, Paleographical Studies, and the Public Historian

4.00 credits. **(Humanities Core Course)**
***A Guided Writing and Research Course.**
The study of History, especially Public Heritage Studies, is biographical and based on autobiographical sources. Chief among the skills of the public historian is working as a genealogist. Genealogy is the study of tracing family lineage and Heraldic Studies identifies individuals based on heredity devices for tracing family histories. This involves a Paleographic analysis of the historicity of manuscripts. This course examines the historiography of biography and autobiography through the lens of historian and genealogist.
Prerequisite(s):* EN 100. **Signature Learning Experience: Supervised Research.

HON 246 - HNR HUM Refugees in Global and Regional Context & Advocacy Lessons from Nobel Peace Laureates (PS 246, INT 246)

4.00 credits. **(Humanities Core Course)**
***A Guided Writing and Research Course.**
This course will offer the intellectual, analytical and research tools to understand the history and complexities of forced migration and refugeehood and their centrality to political, social and economic change in global, national and regional contexts. It will introduce students with an interest in local, national, as well as international career opportunities in human rights, development, refugees, and migration, and develop an understanding of various policy responses from around the world, including our regional context in Lancaster, PA, using extensive

partnership with Church World Services. Students will explore the legacy of Nobel Peace Laureates whose work has shaped global refugee policy and humanitarian action—such as Fridtjof Nansen, who pioneered international refugee protections; the Quakers, honored for their post-war refugee relief; and UNHCR, awarded twice for its global refugee support. We will also examine the personal journeys of Laureates like Nadia Murad, Malala Yousafzai, and Andrei Sakharov, whose lived experiences as refugees or exiles inform their peacebuilding efforts. The course will analyze global responses to refugees by examining the policies of the United States, European Union, and Turkey. Particular attention will be paid to the driving forces behind the record-breaking numbers of refugees around the world, such as civil wars, risk of genocide, organized crime, terrorism, ecological disasters, and lack of human security. **Prerequisite(s):* EN 100. **Signature Learning Experience: Community-Based Learning.** Offered Summer semester.

HON 301 - HNR Thesis Preparation

1.00 credit. A foundation for successfully developing and writing the Honors Senior Thesis through becoming familiar with writing and research approaches of the student's chosen discipline; strengthening writing and oral presentation skills; developing a timetable with deadlines for defining the scope of work and managing its completion; completing a working bibliography and a research proposal for an Honors Senior Thesis Project; and becoming more confident and capable of successfully completing a year-long thesis project with minimal supervision from a professor. Credit counts toward senior thesis requirement. To be taken spring semester of Junior year. Graded Pass/No Pass. Honors students only.

HON 480-484 - HNR Independent Study

Variable credits. Variable credit. Opportunity for students to engage in independent study in specific area of interest. Register by Instructor.

HON 490 - HNR Capstone Directed Research Project

Variable (1.00 - 4.00) credits. This course is a capstone seminar designed to integrate previous coursework in the interdisciplinary fields of Honors students and produce a major research project on a topic related to their studies. It is designed specifically for senior students pursuing an interdisciplinary Honors Senior Thesis for fulfilling their Honors Nest #3 requirement. Each student produces a major research paper and is required to present the results in front of Capstone Directed Research Project Committee, consisting of a thesis supervisor and a thesis reader. Students are encouraged to invite other members of the Honors Program community and faculty to listen to their presentations. **Signature Learning Experience: Supervised Research.**

The following Core and disciplinary Honors courses are offered. Other Honors courses may be offered from time to time.

HCH 105 - HNR NPS Fundamentals of Chemistry: Introduction to Molecular Science

4.00 credits. **(Natural and Physical Science Core Course)**
An introduction to the study of the material world from a conceptual, model-building viewpoint. Topics include: elements and compounds, atomic composition and electronic structure, bonding and molecular structure, physical properties, and chemical equilibrium. **Corequisite(s):* HCH 105L. Honors students only.

HCH 105L - HNR Fundamentals of Chemistry Lab

0.00 credit. Honors Lab to accompany HCH 105. **Corequisite(s):* HCH 105. Honors students only.

HEC 101 - HNR SSC Principles of Economics

4.00 credits. **(Social Science Core Course)**
An introduction to a country's gross domestic product. Topics covered include factors affecting a country's output of goods and services, the role of fiscal policy and monetary policy in dealing with inflation and unemployment, the Federal Reserve system and the goal of price stability, causes and consequences of budget deficits, and factors affecting trade deficits and exchange rates.

HEG 210 - HNR Circuit Analysis

4.00 credits. Introduction to linear circuit analysis and fundamental electric circuit components. Topics covered include both analytical (by hand calculation) and computational (by computer model) analysis of direct current (DC) circuits and transient circuits containing resistors, inductors, and capacitors. **Prerequisite(s):* MA 121. **Corequisite(s):* EGR 210L and PHY 202.

HEN 100 - HNR PLE Writing and Language

4.00 credits. **(Power of Language Core Course)**
A writing course focusing on writing as a process of discovery concerning ideas, drafting, revising and editing. Students read, write and speak about a variety of aspects of the power of language. Honors Students Only.

HEN 165 - HNR CE Introduction to Creative Writing

4.00 credits. **(Creative Expression Core Course)**
This course encourages students' creative self-expression and develops their understanding and appreciation of the three principal genres of fiction, drama, and poetry. This course does not count toward the English major or minor. **Prerequisite(s):* Honors students only or permission by instructor.

HHE 305 - HNR Conditions and Implications for Occupational Performance

4.00 credits. Within this course, students will become familiar with common diagnoses and conditions that impact occupations. An emphasis will be placed on understanding the incidence, epidemiology, etiology, diagnosis, symptomatology, prognosis, and functional implications of conditions. **Prerequisite(s):* BIO 201, BIO 202, HE 110 and HE 205.

HHI 209 - HNR WCH Nineteenth Century Europe

4.00 credits. **(Western Cultural Heritage Core Course)**
This course reviews the "long" 19th century (1789-1914) beginning with the French Revolution and working our way through the processes and implications of industrialization, cultural development, liberalization, and imperial expansion, among other topics, before concluding on the eve of the First World War. This period encompasses the height of European power on the global stage.

HHI 210 - HNR WCH Twentieth Century Europe

4.00 credits. **(Western Cultural Heritage Core Course)**
This course examines political, economic, social, and cultural developments in Europe from 1914 to the present. Emphasis will be placed on World War I, the Russian Revolution, Fascism, Nazism, Communism, World War II, the Cold War, decolonization, the collapse of Communist regimes in Eastern Europe, and the evolution of the European Union.

HIC 206 - HNR NCH/SSC Middle East Politics

4.00 credits. **(Non-Western Cultural Heritage Core Course and Social Science Core Course - Honors)**
***A Guided Writing and Research Course.**
Developments in the Middle East and North Africa occupy newspaper headlines every day. This course is designed to prepare students to critically analyze the contemporary government and politics in the region, It analyzes the human experiences and interactions in the diverse social context of the Middle East, the domestic politics of various countries in the region, their institutions, political cultures, and the way in which these differ between countries. We will pay particular attention to the political regimes (whether the country is democratic or authoritarian and the nuances between different types of authoritarian governments), the economic context, the religious and ethnic makeup of the country and the role of ethnic and religious cleavages in the politics of these countries, and the most important political issues facing citizens. **Signature Learning Experience: Field Experience.**

HJA 245 - HNR NCH From Anime to Zen: Japanese Society, Business & Culture

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course.**
The course provides a broad introduction to Japanese society and culture by introducing students to daily life in Japan, discussing the importance of various Japanese religious, political, and economic institutions. It is designed to stimulate student interest in the study of Japan. Honors Students Only.

HMA 251 - HNR MA Probability and Statistics

4.00 credits. **(Mathematics Core Course - Honors).**
Covers the basic principles of descriptive statistics, experimental design and statistical inference. The purpose of this course is to explore the fundamental concepts of probability and statistics through applications in the natural and social sciences that require students to interpret results, provide written explanations, find patterns, and make decisions.

HMA 275 - HNR CE Mathematics in Music

4.00 credits. **(Creative Expression Core Course - Honors)**
Participants will deepen and enrich their creative experience of music by learning about the principal ways that mathematical ideas are applied to the creation of music, and incorporating these ideas into their own creative repertoires. Of particular interest will be basic acoustical phenomena, tuning systems, and (especially) music theory and composition. Honors students only.

HNE 125 - HNR NPS Introduction to Neuroscience

4.00 credits. **(Natural and Physical Science Core Course).**
A survey of the biological basis of psychological processes, including neurons and brain organization, motor control, higher cortical functions and dysfunctions in order to provide an integrated understanding of the brain and behavior. Recovery from brain damage, emotion, language, mood disorders, schizophrenia and additional related topics also are covered. Honors Students Only.

HPC 105 - HNR SSC Introduction to Psychology

4.00 credits.

(Social Science Core Course)

An introduction to psychological science, including methods of inquiry, learning and motivation, abnormal behavior, developmental and social influences, cognition, sensation and perception, neuroscience and personality.

**Prerequisite(s):* Honors Students Only.

HSO 224 - HNR SSC The Amish in Modern Society

4.00 credits. **(Social Sciences Core Course - Honors)**
***A Guided Writing and Research Course.**
Sociological theories and concepts will be used to analyze and compare Amish society with contemporary American society. Using concepts such as power, class, culture, gender, inequality, deviance, social control and technology, the course will explore fundamental differences between Amish society and modern life. The course will examine the Amish in the context of modern culture to explore questions about how societies construct values and organize social behavior, and how their members view the idea of progress, the impact of technology on human experience, and the roots of social well-being. **Prerequisite(s):* EN 100. *Students who have taken SO 364 may not take this course. Honors students only. Fall semester.
For more information, contact the Director of the Honors Program, Dr. Oya Dursun-Ozkanca.

Prestigious Scholarships and Fellowships

The Prestigious Scholarships and Fellowships program encourages high-achieving students to pursue nationally and internationally competitive scholarships best reflecting their academic interests and post-graduate aspirations. Competitive scholarships and fellowships awards are often substantial, and recipients and finalists are held in high esteem by educational institutions and employers. Scholarships and fellowships can range from short-term summer courses to multi-year graduate programs globally. The application process offers certain benefits in improved critical thinking, analytical writing, the rhetorical style of illustration essay writing, and oral presentation skills- all of which can be usefully applied in nearly any future pursuit. The Office of Prestigious Scholarships and Fellowships, located in the Honors Center, aims to demystify these opportunities, and mentor students discerning the most appropriate awards for which to apply. We introduce students to opportunities and resources guiding them to submit competitive applications. Whatever questions they have about prestigious scholarships and fellowships, we are eager to help students explore the possibilities they represent and encourage them in the application process. From the initial inquiry to the nomination and selection stage of a national or international competitions, we work with students and alumni to prepare competitive applications.

For more information, please visit www.etown.edu/programs/fellowships.

In addition to majors and minors, Elizabethtown College offers a number of alternative learning opportunities both on and off campus. On-campus study includes special learning options that emphasize individual study and close work with a member of the faculty. Off-campus opportunities include internships or joint programs with academic institutions or clinical facilities.

Independent Study

Independent Study (IS) is designed for students to pursue individual investigations and/or reading in an area of special interest, or to advance competencies in the major/minor area. Independent Study is initiated by the student and progresses largely unsupervised. Students pursuing independent study are expected to do extensive research, reading, writing, and/or creative work resulting in a major paper, presentation, work of art, or other learning outcomes agreed upon by the supervising faculty member and the student.

Independent Studies may not be used to replace a course listed in the curriculum, to fulfill any Core Program requirements, or to substitute for registering an internship, co-op, or field work/experience. Independent Studies counting toward major credit must be letter graded. Independent Studies must demonstrate significant emphasis on academic involvements, activities, and outcomes.

To apply for an IS, students must have **junior or senior status, plus a grade point average of 2.0 or higher**. Independent Studies are registered between one to four credits per study. *Please note: the ISC expects* at least 4-5 pp. of writing per credit *plus a* detailed bibliography. Typically, a student may carry only one Independent Study at a time. Two Independent Studies may be approved at the discretion of the Independent Study Committee. A maximum of 12 credits of independent study can be applied toward graduation. If study abroad is part of the IS, an approval from the study abroad office must be attached to the application. Any requests for exceptions to the Independent Study policy must be made to the Academic Standing Committee.

Independent Studies are not tied to the academic calendar; application deadlines are to be determined based on the completion dates of an IS. A completed *Independent Study Application* including the *Independent Study Proposal* must be submitted to the Independent Study Committee via the Registration and Records Office. Registration for the spring semester begins in November and registration for the fall semester begins in April.

a) For Fall and Spring semester registrations, the IS application must be submitted during open registration but no later than 4:30 pm on the 1st day of classes for the Fall/Spring semester in which it will be completed.

b) Students who plan to register for an independent study in the Summer or Winter term must submit their proposal to the Registration and Records Office at least two weeks before the last day of the Spring or Fall semester prior to the Summer or Winter term.

c) The Independent Study Committee does NOT meet during the Summer or Winter term; therefore, IS Applications submitted after the dates listed above will not be accepted or reviewed.

Following approval by the Independent Study Committee, the Chair of the Independent Study Committee will forward the ISA to the Office of Registration & Records during the official registration period for the semester during which it will be completed. **Students must add and register for an independent study during the regular course add period of each semester**. **Forms are available in the Office of Registration and Records. Independent Studies will not be added to students' schedules after the regular "add" deadline of the semester (i.e., 4:30 p.m. on the fifth day of the semester).**

Directed Study

In contrast to independent study of a special topic, directed study is undertaken for a regular course in the curriculum that is not being offered in a given semester. For certain courses, this method of study should be used by the student who needs rather frequent conferences with the professor. Directed studies must be completed within the semester or subterm for which they are scheduled. In a directed study, the student works independently with a faculty member to achieve the learning outcomes of the selected course based on a learning contract. Please be advised, by course design, not all courses in the Catalog may be completed as directed studies.

Note: Students may request a directed study prior to beginning coursework and no later than the end of the course add period defined under "Academic Policies." Registration forms are available in the Office of Registration and Records. For online programs, students must complete the request form in Jayweb.

Tutorials

The tutorial is used to register for a course that is not offered in the Catalog. In this respect, it is different from a Directed Study, which is used to register for a course that is in the Catalog but is not offered in a given semester. The tutorial is also different from the Independent Study. With an Independent Study, the student is responsible for proposing the content of the project (which is not in the Catalog) and then works largely independently on the project of their design. **With a Tutorial, the faculty member is responsible for developing the content of the course and then works closely with the student to provide instruction in the topic.** Tutorials must be registered during the regular course Add Period and are assigned a 379-course number. An additional surcharge of $150 per credit is assessed for the full-time student who registers for a tutorial. Full-time undergraduate students whose course load exceeds 18 hours as a result of a tutorial registration are charged the current part-time rate for tuition for those hours in excess of 18.

Internships

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

Guidelines

Each School has a process for students to request internships.

Internships will normally be graded Pass/No Pass. Programmatic exceptions must be approved by Academic Council and be noted in the Catalog as letter-graded experiences.

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

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

An internship can be taken for up to 12 credits. To be awarded academic credit, students must work a minimum of 40 hours over the course of the term in which the internship is registered for each credit awarded. At least two-thirds of these hours should be spent working directly with the employer organization/institution (whether remote/virtual or onsite), with the remaining time spent on related classroom/academic activities.

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

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

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

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

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

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

Study Abroad Programs

Elizabethtown College, through the Study Abroad Office, provides guidance and support to students in all majors who want to study abroad in a semester, summer, or short-term program. The Study Abroad Office promotes, supports, and coordinates all study abroad programming and works with faculty to encourage overseas experiences.

Students may participate in a wide variety of semester-long, study abroad opportunities with our affiliated and partnering programs, which currently include specific locations from API Study Abroad; Amizade; Bifrost University; CIS Abroad; The School for Field Studies; International Studies Abroad (ISA); ISEP; KCP International; Nihon University; Kansai Gaidai University; Northumbria University; Arcos Learning Abroad; Institute for Field Education (IFE); The Education Abroad Network (TEAN); University Studies Abroad Consortium (USAC); University of Oviedo; and Queen's University Bader International Study Centre. More information about applying to participate in study abroad programs can be found on the Study Abroad Office website at www.etown.edu/offices/study-abroad.

In addition to these opportunities, Elizabethtown faculty members regularly lead short-term educational experiences to locations around the world to make international study more accessible to our students. These programs typically provide credits to students who successfully complete all the requirements. In past years, faculty-led, short-term

programs have traveled to Bangladesh, China, Costa Rica, the Czech Republic, Denmark, Ecuador, France, Gambia, Iceland, Ireland, Japan, South Africa, Spain, Switzerland, Thailand, the United Kingdom, and Vietnam.

For more information about the Study Abroad Office, please visit www.etown.edu/offices/study-abroad.

Washington, D.C., Semester with The Washington Center, or American University

Elizabethtown College provides students an opportunity to "study away" in Washington, D.C., and take advantage of the resources of the nation's capital. Students participating will work with the policymakers and business professionals who play a vital role in American government and culture. Both, The Washington Center and American University programs include full-time internships and courses. Students interested in the program should contact the Study Abroad Office for more information. Students participating in the program must acquire study away approval from the Study Abroad Office, which includes completing off-campus course approvals from the Office of Registration and Records.

In Joint Degree Programs, students study at Elizabethtown College and at affiliated academic institutions or clinical facilities in the United States. The College also offers a number of majors in which work at affiliated clinical facilities constitutes an important part of the student's education. In music therapy, occupational therapy, social work, and clinical laboratory sciences, students combine work at the College with first-hand experience in hospitals, clinics, and social work and therapy programs. For detailed descriptions, see the appropriate School for more information. The following programs are offered in conjunction with these academic institutions:

Bachelor of Science in Criminal Justice 3+ Pennsylvania State Police (PSP) Academy

The 3+1 Pennsylvania State Police (PSP) Academy Program is a collaborative initiative between Elizabethtown College and the PSP designed to integrate academic preparation with law enforcement training. The program's structure ensures that students are academically ready, demonstrate strong character, and are prepared for the demands of the PSP Academy.

Admission to the 3+1 PSP Academy Program

- Apply to Elizabethtown College and indicate your interest in the 3+1 PSP Academy Program by checking the box on your Elizabethtown College or Common Application
- Connect with Admissions to learn more about the program (optional, but recommended).
- Achieve a high school GPA of 2.5 or higher (or its equivalent).

Once admitted, students must maintain good standing in the program by complying with all academic, ethical, and character requirements established by Elizabethtown College. This ensures that students remain prepared for both their remaining college coursework and the PSP Academy experience.

Applying to the PSP Academy

To progress to the PSP Academy, students must:

- Complete at least 93 undergraduate credits, including all major and core courses, before attending the Academy.
- Maintain a cumulative undergraduate GPA of at least 2.5.
- Apply and be accepted to the PSP Academy.

Students will attend the June academy and graduate with a Criminal Justice (B.A.) degree from Elizabethtown College upon receipt of PSP certificate of completion.

Notes

The PSP residential, 28-week long program requires students to be housed at the PSP Academy located in Hershey, PA. Students will not have access to housing at Elizabethtown College after the completion of their junior year.

Required Courses to be taken at Elizabethtown:

- CH 109 - NPS Introduction to Forensic Science 4.00 credits.
- CJ 100 - WCH Introduction to Criminal Justice 4.00 credits.
- CJ 110 - SSC Criminology 4.00 credits.
- CJ 200 - Policing in America 4.00 credits.
- CJ 220 - Corrections in America 4.00 credits.
- CJ 230 - Victimology 4.00 credits.
- CJ 240 - SSC Mental Health in the Criminal Justice System 4.00 credits.

- CJ 320 - Community Corrections 4.00 credits.
- CJ 495 - Senior Seminar in Criminal Justice 4.00 credits.
- LS 110 - WCH Introduction to Law 4.00 credits.
- PS 230 - Research Methods 4.00 credits.
  * Two additional four-credit approved major electives
  * Complete all core requirements and free electives to total 93 credits before the end of junior year

Doctor of Allopathic Medicine/Baccalaureate 4+4 at Pennsylvania State University College of Medicine

Through an agreement with **The Pennsylvania State University College of Medicine (PSCOM)**, select high school students who are US citizens or permanent residents (green card holder), and Pennsylvania residents may be admitted to **Penn State's Pre-Medical Primary Care Program**, allowing them to pursue careers as primary care physicians. This early assurance program was established to encourage undergraduate students to pursue careers in primary care (i.e., internal medicine, family practice and pediatrics by providing students with mentoring, primary care and pre-clinical experience and gives these students conditional matriculation to The Pennsylvania State University College of Medicine upon completing the Bachelor of Science degree requirements. For program criteria, contact the Health Professions Advisory Committee of Elizabethtown College.

Students in this program must complete the required courses listed below but may pursue any major resulting in the completion of a B.S. degree. The student must accumulate a minimum GPA of 3.5 in biology, chemistry, physics, and math courses and a minimum overall GPA of 3.5 by the end of their junior year of college. Students must complete two Family Practice Practicums coordinated by the Health Professions Advising Committee of Elizabethtown College and/or the Pennsylvania State University College of Medicine, as well as earn Medical College Admissions Test scores as outlined in the program criteria.

The Pennsylvania State University College of Medicine also offers the following: a) a Primary Care Scholars Program, in which students spend approximately two weeks at Hershey participating in lectures, seminars and clinical experiences; and b) a Primary Care Mentoring Program, through which students are assigned a mentor, a preceptor or faculty affiliate of The Pennsylvania State University College of Medicine. To apply for acceptance into this primary care, early assurance program, prospective students completing their final year of high school must meet criteria established by PSCOM and apply through the Health Professions Advising Committee of Elizabethtown College. For program information and admissions requirements, contact the Chair of HPAC.

Required courses at Elizabethtown College:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- CH 323 - Biochemistry I 3.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.

- PHY 101 - General Physics I 4.00 credits. and
- PHY 102 - General Physics II 4.00 credits.
  OR
- PHY 201 - College Physics I 4.00 credits. and
- PHY 202 - College Physics II 4.00 credits.
- An additional chemistry laboratory course

Recommended courses to be taken at Elizabethtown College:

- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- BIO 235 - General Microbiology 4.00 credits.
- Additional nine credits of behavioral and social sciences and/or humanities courses

Doctor of Dental Medicine/B.S. 4+4 Program with Lake Erie College of Osteopathic Medicine

Elizabethtown College has an agreement for preferred admission to **Lake Erie College of Osteopathic Medicine's** (LECOM) following four years at Elizabethtown College. For this program, students must be a US citizen or permanent resident (green card holder) at the time of application submission. If admitted to LECOM, students must have a GPA of at least 3.3 in science courses and an overall GPA of at least 3.4 by the end of their junior year of college. A grade of C or higher must be earned in the required courses listed below. Before beginning courses at LECOM, students must have earned a baccalaureate degree from Elizabethtown. To participate in this agreement, students must apply directly to LECOM's Early Acceptance Program (https://lecom.edu/academics/early-acceptance-program/). For additional program information and admissions requirements, contact the Chair of HPAC.

Required courses to be taken at Elizabethtown College:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- CH 323 - Biochemistry I 3.00 credits.
- An additional chemistry laboratory course
- EN 100 - PLE First Year Writing 4.00 credits.
- An additional EN writing/composition course

Strongly recommended courses to be taken at Elizabethtown College:

- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- BIO 212 - Cell Biology 3.00 credits.

- BIO 235 - General Microbiology 4.00 credits.
- BIO 322 - Immunology 3.00 credits.
- BIO 324 - General Physiology 3.00 credits.
- BIO 324L - General Physiology Laboratory 1.00 credit.
- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.

Doctor of Optometry/B.S. 3+4 Program with Pennsylvania College of Optometry at Drexel University

The agreement allows students to apply to the Pennsylvania College of Optometry (PCO) Doctor of Optometry Program at Drexel University after completion of their second year. To apply through the program, students must have at least a 3.0 overall GPA both at the time of application and during their third year. In preparation for the Optometry Admission Test (OAT) after the second year and to be considered for the agreement,, students need to have completed their chemistry and physics requirements as well as a year of biology. A grade of C or higher must be earned in courses at Elizabethtown College listed below denoted by an asterisk (*) for Drexel University. If accepted, students will enter the program following their third year (with a minimum of 90 semester hours). After the completion of their first year at PCO, Elizabethtown College will accept transfer credits for classes at Drexel University for completion of the Biology - Health Professions undergraduate B.S. degree. Students need to complete their Core requirements during their three years at Elizabethtown before beginning their courses at Drexel University. For program information and additional admissions requirements, contact the Chair of HPAC.

Required courses to be taken at Elizabethtown College:

- * BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- * BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- * BIO 235 - General Microbiology 4.00 credits.
- BIO 276 - Career Seminar 1.00 credit.
- One additional four-credit, 200-level or higher biology elective with lab
- * CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- * CH 113 - Organic Chemistry I 4.00 credits.
- * CH 213 - Organic Chemistry II 3.00 credits.
- * CH 216 - Synthesis Lab 2.00 credits.
- * CH 242 - Physical Inorganic Chemistry 3.00 credits.
- * PHY 101 - General Physics I 4.00 credits.
- * PHY 102 - General Physics II 4.00 credits.
- * PSY 105 - SSC Introduction to Psychology 4.00 credits.
- * MA 121 - MA Calculus I 4.00 credits.
- * MA 251 - MA Probability and Statistics 4.00 credits.
- One ethics course (i.e., PH 235, PH 255D, PH 265, PH 350)
- * EN 100 - PLE First Year Writing 4.00 credits.
- Additional English elective

Recommended courses to be taken at Elizabethtown College

- CH 323 - Biochemistry I 3.00 credits.
- BIO 212 - Cell Biology 3.00 credits.
- MA 122 - Calculus II 4.00 credits.
- NEU 125 - Introduction to Neuroscience 4.00 credits.
- PSY 280 - Psychological Statistics 4.00 credits.
- PSY 285 - Psychological Research Methods 4.00 credits.

Doctor of Osteopathic Medicine/B.S. 4+4 Program with Lake Erie College of Osteopathic Medicine

Elizabethtown College has an **early assurance** agreement for admission to Lake Erie College of Osteopathic Medicine (LECOM) following four years (4+4 program) at Elizabethtown College. For this program, the student must be a US citizen or permanent resident (green card holder) at the time of application submission. The student must have a GPA of at least 3.3 in science/math courses and an overall GPA of at least 3.4 by the end of their junior year of college. Students must complete the courses listed below. A grade of C or higher must be earned in the required courses listed below for LECOM. To participate in this agreement, students must apply directly to LECOM's Early Acceptance Program (https://lecom.edu/academics/early-acceptance-program/). For additional information and admissions requirements, contact the Chair of HPAC.

Required courses to be taken at Elizabethtown College:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- CH 323 - Biochemistry I 3.00 credits.
- An additional chemistry laboratory course
- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- An additional behavioral science course
- EN 100 - PLE First Year Writing 4.00 credits.
- An additional EN course
  Additional courses and credit requirements must be met by the student, based on their primary major.

Recommended courses to be taken at Elizabethtown College:

- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- BIO 235 - General Microbiology 4.00 credits.

- BIO 212 - Cell Biology 3.00 credits.
- BIO 322 - Immunology 3.00 credits.
- BIO 324 - General Physiology 3.00 credits.
- BIO 324L - General Physiology Laboratory 1.00 credit.
- HA 150 - Introduction to Medical Terminology 2.00 credits.

Doctor of Osteopathic Medicine/B.S. 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Biology)

Elizabethtown College has an agreement for preferred admission to Philadelphia College of Osteopathic Medicine (PCOM) following four years (4+4 program) at Elizabethtown College. For this agreement, the student must be a US citizen or permanent resident (green card holder) at the time of application submission, have a GPA of at least 3.5 in science courses and an overall GPA of at least 3.5 by the end of their junior year of college. Students must complete the required courses at Elizabethtown College, which lead to a Bachelor of Science degree in Biology or Biotechnology from Elizabethtown College. For program information and admissions requirements (including MCAT requirements), contact the Chair of HPAC.

Doctor of Osteopathic Medicine/B.S. 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Chemistry/Biochemistry)

Elizabethtown College has an agreement for preferred admission to Philadelphia College of Osteopathic Medicine (PCOM) following four years (4+4 program) at Elizabethtown College. For this agreement, the candidate must be a US citizen or permanent resident (green card holder) at the time of application submission, must have a GPA of at least 3.5 in science courses and an overall GPA of at least 3.5 by the end of their junior year of college. Students must pursue a major at Elizabethtown that leads to a Bachelor of Science degree in Biochemistry & Molecular Biology or Chemistry. Degree requirements for the Chemistry and Biochemistry & Molecular Biology Programs are found in the course catalog for those majors and must be taken at Elizabethtown College. For program information and admissions requirements (including MCAT requirements), contact the Chair of HPAC.

Doctor of Pharmaceutical/B.S. 3+4 or 4+4 Program with Lake Erie College of Osteopathic Medicine

Elizabethtown College has an early assurance agreement for admission to **Lake Erie College of Osteopathic Medicine** (LECOM) following either three years (3+4 program) or four years (4+4 program) at Elizabethtown College. For this program, students must be a US citizen or permanent resident (green card holder) at the time of application submission. If admitted to LECOM, students in the 3+4 program are granted a baccalaureate degree from Elizabethtown College following completion of the first year of courses at LECOM with grades of C or higher. At Elizabethtown a grade of C or higher must be earned in the required courses listed below. For the 3+4 program, the student must have a GPA of at least 3.0 in science courses and an overall GPA of at least 3.2 by the end of their sophomore year of college. For the 4+4 program, the student must have a GPA of at least 3.0 in science courses and an overall GPA of at least 3.2 by the end of their junior year of college. Students in both programs must complete the courses listed below. To participate in this agreement, students must apply directly to LECOM's Early Acceptance Program (https://lecom.edu/academics/early-acceptance-program/). For additional program information and admissions requirements, contact the Chair of HPAC.

Required courses to be taken at Elizabethtown College:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- An additional chemistry laboratory course
- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits. or
- SO 101 - SSC Discovering Society 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits. or
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- An additional EN course
- MA 121 - MA Calculus I 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- Additional nine credits or more of General Education electives
- Additional course and credit requirements must be met by the student, based on their primary major.

Doctor of Physical Therapy/B.S. 3+3 Program with Widener University

The **Cooperative 3+3 Program with Widener University** leads to a Bachelor of Science degree from Elizabethtown College and a Doctor of Physical Therapy (DPT) degree from Widener University. In this program, students spend three years at Elizabethtown College fulfilling general education Core, the Pre-Physical Therapy curriculum, and the requirements of the Biology major. If accepted by the cooperating institution, students spend three more years at Widener University. Students may apply for acceptance into Widener University's 3+3 DPT program during the fall semester of their junior year as an undergraduate student at Elizabethtown. To be eligible for the 3+3 program, the student must have a cumulative GPA of at least 3.3 by the end of their fall of the junior year of college. After completing four years – three at Elizabethtown and one at Widener University – and acquiring at least 125 credits, the student is awarded a Bachelor of Science degree in Biology from Elizabethtown College. After the student fulfills the remainder of the professional upper division program of clinical experience, the cooperative institution awards the Doctor of Physical Therapy degree.

To meet eligibility requirements for admission to Widener University's Doctor of Physical Therapy, at Elizabethtown College the student must (1) earn a "B" (a "B-" will not be accepted) in all required pre-requisite course work (denoted by an asterisk (*)), (2) maintain an overall GPA of 3.3, and (3) complete all required pre-requisite course work for Widener University at Elizabethtown College. Students need to complete their Core requirements during their three years at Elizabethtown before beginning their courses at Widener University. Interested students should consult with the Chair of HPAC before organizing their first-year fall class schedule as this program has specific additional requirements.

Required courses to be taken at Elizabethtown College during first three years:

- * EN 100 - PLE First Year Writing 4.00 credits.
- * BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- * BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- * BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- BIO 276 - Career Seminar 1.00 credit.
- One additional 4-credit course, 200-level or higher biology elective with lab
- * CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- * CH 113 - Organic Chemistry I 4.00 credits.
- * PHY 101 - General Physics I 4.00 credits.
- * PHY 102 - General Physics II 4.00 credits.
- * MA 251 - MA Probability and Statistics 4.00 credits.
- * PSY 105 - SSC Introduction to Psychology 4.00 credits.
- * PSY 240 - Child and Adolescent Development 4.00 credits. or
- * PSY 245 - Adult Development and Aging 4.00 credits. or
- * PSY 250 - Psychopathology 4.00 credits.
- *Additional 3 credits of Social Sciences
- One ethics course (i.e., PH 235, PH 255D, PH 265, PH 350)

Doctor of Physical Therapy/B.S. 4+3 Program with Messiah University

Elizabethtown College has an agreement for preferred admission with Messiah University's Doctor of Physical Therapy (DPT) program following the successful completion of a bachelor's degree from Elizabethtown College. For entrance into this program, Dr. Adam Swartzendruber, Exercise Science Director, will pre-screen interested Elizabethtown College students as early as the spring of their junior year. Elizabethtown College students applying to Messiah University will submit their application to Messiah University's Doctor of Physical Therapy prior to the October 1 deadline. Messiah University will then work with the Director of the Exercise Science program confirming the names of students reviewed as part of the articulation agreement to schedule interviews and determine provisional acceptance.

To be considered for provisional acceptance for the Doctor of Physical Therapy program at Messiah University, the student must: (1) complete their baccalaureate degree from Elizabethtown College, (2) meet with the Director of the Exercise Science program, and (3) have a GPA of at least 3.5 in science courses, pre-requisite courses, and an overall GPA of at least 3.5 by the end of their junior year of college. All prerequisite coursework requirements must be fulfilled with a grade of "C" or better (a "C-" will not be accepted) in the courses listed below.

For other program information and admissions requirements, contact the Director of the Exercise Science program.

Required courses to be taken at Elizabethtown College:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.
- PHY 102 - General Physics II 4.00 credits. or
- PHY 202 - College Physics II 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- HA 150 - Introduction to Medical Terminology 2.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.

Doctor of Physical Therapy/B.S. 4+3 Program with Thomas Jefferson University

Elizabethtown College has a guaranteed interview agreement for preferred admission to Thomas Jefferson University's (TJU) Doctor of Physical Therapy (DPT) program following the successful completion of a bachelor's degree from Elizabethtown College. To be granted an interview for the Doctor of Physical Therapy program at TJU, the student must be: (1) full-time student since matriculation at Elizabethtown College, (2) senior student , (3) first time applicant to the Interview Program, (4) meet the program's minimum admissions criteria for the application year the student is applying, as well as (5) have a GPA of at least 3.0 in science courses, pre-requisite courses, and an overall GPA of at least 3.0 by the end of their junior year of college. All prerequisite coursework requirements must be fulfilled with a grade of C or better (a C- will not be accepted) in the courses listed below.

For other program information and admissions requirements, contact the Chair of HPAC.

Required courses to be taken at Elizabethtown College

- EN 100 - PLE First Year Writing 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.
- PHY 102 - General Physics II 4.00 credits. or
- PHY 202 - College Physics II 4.00 credits.
- One semester of statistics
- One semester of psychology (PSY prefix)

Doctor of Podiatric Medicine/B.S. 4+4 Program with Lake Erie College of Osteopathic Medicine

Elizabethtown College has an **early assurance** agreement for admission to Lake Erie College of Osteopathic Medicine (LECOM) following four years (4+4 program) at Elizabethtown College. For this program, the student must be a US citizen or permanent resident (green card holder) at the time of application submission. The student must have a GPA of at least 3.0 in science/math courses and an overall GPA of at least 3.2 by the end of their junior year of college. Students must complete the courses listed below. A grade of C or higher must be earned in the

required courses listed below for LECOM. To participate in this agreement, students must apply directly to LECOM's Early Acceptance Program (https://lecom.edu/academics/early-acceptance-program/). For additional information and admissions requirements, contact the Chair of HPAC.

Required courses to be taken at Elizabethtown College:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- An additional chemistry laboratory course
- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.
- PHY 102 - General Physics II 4.00 credits. or
- PHY 202 - College Physics II 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- An additional EN course
  Additional courses and credit requirements must be met by the student, based on their primary major.

Doctor of Veterinary Medicine with Ross University School of Veterinary Medicine

Elizabethtown College has an agreement for priority application consideration to Ross University School of Veterinary Medicine (RUSVM) following completion of a degree at Elizabethtown College. For this program, the student must have a minimum GPA of 3.0 and meet RUSVM's published admissions and prerequisite requirements for the DVM program at the time of application and matriculation. Students must complete the courses listed below, with a grade of C- or higher. For additional information and admissions requirements, contact the Chair of HPAC.

Required courses to be taken at Elizabethtown College:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 211 - Genetics 4.00 credits. or
- BIO 212 - Cell Biology 3.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 323 - Biochemistry I 3.00 credits.
- CH 326 - Techniques of Biochemistry 2.00 credits.
- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits. or
- MA 251 - MA Probability and Statistics 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.

Additional nine credits from the following courses:

- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- BIO 235 - General Microbiology 4.00 credits.
- BIO 324 - General Physiology 3.00 credits.
- BIO 324L - General Physiology Laboratory 1.00 credit.
- BIO 341 - Comparative Mammalian Anatomy 4.00 credits.
- Approved courses in psychology, nutrition, Spanish, public speaking, business and medical terminology Additional courses and credit requirements must be met by the student, based on their primary major.

Law Early Admission Program (LEAP) with Drexel University Thomas R. Kline School of Law

Elizabethtown College maintains an articulation agreement with Drexel University Thomas R. Kline School of Law. Depending on a student's major and academic goals, this program may function as either a 3+3 or 4+3 B.A./B.S./J.D. program. Only high school students applying to Elizabethtown College will be admitted to the program with Drexel University. To be admitted to LEAP, students must:

1. Apply to Elizabethtown College and satisfactorily complete a mandatory LEAP admission essay by December 15 of the student's senior year in high school.

2. Achieve a minimum SAT score of 1200 (math + critical reading, with no individual section lower than 550), or a minimum ACT score of 27. Students may not waive their SAT or ACT scores when applying to LEAP.

3. Achieve a high school GPA of 3.5 or higher (or its equivalent)

4. Graduate in the top 10% of their high school class

5. Successfully complete a mandatory on-campus interview with members of the LEAP admission committee

Once admitted to LEAP, students must maintain good standing in the program by complying with all academic and character and fitness requirements established by Elizabethtown College.

LEAP students pursuing the 3+3 course of study may only apply to one law school at a time. Applications to participating law schools as part of the 3+3 program should be considered binding, early-decision applications.

To be admitted to Thomas R. Kline School of Law, LEAP students must:

1. Complete 96 or more undergraduate credits, including all major and core courses, before enrolling in law school courses.

2. Maintain Elizabethtown College residency for a minimum of three years (six semesters) before entering law school, and students must earn 30 of their last 60 undergraduate credits from Elizabethtown College.

3. Attain a minimum cumulative college GPA of 3.5 from Elizabethtown College, and a minimum cumulative GPA of 3.4 as calculated by the Law School Admission Council.

4. Take the Law School Admission Test (LSAT) no later than December of the student's junior year (for the 3+3 track), or December of the student's senior year (for the 4+3 track).

5. Score at least the median LSAT score for students who matriculate into Thomas R. Kline School of Law in the class immediately preceding the student's acceptance to LEAP.

6. Meet the character and fitness requirements of Thomas R. Kline School of Law.

7. Comply with all application, seat deposit, and other deadlines established by Thomas R. Kline School of Law. Students pursuing the 3+3 track must apply by December 1 of their third year at Elizabethtown College, and students pursuing the 4+3 track must apply by December 1 of their fourth year at Elizabethtown College.

Students pursing the 3+3 track will receive their B.A. or B.S. upon the successful completion of all first-year courses at Thomas R. Kline School of Law.

For further information, contact the School of Public Service.

Law Early Admission Program (LEAP) with Duquesne University School of Law

Elizabethtown College maintains an articulation agreement with Duquesne University School of Law. Depending on the student's major and academic goals, this program may function as either a 3+3 or 4+3 BA/B.S/J.D. program. Only high school students applying to Elizabethtown College will be admitted to the program with Duquesne University. To be admitted to LEAP, students must:

1. Apply to Elizabethtown College and satisfactorily complete a mandatory LEAP admission essay by March 15 of the student's senior year in high school.
2. Achieve a minimum SAT score of 1200 (mat + critical reading, with no individual section lower than 550), or a minimum ACT score of 27.
3. Achieve a high school GPA of 3.5 or higher (or its equivalent)
4. Graduate in the top 10% of their high school class
5. Successfully complete a mandatory admissions essay
6. Successfully complete a mandatory on-campus interview

Once admitted to LEAP, students must maintain good standing in the program by complying with all academic and character and fitness requirements established by Elizabethtown College. Students must maintain a GPA sufficient to reach at least 3.5 by the time of application to Duquesne University School of Law.

To be admitted to Duquesne University School of Law, LEAP students must:

1. Complete all major and core course requirements at Elizabethtown College, and attain senior status (96 or more credits) before enrolling in courses at Duquesne University School of Law.
2. Earn a cumulative undergraduate GPA of at least 3.5, as determined by the Law School Admission Council.
3. Meet the character and fitness requirements of Duquesne University School of Law.
4. Comply with all application, seat deposit, and other deadlines established by Duquesne University School of Law.
5. Earn a LSAT score at least in the 60th percentile on the present LSAT. It is assumed that the LEAP student will take the LSAT no later than December of his/her third year (for 3+3 students) or fourth year (4+3 students). However, by written request to Duquesne University School of Law, a student may defer taking the LSAT until the spring of his/her third or fourth year.
6. Complete a satisfactory in-person interview with the Dean of Admissions at Duquesne University School of Law. Students pursuing the 3+3 track must apply by March 1 of their third year at Elizabethtown

College, and students pursuing the 4+3 track must apply by March 1 of their fourth year at Elizabethtown College.

At their sole discretion, Duquesne University School of Law may admit students who do not meet all of the above requirements.

Students pursuing the 3+3 track will receive their B.A. or B.S. upon the completion of their first-year courses at Duquesne University School of Law.

For further information, contact the School of Public Service.

Law Early Admission Program (LEAP) with Widener University School of Law

Elizabethtown College maintains an articulation agreement with Widener University School of Law. Depending on a student's major and academic goals, this program may function as either a 3+3 or 4+3 B.A./B.S./J.D. program. Only high school students applying to Elizabethtown College will be admitted to the program with Widener University. To be admitted to LEAP, students must:

1. Apply to Elizabethtown College and satisfactorily complete a mandatory LEAP admission essay by December 15 of the student's senior year in high school.
2. Achieve a minimum SAT score of 1200 (math + critical reading, with no individual section lower than 550), or a minimum ACT score of 27. Students may not waive their SAT or ACT scores when applying to LEAP.
3. Achieve a high school GPA of 3.5 or higher (or its equivalent)
4. Graduate in the top 10% of their high school class
5. Successfully complete a mandatory on-campus interview with members of the LEAP admission committee

Once admitted to LEAP, students must maintain good standing in the program by complying with all academic and character and fitness requirements established by Elizabethtown College.

LEAP students pursuing the 3+3 course of study may only apply to one law school at a time. Applications to participating law schools as part of the 3+3 program should be considered binding, early-decision applications.

To be admitted to Widener University School of Law, LEAP students must:

1. Complete 96 or more undergraduate credits, including all major and core courses, before enrolling in law school courses.
2. Maintain Elizabethtown College residency for a minimum of three years (six semesters) before entering law school, and students must earn 30 of their last 60 undergraduate credits from Elizabethtown College.
3. Earn a cumulative undergraduate GPA that ranks in the top 50th percentile of the class, as calculated by the Law School Admission Council's Credential Assembly Service.
4. Take the Law School Admission Test (LSAT) no later than December of the student's junior year (for the 3+3 track), or December of the student's senior year (for the 4+3 track).
5. Score at or above the 50th percentile on the LSAT.

6. Meet the character and fitness requirements of Widener University School of Law.

7. Comply with all application, seat deposit, and other deadlines established by Widener University School of Law. Students must apply no later than April 1 of the year in which they plan to attend Widener University School of Law.

Students pursuing the 3+3 track will receive their B.A. or B.S. upon the successful completion of all first year courses at Widener University School of Law.

For further information, contact the School of Public Service.

Master of Public Health Program at Pennsylvania State University College of Medicine

The **Early Assurance Program with Penn State University College of Medicine Master of Public Health Program** is an opportunity for Elizabethtown College students to gain a conditional acceptance during their third undergraduate year to the Pennsylvania State College of Medicine's Master of Public Health Program upon completion of their baccalaureate.

The program was established to encourage undergraduate students to pursue careers as Public Health Professionals who focus on improvement of population health and reduce health disparities – across Pennsylvania, the nation, and the world – through excellence in education, research, and service. This program gives students the option for automatic matriculation to The Pennsylvania State University College of Medicine's Master of Public Health Program upon completing a Bachelor's degree in Biology, Chemistry, General Science, Psychology, or Social Work (other majors must be approved by the Penn State University's Public Health program), a cumulative grade point average of 3.5 or higher, and GRE Test scores as stipulated by The Pennsylvania State University College of Medicine.

For additional program information and admissions requirements, contact the Chair of HPAC.

Required courses at Elizabethtown College:

Students must earn at least a B in both courses.

- MA 251 - MA Probability and Statistics 4.00 credits.
  One of the following:
- MA 252 - Statistical Methods in Research 4.00 credits.
- PS 230 - Research Methods 4.00 credits.
- PSY 280 - Psychological Statistics 4.00 credits.
- A comparable course that utilizes statistical software

Recommended core courses for all students:

Natural and Physical Sciences: at least one of the following:

- BIO 101 - NPS Biological Concepts 4.00 credits.
- ENV 113 - NPS Introduction to Environmental Science 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- SO 101 - SSC Discovering Society 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.

Recommended electives for all students:

- PH 235 - HUM Bioethics 4.00 credits.
- PH 255B - Advanced Ethics: Medicine 4.00 credits.
- PH 265 - HUM Science and Values 4.00 credits.
- PH 355 - Public Policy Ethics 4.00 credits.

Recommended courses for students interested Epidemiology and Biostatistics:

At least one additional science course:

- CH 101 - NPS General Chemistry: Practical Principles 4.00 credits.

Recommended electives for students interested in Health Services Organization and Policy:

At least one course:

- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- PS 360 - Washington Institute (BA 360) 4.00 credits.
- SW 344 - Aging: Social Response and Implications 4.00 credits.

Recommended electives or core for students interested in Community and Behavioral Health:

At least two courses:

- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- NEU 125 - Introduction to Neuroscience 4.00 credits.
- PSY 250 - Psychopathology 4.00 credits.
- PSY 235 - Social Psychology 4.00 credits.
- PSY 230 - Psychology of Women and Gender 4.00 credits.
- SO 101 - SSC Discovering Society 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.
- SO 301 - Social Issues 4.00 credits.
- SW 233 - Human Behavior in the Social Environment 4.00 credits.
- SW 344 - Aging: Social Response and Implications 4.00 credits.
- SW 366 - Addiction and Society 4.00 credits.

Master of Science in Biopharmaceutical Process Engineering at Thomas Jefferson University

Elizabethtown College has a guaranteed admission agreement for the MS Program in Biopharmaceutical Process Engineering at the Jefferson Institute for Bioprocessing at Thomas Jefferson University. To apply, students must be a first time applicant to the program, be a rising senior or in their senior year and earning a BS degree in Biology, Biotechnology, Biochemistry and Molecular Biology, Chemistry, Chemistry Laboratory Science, or Engineering. Students need a minimum overall GPA of 3.0, two positive letters of recommendation from Elizabethtown College faculty, and must apply through Thomas Jefferson University's online application. All decisions on admission to the Jefferson program are within the exclusive discretion of the Jefferson Institute for Bioprocessing.

Master of Science in Criminal Justice with St. Joseph's University 4+1 Program

Elizabethtown College maintains an agreement for an accelerated path to St. Joseph's University for a Master of Science (MS) in Criminal Justice.

To be provisionally admitted to the Criminal Justice MS Program at St. Joseph's University in their junior year at Elizabethtown College, students must:

- Complete an online application for admission at St. Joseph's University via the Graduate Program's website (Criminal Justice MS Program) in their junior year (after the end of the fourth undergraduate semester or upon completion of at least 60 undergraduate credits) but no later than the end of the sixth undergraduate semester (or completion of no more than 96 undergraduate credits).
- Students are encouraged to apply by April 15th
- Maintain a 3.0 GPA

Students admitted to the Criminal Justice MS Program may take up to two courses (determined by faculty advisement) during their senior year online or in-person at St. Joseph's. Students provisionally enrolled with St. Joseph's who earn a 3.0 GPA or higher may receive guaranteed admission to the Criminal Justice MS Program and a 10% tuition discount on classes at St. Joseph's University.

Students accepted to the Graduate Program (Criminal Justice MS Program) are expected to enroll in Saint Joseph's University immediately after graduation from Elizabethtown College (subject to admission and enrollment requirements).

For more program information and admissions requirements, contact the Criminal Justice Program Director, Dr. Kadee L. Crandall.

Master of Social Work with St. Joseph's University 4+1 Program

Elizabethtown College maintains an agreement for an accelerated path to St. Joseph's University for a Master of Social Work (MSW).

To be provisionally admitted to the MSW at St. Joseph's University in their Junior year at Elizabethtown College, students must:

- Complete an online application for admission at St. Joseph's University via the Graduate Program's website (MSW program) in their junior year (after the end of the fourth undergraduate semester or upon completion of at least 60 undergraduate credits) but no later than the end of the sixth undergraduate semester (or completion of no more than 96 undergraduate credits).
- Students are encouraged to apply by April 15th
- Maintain a 3.0 GPA

Students admitted to the MSW program may take up to two courses (determined by faculty advisement) during their senior year online or in-person at St. Joseph's. Students provisionally enrolled with St. Joseph's who earn a 3.0 GPA or higher may receive guaranteed admission to the MSW program and a 10% tuition discount on classes at St. Joseph's University.

Students accepted to the Graduate Program (MSW Program) are expected to enroll in Saint Joseph's University immediately after graduation from Elizabethtown College (subject to admission and enrollment requirements).

For more program information and admissions requirements, contact the Social Work Program Director, Prof. James R. Corbin, MSW, LCSW

Master's Degree/Graduate Certificate with Bethany Theological Seminary 3+1/3+2/4+1

Elizabethtown College supports students who may wish to pursue graduate degrees or certificates at Bethany Seminary following graduation, including:

- Master of Divinity (MDiv)
- Master of Arts: Theopoetics and Writing (MATW)
- Master of Arts (MA) – multiple concentrations
- Master of Arts in Spiritual and Social Transformation
- Graduate Certificates: Biblical Peacemaking, Ministry Studies, Intercontextual Biblical Interpretation (CIBI), Peacebuilding and Neighborhood Engagement (CPNE), Peacemaking Violence and Power (CPVP), Theopoetics and Theological Imagination (CTTI), Certificate of Achievement in Theological Studies (CATS), Expanded MA Studies, and Chaplaincy Preparation.

Please see the Bethany Theological Seminary catalog for an up-to-date listing of degrees, certificates, and courses.

Elizabethtown students who are juniors or seniors are eligible for one of the following arrangements:

- Take a limited number of Bethany Seminary courses as free electives toward their undergraduate degree at Elizabethtown College. Such an enrollment would count toward Elizabethtown College's semester enrollment (toward the minimum of 12 credits for a full-time student) because the credits count as payment for an Elizabethtown College course.
- Complete an accelerated program arrangement (3/1, 3/2, 4/1), resulting in a bachelor's degree from Elizabethtown and a master's degree or certificate from Bethany. Students must first consult with Dr. Jeffery Long and/or the Study Abroad Office and apply to Bethany Seminary for formal admission to its graduate programs.

Students are eligible for this agreement if they are in good academic standing and meet the following conditions:

- Completion of a Guided Writing and Research course with a C- or better, indicating readiness for graduate-level reading and writing.
- Completion of at least one course with a REL prefix with a C- or better, indicating reflective readiness for seminary work.
- A brief personal statement of goals and interests submitted to the Study Abroad Office.
- Affirmation from a faculty member indicating the maturity necessary for graduate-level study. Affirmations should be submitted to the Study Abroad Office.

Student applications will be reviewed by Dr. Jeffery Long in consultation with the Study Abroad Office. Approval should be secured before enrollment in Bethany courses.

This Agreement allows enrolled Elizabethtown students to:

- Earn a maximum of 21 credits (7 courses) from Bethany Seminary that can be transcribed as free elective credits toward the 125 credits needed for the completion of a Bachelor's degree at Elizabethtown. Approved courses are identified in Section III.
- If an undergraduate major (such as Religious Studies or Chaplaincy) or minor allows enrollment in Bethany courses toward fulfillment of that major, the Elizabethtown College catalog shall specifically identify how many credits may count toward the major or minor and which courses are required or recommended.

For more information, please contact Dr. Jeffrey Long or the Study Abroad Office.

Dean of the School of Arts and Humanities

Dr. Kevin Shorner-Johnson

Zug Memorial Hall, Room 201

717-361-1212

Faculty: Allen, Badgerow, Bhattacharya, Brown, Dolson, Frantz, Fritz, Long, Moore, Nolt, Takahashi, Webster

For more information, please visit the School's website or check your course syllabi, which are available through the course instructor or JayWeb.

The School of Arts and Humanities includes programs in Asian Studies, English Education, English Literature, English Professional Writing, Graphic Design, History, Japanese, Medical Humanities, Medical Spanish, Music, Music Education, Music Therapy, and Religious Studies.

Honors in the Discipline

The School of Arts and Humanities participates in the College Honors in the Discipline Program. For guidelines, students should consult their advisor.

Bachelor of Arts

Asian Studies (B.A.)

Student Learning Outcomes for Asian Studies:

Students will be able to:

- Demonstrate elementary-level Asian language proficiency and describe how language constructs and expresses worldviews.
- Describe how Asian cultural groups interact through signs, symbols and cultural markers.
- Analyze and describe how worldviews and religious practices construct and express Asian cultures.
- Evaluate the impact of international events and histories upon Asian cultures.
- Demonstrate the integration of knowledge about particular focus area of Asian culture.

Asian Studies majors are required to take a minimum of 40 credits

Required Courses:

- AS 112 - NCH Understanding Asian Cultures 4.00 credits.
- AS 470-474 - Applied Experience 1.00 credit.
- AS 490 - Capstone Directed Research Project Variable (1.00 - 4.00) credit(s).
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh 4.00 credits.

- Completion of a 4th semester course, level 212 or above, in an Asian language.

Choose one of the following:

- HI 120 - NCH History of the Islamic World Up to 1800 4.00 credits.
- HI 121 - NCH History of the Modern Middle East 4.00 credits.
- HI 226 - NCH History of Modern China 4.00 credits.
- PS 245 - NCH International Relations 4.00 credits.

Two electives from the following (totaling eight credits):

- BA 197 - Introduction to International Business 4.00 credits.
- BA 337 - International Legal and Ethical Environment of Business 4.00 credits.
- EC 307 - International Economics 4.00 credits.
- EC 311 - Economic Development 4.00 credits.
- HI 120 - NCH History of the Islamic World Up to 1800 4.00 credits.
- HI 121 - NCH History of the Modern Middle East 4.00 credits.
- HI 226 - NCH History of Modern China 4.00 credits.
- JA 240 - NCH History of Japanese Art and Aesthetics (ART 240) 4.00 credits.
- JA 245 - NCH From Anime to Zen: Japanese Society, Business, and Culture 4.00 credits.
- JA 250 - NCH Discovering Contemporary Japan: A Three-Week Cultural Immersion Experience 0.00, 2.00, or 4.00 credits.
- JA 460 - From Murasaki to Murakami (EN 460) 4.00 credits.
- MU 225 - NCH Silk Road Soundscapes of Compassion, Healing, and Care 4.00 credits.
- PS 245 - NCH International Relations 4.00 credits.
- REL 110 - HUM World Mythologies 4.00 credits.
- REL 293 - NCH Islam 4.00 credits.
- REL 294 - WCH Hinduism in America 4.00 credits.
- REL 392 - Discovering Chinese and Japanese Philosophy 4.00 credits.
- REL 393 - Discovering Indian Philosophy 4.00 credits.

First Year Suggested Courses:

- AS 112 - NCH Understanding Asian Cultures 4.00 credits.
- REL 110 - HUM World Mythologies 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- FYS 100 - First-Year Seminar 4.00 credits.
- Language courses at 111 and 112 level.

English Literature (B.A.)

Student Learning Outcomes for English Literature:

Students will be able to:

- Examine and analyze a variety of texts, using a range of critical theories and interpretive strategies (literary, creative, rhetorical, etc.).

- Communicate clearly, accurately, thoughtfully, and persuasively, both verbally and in writing.
- Identify appropriate primary and secondary research materials, apply them to create and support original arguments about literary texts, and correctly cite all sources.
- Explore, reflect upon, and describe various relationships among diverse literatures, languages, cultures, and histories (literary contents, structures, and contexts).
- Synthesize reading, writing, and verbal expression in meaningful, original engagements with literary texts and their contexts, demonstrating proficiencies and independence appropriate to future postgraduate study, professional work environments, and purposeful lifelong learning.

The English Literature major requires:

British Literature and Culture Survey Sequence:

- EN 200 - WCH British Literature and Culture I: 550 – 1660 4.00 credits.
- EN 201 - WCH British Literature and Culture II: 1660 – Present Day 4.00 credits.

American Literature and Culture Survey Sequence:

- EN 202 - HUM American Literature and Culture I: Beginnings – 1865 4.00 credits.
- EN 203 - HUM American Literature and Culture II: 1866 – Present Day 4.00 credits.

One Career Awareness Course:

- EN 218 - Career Readiness 2.00 credits.

One 33* Literature Course:

- EN 330 - Reading at the Crossroads: Intersectionality in Multiethnic American Literature 4.00 credits.
- EN 331 - Rainbow Reads: Queer American Literature and Culture 4.00 credits.
- EN 332 - Black Health Matters: Race, Gender, and Medicine in African American Literature 4.00 credits.
- EN 333 - Southern Gothic: Misfits, Ghosts, and "Haints" 4.00 credits.

One 34* Literature Course:

- EN 340 - Mysterious and Altered States in British Romantic Literature 4.00 credits.
- EN 341 - Representations of "Town and Country," 1660-1835 4.00 credits.
- EN 342 - British Lyric Poetry 4.00 credits.
- EN 343 - The Epic Tradition 4.00 credits.
- EN 344 - Revolutions in Anglophone Prose 4.00 credits.

One Additional 300- or 400- Level Literature Course:

- Choose any one 300- or 400-level literature course
- EN 480-489, Independent Study (including conference-paper presentations based upon essays written for one of our Literature courses); must be approved by Literature faculty

One 400-Level Authors Seminar:

- EN 410 - British Authors 4.00 credits.
- EN 412 - American Authors 4.00 credits.
- EN 414 - World Authors 4.00 credits.

English Literature Capstone Course:

- EN 495 - Seminar in Literary Studies 4.00 credits.

One 400-Level Internship:

- HM 472 - Internship in Arts and Humanities 2.00 credits.

One Writing Course:

- EN 185 - Introduction to Professional Writing 4.00 credits.
- EN 211 - Multimedia Journalism (COM 211) 4.00 credits.
- EN 260 - Creative Writing: Poetry 4.00 credits.
- EN 261 - CE Writing and Analyzing the Short Story 4.00 credits.
- EN 262 - CE Creative Non-Fiction 4.00 credits.
- EN 282 - Technical Writing 4.00 credits.
- EN 283 - Legal Writing 4.00 credits.
- EN 285 - HUM Business Writing 4.00 credits.
- EN 360 - Advanced Fiction Writing 4.00 credits.
- EN 496 - Word, Web, and Design (CW 496) 4.00 credits.

One English Elective:

In addition to any of the English Literature classes listed throughout this document (200-, 300-, and 400-level), Department Elective options include the following courses:

- EN 165 - CE Introduction to Creative Writing 4.00 credits.
- EN 210 - WCH British Literature, Focus Course 4.00 credits.
- EN 212 - HUM American Literature, Focus Course 4.00 credits.
- EN 214 - NCH World Literature, Focus Course 4.00 credits.
- EN 232 - HUM Graphic Medicine 4.00 credits.
- EN 252 - HUM Environmental Humanities 4.00 credits.
- EN 263 - CE Young Adult Literature 4.00 credits.
- EN 301 - English Grammar and Linguistics 4.00 credits.
- EN 306 - Methods Seminar in Teaching Language and Composition 4.00 credits.

Note:

- Literature Majors should take their EN100/EN150 course in the Fall of their First Year, because this course is a prerequisite to taking the second courses of the American and British Survey Sequences, both of which have GWR designations.

- Literature Majors should try their best to do the American and British Literature and Culture Survey Sequences "in order"—i.e., I and then II, for each Survey Sequence. This ordering will enable the student to see more clearly the development of, and changes in, literary and cultural traditions.
- EN100–EN105, and EN150, cannot be counted toward the English Literature Major; however, all of these courses do satisfy Core requirements.
- The English Department highly recommends that students take at least two semesters of a Modern or Ancient Language at College level. If an English Literature Major pursues this recommendation, then the 8 Language credits will fulfil the English Department Elective requirement

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- EN 202 - HUM American Literature and Culture I: Beginnings – 1865 4.00 credits.
- EN 203 - HUM American Literature and Culture II: 1866 – Present Day 4.00 credits.
- One or two Core courses (preferably one[s] that will count towards a Minor)
- Any Literature Major with an interest in technical, legal, or business writing should take EN 185, Introduction to Professional Writing (see "One Writing Course" requirement, above), as it is a pre-requisite to higher-level writing courses

English Professional Writing (B.A.)

Student Learning Outcomes for English Professional Writing:

Students will be able to:

- Produce a variety of texts using creative, rhetorical, and analytical strategies.
- Communicate clearly, accurately, and precisely in multiple modes.
- Identify appropriate primary and secondary research materials, apply them to create and support original arguments about literary texts, and correctly cite all sources.
- Explore, reflect upon, and describe various relationships among diverse literatures, languages, cultures, and histories (literary contents, structures, and contexts).
- Synthesize reading, writing and other communication skills in professional settings.

The English Professional Writing major requires:

- EN 185 - Introduction to Professional Writing 4.00 credits.

One 200-Level American Literature Course:

- EN 202 - HUM American Literature and Culture I: Beginnings – 1865 4.00 credits.
- EN 203 - HUM American Literature and Culture II: 1866 – Present Day 4.00 credits.
- EN 212 - HUM American Literature, Focus Course 4.00 credits.

One 200-Level British Literature Course:

- EN 200 - WCH British Literature and Culture I: 550 – 1660 4.00 credits.

- EN 201 - WCH British Literature and Culture II: 1660 – Present Day 4.00 credits.
- EN 210 - WCH British Literature, Focus Course 4.00 credits.

Three Writing in the Workplace Courses:

- EN 211 - Multimedia Journalism (COM 211) 4.00 credits.
- EN 282 - Technical Writing 4.00 credits.
- EN 283 - Legal Writing 4.00 credits. (not offered frequently)
- EN 285 - HUM Business Writing 4.00 credits.

One Creative Genres Course:

- EN 260 - Creative Writing: Poetry 4.00 credits.
- EN 261 - CE Writing and Analyzing the Short Story 4.00 credits.
- EN 262 - CE Creative Non-Fiction 4.00 credits.
- EN 263 - CE Young Adult Literature 4.00 credits.
- EN 360 - Advanced Fiction Writing 4.00 credits.

Two 300 to 400 Level Literature Courses:

- EN 330 - Reading at the Crossroads: Intersectionality in Multiethnic American Literature 4.00 credits.
- EN 331 - Rainbow Reads: Queer American Literature and Culture 4.00 credits.
- EN 332 - Black Health Matters: Race, Gender, and Medicine in African American Literature 4.00 credits.
- EN 333 - Southern Gothic: Misfits, Ghosts, and "Haints" 4.00 credits.
- EN 340 - Mysterious and Altered States in British Romantic Literature 4.00 credits.
- EN 341 - Representations of "Town and Country," 1660-1835 4.00 credits.
- EN 342 - British Lyric Poetry 4.00 credits.
- EN 343 - The Epic Tradition 4.00 credits.
- EN 344 - Revolutions in Anglophone Prose 4.00 credits.
- EN 410 - British Authors 4.00 credits.
- EN 412 - American Authors 4.00 credits.
- EN 414 - World Authors 4.00 credits.

Capstone Course:

- EN 496 - Word, Web, and Design (CW 496) 4.00 credits.

Internship Requirement:

Students must take four credits of this requirement. They may choose one 4-credit internship, two 2-credit internships, or a 2-credit internship combined with another English elective of two or four credits.

- HM 472 - Internship in Arts and Humanities 2.00 credits.
- HM 474 - Internship in Arts and Humanities 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- EN 185 - Introduction to Professional Writing 4.00 credits.
- One 200-level British course (4 credits)
- One 200-level American course (4 credits)
- Power of Language: Other Core course (4 credits)
- Mathematics Core course (4 credits)

Notes:

100-level English Literature courses cannot be counted toward the English Professional Writing major, although many do satisfy Core requirements.

English Secondary Education (B.A.)

Student Learning Outcomes for English Secondary Education:

Students will be able to:

- Examine and analyze a variety of texts, using a range of critical theories and interpretive strategies (literary, creative, rhetorical, etc.).
- Communicate clearly, accurately, thoughtfully, and persuasively, both verbally and in writing.
- Identify appropriate primary and secondary research materials, apply them to create and support original arguments about literary texts, and correctly cite all sources.
- Demonstrate the integration of curricular planning and pedagogy within professional teaching practice.
- Demonstrate an understanding of the structure and history of the English language and implications for pedagogy.

English majors in all concentrations must complete the second semester at the introductory level of a modern language course at the 112 level or higher, or one course if the modern language placement is 200-level or higher. For ancient languages, the second course in a two-semester introductory sequence must be completed.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION DEPARTMENT MANUAL.

To ensure that all students are prepared to apply for formal acceptance, it is recommended that students take a minimum of 16 credit hours per semester.

Progression to Program Completion and Teacher Certification

Students in the Education Department must follow a progression through the teacher preparation program to complete a degree and apply for Pennsylvania Teaching Certification. Candidates typically apply for Provisional Acceptance at the conclusion of year one and Formal Acceptance at the conclusion of year two. It is recommended that Education majors take a minimum of 16 credits per semester. In addition, students will need to maintain a satisfactory rating in Professional Review throughout their candidacy.

Phases of Progression:

Phase One: In year one, teacher preparation candidates are in the pre-service phase. Courses and field experiences are integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Provisional Acceptance to the program. Candidates applying for Provisional Acceptance at the conclusion of year one must earn an overall GPA of 2.80.

Phase Two: In year two, teacher preparation candidates continue with courses and field experiences integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Formal Acceptance to the program. Candidates applying for Formal Acceptance at the end of year two must earn an overall GPA of 3.00.

Professional Phase: In years three and four, teacher preparation candidates are required to demonstrate their knowledge of the teaching profession both in and out of the classroom. Methods and Professional Internship semesters pair rigorous coursework with part- and full-time field experience requirements. During this time, students are required to earn a grade of B or above in all required courses for their major area. This expectation is in preparation for application to Pennsylvania Department of Education for Instructional I certification necessary to teach in the state. As required by PDE, candidates applying for certification at the end of the preparation program must demonstrate an overall GPA of 3.00.

Academic Requirements:

- Candidates will achieve grades of C or better in all 100 and 200 level Education courses.
- Candidates will achieve grades of B or better in all 300 and 400 level Education courses.
- Candidates not meeting grade requirements will be referred to the Professional Review Panel for possible intervention.
- Intervention may include action planning, tutoring, academic counseling, or course repetition.

Provisional Acceptance:

- Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Declare Education as major
- Submit Student Life Clearance
- Complete ED 105 and ED 150/ED 151 in first year with earned grades of C or better
- Complete ED 161 in first or second year with earned grade of C or better
- Demonstrate satisfactory ratings in Professional Review
- Apply for Provisional Acceptance to the Education Department

*Provisional Acceptance is required to enroll in 200-level ED courses.

Formal Acceptance:

- Basic Skills requirements for PDE are met
- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature)
- Complete 54 hours with a cumulative grade point average of 3.00 or higher
- Successfully complete at least three courses with ED prefixes

- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson (see pages 16-18).
- One picture of yourself
- Updated Resume
- Educational Philosophy
- Dates of your clearances and TB test
- Description of your experience working with children
- Writing Sample
- Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Demonstrate satisfactory ratings in Professional Review
- Apply for Formal Acceptance to the Education Department

*Formal Acceptance is required to enroll in 300-level ED courses.

Field Experiences:

Field experiences are a critical facet of teacher preparation, both for gaining practical knowledge in the professional field and for obtaining teacher certification in Pennsylvania. Many Education (ED) and Special Education (SED) courses require field placement. The Education Department Field Experience Manual is linked here, and includes details, policies, assessments, and contacts for all stages of field placement at Elizabethtown College. Please note the following:

- At Elizabethtown College, there are required courses with placements in each year of teacher preparation.
- The Office of Field Placement utilizes a reasonable radius (approximately 20 miles/40 minutes commuting time) from campus to assign placement schools.
- Courses with placements have academic and grading requirements based on the successful completion of each field experience.
- Candidates in the third and fourth year of teacher preparation are required to arrange transportation to and from assigned placements.
- Candidates in placement are required to follow all policies, guidelines, rules, and expectations for the school district or entity of placement. Failure to follow individual district expectations may result in removal from placement, failure of the associated course, and/or expulsion from the Education Department.

Exit from the Programs:

Students seeking **award of the degree in the major only (without certification) must:**

- Receive approval of the Education Program and any other appropriate Program(s) for completion of their degree plan.
- Satisfy all requirements of the major, except the professional internship and Pennsylvania certification test results, with a cumulative/major grade point average of 2.00 or higher.
- Complete an alternative internship experience of at least six credits, as approved by the Education Program.

Students seeking **award of the degree in their major and certification must:**

- Satisfy all requirements of the major with the cumulative grade point average of 3.00 or higher.
- Earn a grade of Pass in the professional internship and senior seminar.

Earn passing scores on the Pennsylvania Educator Certification Tests (PECT) and/or Praxis II series as it applies to your certification program. Students completing Early Childhood (PK-4) must take the PECT exam series, Elementary Middle Level (4-8) certifications take the Praxis series in core assessment and subject concentration, Secondary certification (7-12) take Praxis II in a content area and PK-12 (Music Education, Modern Languages – Spanish Education) must successfully complete the appropriate Fundamental Subjects: Content Knowledge Test and Praxis II in a content area. Graduate candidates in Special Education (PK-12) must take the Praxis exam for Special Education Core Subjects.

The English Secondary Education concentration (English Education) requires:

- EN 200 - WCH British Literature and Culture I: 550 – 1660 4.00 credits.
- EN 201 - WCH British Literature and Culture II: 1660 – Present Day 4.00 credits.
  or
- EN 210 - WCH British Literature, Focus Course 4.00 credits.
- EN 202 - HUM American Literature and Culture I: Beginnings – 1865 4.00 credits.
- EN 203 - HUM American Literature and Culture II: 1866 – Present Day 4.00 credits.
- EN 214 - NCH World Literature, Focus Course 4.00 credits.
- EN 301 - English Grammar and Linguistics 4.00 credits.
- EN 306 - Methods Seminar in Teaching Language and Composition 4.00 credits.
- REL 110 - HUM World Mythologies 4.00 credits.

Two Writing Courses:

- EN 185 - Introduction to Professional Writing 4.00 credits.
- EN 263 - CE Young Adult Literature 4.00 credits.

Three 300- or 400-level courses:

Students must choose one from each grouping below. The third requirement can be any additional 300- or 400- level English course.

One 33* Literature Course:

- EN 330 - Reading at the Crossroads: Intersectionality in Multiethnic American Literature 4.00 credits.
- EN 331 - Rainbow Reads: Queer American Literature and Culture 4.00 credits.
- EN 332 - Black Health Matters: Race, Gender, and Medicine in African American Literature 4.00 credits.
- EN 333 - Southern Gothic: Misfits, Ghosts, and "Haints" 4.00 credits.

One 34* Literature Course:

- EN 340 - Mysterious and Altered States in British Romantic Literature 4.00 credits.
- EN 341 - Representations of "Town and Country," 1660-1835 4.00 credits.
- EN 342 - British Lyric Poetry 4.00 credits.

- EN 343 - The Epic Tradition 4.00 credits.
- EN 344 - Revolutions in Anglophone Prose 4.00 credits.

Education Courses:

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 497 - Senior Seminar for Secondary Education 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- EN 202 - HUM American Literature and Culture I: Beginnings – 1865 4.00 credits.
- EN 203 - HUM American Literature and Culture II: 1866 – Present Day 4.00 credits.
- EN 185 - Introduction to Professional Writing 4.00 credits. or
- EN 263 - CE Young Adult Literature 4.00 credits.
- REL 110 - HUM World Mythologies 4.00 credits. or
- Power of Language: Other Core course (4 credits) or Natural Physical Science Core Course (4 credits)

Note:

It is strongly recommended that courses be chosen to fulfill both core and major requirements. Please see the Education Program Handbook for the formal acceptance guidelines of the program.

ED 105, ED150, and ED 151 are approved to satisfy Social Science Core.

Accreditation

Elizabethtown College is in compliance with Title II of the Higher Education Act and disclosure reporting. Requests for disclosure information – i.e., teacher preparation programs, successes on passing state licensing and certification examinations, and job placement – may be obtained by contacting the Dean.

Graphic Design (B.A.)

Student Learning Outcomes for Graphic Design:

Students will be able to:

- Demonstrate creative and production processes through the creation of high-quality artwork utilizing design elements, principles, and styles.
- Evaluate and critique the work of a contemporary designer demonstrating the ability to verbalize the language of design.
- Construct an online portfolio that demonstrates advanced web design, typography, and digital tool skillsets.
- Apply graphic design knowledge and skills in a professional setting.

The Graphic Design major requires:

- ART 103 - Graphic Design I 4.00 credits.
- ART 105 - CE Drawing I 4.00 credits.
- ART 145 - CE Digital Photography 4.00 credits.
- ART 157 - WCH Introduction to the History of Art II 4.00 credits.
- ART 203 - Graphic Design II 4.00 credits.
- ART 204 - CE Fundamentals of Color and Design 4.00 credits.
- ART 209 - Typography and Text Design 4.00 credits.
- ART 251 - Printmaking I 4.00 credits.
- ART 325 - Designing for the Web and Social Media 4.00 credits.
- ART 344 - History of Graphic Design 4.00 credits.
- ART 354 - Motion Graphics 4.00 credits.
- ART 406 - Graphic Design III 4.00 credits.
- HM 472 - Internship in Arts and Humanities 2.00 credits. or
- HM 474 - Internship in Arts and Humanities 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- ART 103 - Graphic Design I 4.00 credits.
- ART 105 - CE Drawing I 4.00 credits.
- ART 145 - CE Digital Photography 4.00 credits.
- ART 157 - WCH Introduction to the History of Art II 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits. or
- MA 251 - MA Probability and Statistics 4.00 credits.
- Core course (4 credits)

History (B.A.)

Student Learning Outcomes for History:

Students will be able to:

- Draw effectively on primary and secondary sources to analyze historical developments in the U.S. and Europe.
- Analyze major issues in historiography.
- Communicate effectively orally and in writing, as appropriate to the discipline of history.

The History major requires:

Surveys - One course must be taken in each of the two areas:

US History

- HI 101 - HUM United States History to 1877 4.00 credits. or
- HI 102 - HUM United States History Since 1877 4.00 credits.

Western Civilization

- HI 114 - WCH Western Civilization I 4.00 credits. or
- HI 115 - WCH Western Civilization II 4.00 credits.

Upper-Level History - complete at least one course in each area (cultural, literary, and political history)

Cultural History

- HI 325 - The Beatles: A Cultural History 4.00 credits.
- HI 341 - African American History 4.00 credits.

Literary History

- HI 308 - History in Literature 4.00 credits.
- HI 342 - F. Scott Fitzgerald 4.00 credits.

Political History

- HI 303 - Jeffersonian America 4.00 credits.
- HI 304 - The Civil War 4.00 credits.

Five History Electives:

Only one course may be at the 100 level.

Capstone - Enrollment limited to juniors and seniors

- HI 450 - Topics in Historiography 4.00 credits.

Internship Requirement (2-4 credits):

- HM 472 - Internship in Arts and Humanities 2.00 credits. or
- HM 474 - Internship in Arts and Humanities 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- HI 114 - WCH Western Civilization I 4.00 credits. or
- HI 115 - WCH Western Civilization II 4.00 credits.
- Power of Language: Other Core course (4 credits)
- 100/200- Level History Elective course (4 credits)
- Two Elective courses (8 credits total)

Japanese (B.A.)

Student Learning Outcomes for Japanese:

Students will be able to:

- Communicate (speak and comprehend) at the Intermediate level according to ACTFL guidelines.
- Demonstrate written communication at an intermediate level as defined by ACTFL guidelines.
- Demonstrate comprehension and analysis of Japanese primary sources and communicate that analysis.
- Demonstrate and explain grammatical structures in Japanese at the JLPT Level 3.
- Demonstrate an understanding and appreciation of the perspectives and products of the cultures studied in themselves and in comparison with their own culture.

Japanese majors are expected to complete a minimum of 40 credits in the language, 12 of which may be earned in one of the discipline-approved study-abroad programs in Japan.

Students with no formal instruction in Japanese are advised to enroll in this program at the first semester of their study at the College. Those with a previous background in Japanese must take a placement test to determine their proficiency level in the language.

Japanese majors must study abroad for one semester, and the courses taken abroad may be substituted for two of the courses listed below. Students are advised to study abroad in their junior year. After completing the required course work, Japanese majors must pass an exit exam, equivalent to the Level 3 of the Japanese Language Proficiency Test (JLPT) offered by the Japan Foundation and Japan Educational Exchanges and Services.

Modern language majors in Japanese must complete:

- JA 111 - PLO First Year Japanese 1 4.00 credits.
- JA 112 - PLO First Year Japanese 2 4.00 credits.
- JA 211 - PLO Second Year Japanese 1 4.00 credits.
- JA 212 - PLO Second Year Japanese 2 4.00 credits.

- JA 245 - NCH From Anime to Zen: Japanese Society, Business, and Culture 4.00 credits.
- JA 311 - Third Year Japanese 1 4.00 credits.
- JA 312 - Third Year Japanese 2 4.00 credits.
- JA 411 - Fourth Year Japanese 1 4.00 credits.
- JA 412 - Fourth Year Japanese 2 4.00 credits.
- JA 496 - Japanese Senior Research Project I 2.00 credits.
- JA 497 - Japanese Senior Research Project II 2.00 credits.

One Cultural/Literature elective:

- JA 114 - NCH The Way of Life, The Way of Tea: Introduction to Japanese Tea Ceremony 4.00 credits.
- JA 240 - NCH History of Japanese Art and Aesthetics (ART 240) 4.00 credits.
- JA 250 - NCH Discovering Contemporary Japan: A Three-Week Cultural Immersion Experience 0.00, 2.00, or 4.00 credits.
- JA 460 - From Murasaki to Murakami (EN 460) 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- JA 111 - PLO First Year Japanese 1 4.00 credits.
- JA 112 - PLO First Year Japanese 2 4.00 credits.
- Four Core/Elective courses (16 credits)

Notes:

Students with more than two years of Japanese must take the language placement exam administered by the Japanese program advisor before registering in a language course for academic credit. Appointments may be scheduled with Dr. Mahua Bhattacharya or Dr. Nobuaki Takahashi.

Language Incentive Placement Policy: Students who place into a modern language course at the 211-level or higher and earn a B- or better are eligible to receive credit for the previous course in the sequence.

Language Placement Policy

Language majors are required to participate in a BCA Study Abroad or another School-approved program for a minimum of one semester. Non-majors who have completed 212 or above are also encouraged to participate in the BCA or approved study-abroad programs.

All students with more than two full years of language preparation must take courses at the 112-level or above. The appropriate language level is determined by an online placement test. In the case of Japanese placement, students must contact the Japanese faculty.

If a student places into a modern language course at the 211-level or higher and earns a B- or better, then he or she will also receive credit for the previous course in the sequence. The course must be taken before the end of the student's second year. This policy is not applicable to native speakers who were formally educated in the language through the high school level.

Native and heritage speakers must contact their advisor if they plan to take courses in their native or heritage language.

For further information, please consult your advisor or the Dean of Arts and Humanities.

Music (B.A.)

The music unit prepares students to engage meaningfully and successfully as leaders in a music-filled world. Music major curricula stress the development of the knowledge, skills, and experience for students to become well-equipped professionals. The Bachelor of Music degrees in music education and music therapy reflect our support of the College's motto of "Educate for Service," and the Bachelor of Arts degree in music additionally offers the flexibility to design an individualized emphasis. Music majors are chosen through an audition and interview process in which their performance, listening skills, and aptitude for their intended majors are evaluated. Curricular and co-curricular opportunities are provided for students to study and experience music at all levels.

The Department has adopted requirements for upper-level standing for Music majors. A copy of these requirements is available in the Department's office.

Student Learning Outcomes for Music:

Students will be able to:

- Perform proficiently with the creative and performance skills appropriate to the student's principal instrument.
- Identify and synthesize key components of tonal Western music theory and aural skills.
- Demonstrate mastery level, integrative understanding of music history and analysis.
- Demonstrate and integrate the skills and necessary to contribute to an arts-related profession.

The requirements for the **Music major** are flexible and are determined by the needs and interests of each student.

Under the guidance of a discipline advisor, each student designs a program that includes 54 credits of music courses, but must include the following:

- MU 100 - Repertoire Class (0.00 or 1.00 credit) (enrollment in every semester of residence, typically taken for credit)
- MU 101 - Foundations of Musicianship 2.00 credits.
- MU 102 - Musicianship I 4.00 credits.
- MU 117 - Functional Keyboard Skills I 1.00 credit. or
- MU 119 - Guitar Class I 1.00 credit. (applied piano majors only)
- MU 118 - Functional Keyboard Skills II 1.00 credit.
- MU 135 - CE Songwriting and Recording Techniques 4.00 credits.
- MU 201 - Musicianship II 4.00 credits.
- MU 202 - Musicianship III 4.00 credits.
- MU 205 - NCH World Music 4.00 credits. or
- MU 225 - NCH Silk Road Soundscapes of Compassion, Healing, and Care 4.00 credits.
- MU 211 - Music History I 4.00 credits.
- MU 212 - Music History II 3.00 credits.

- MU 217 - Functional Keyboard Skills III 1.00 credit.
- MU 321 - Conducting I 2.00 credits.
- MU 495 - Seminar in Musicology 2.00 credits.
- HM 472 - Internship in Arts and Humanities 2.00 credits. or
- HM 474 - Internship in Arts and Humanities 4.00 credits.
- Two semesters of enrollment in MU 363 or MU 364
- Eight credits in Applied Music
- Six credits of Ensemble with at least one term's enrollment in MU 360 (Search Course Descriptions listing for MU 360)
- Four credits of Music free electives
- A senior recital

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- MU 100 - Repertoire Class (0.00 or 1.00 credit) (We ask students to take this course for credit in the fall and spring semesters).
- MU 101 - Foundations of Musicianship 2.00 credits.
- MU 102 - Musicianship I 4.00 credits.
- MU 117 - Functional Keyboard Skills I 1.00 credit. or
- MU 279 - CE Piano 1.00 credit. (if the student is piano primary)
- MU 118 - Functional Keyboard Skills II 1.00 credit.
- First Applied (MU 268- MU 286) (both semesters)
- Enrollment in MU 363 or 364 in the fall and spring semesters
- One additional Core course (4 credits)
- Ensemble enrollment in the fall and spring semesters

Notes:

Eight credits in one primary instrument or voice are required. Students whose primary instrument is not piano or organ should enroll in MU117 in the first semester and MU118 in the second semester.

Students in the music program should be in an ensemble in the first year. Students interested in concert choir or treble choir must audition.

The completion of MU 211 satisfies the Western Cultural Heritage Area of Understanding for Core.

Music Policies

Preparatory Music Division

The School of Arts and Humanities also offers a Preparatory Music Division that offers instruction to pre-college students, adults, and college students who desire to take instruction without credit. Instruction is available from the Division's faculty and other qualified teachers. Interested persons should contact Prof. Grant Moore, Director of the Preparatory Division.

Applied Music Lessons

Students who register for applied music for credit must meet minimum standards established by the School and should contact the School office for a list of standards for each applied area. Students who have not attained the level necessary for credit may study through the Preparatory Division. Students in applied music advance as rapidly as their abilities permit. They must study technical exercises and literature from various musical periods and styles.

Students may register with or without credit for the established music ensembles and for other ensembles organized under faculty supervision; ensemble registration for credit may be repeated. All students must meet the standards for attendance at rehearsals and public performances established by the faculty Directors.

Applied music lessons and certain music ensembles may be counted for the Creative Expression requirement of the Core Program if taken as letter-graded for four semesters. An additional fee is charged for applied music lessons. Fees are printed on the master course schedule.

Transfer Credit for Musicianship and Functional Keyboard Skills

The Music Department reserves the right to administer a diagnostic exam to verify a student's skill level PRIOR to awarding academic transfer credit for Musicianship courses and Functional Keyboard Skills. This policy was established to ensure academic success at the appropriate level. ALL students accepted into a music program should contact the Dean of the School of Arts and Humanities for more information on assessment of transfer credits.

Additional Accreditation

Elizabethtown College is an accredited institutional member of the National Association of Schools of Music. The Music Therapy program is approved by the American Music Therapy Association.

Bachelor of Music

Music Education (B.M.)

The music unit prepares students to engage meaningfully and successfully as leaders in a music-filled world. Music major curricula stress development of the knowledge, skills, and experience for students to become well-equipped professionals. The Bachelor of Music in Music Education degree prepares students for licensure as a Pk-12 music educator within a public or private school environment. Students develop core competencies through coursework, ongoing field experiences, and culminating work as a student teacher.

The Department has adopted requirements for upper-level standing for Music majors. A copy of these requirements is available in the Department's office.

Student Learning Outcomes for Music Education:

Students will be able to:

- Demonstrate the ability to synthesize knowledge and skills to plan, teach and assess classroom teaching in the PK–12 school environment.
- Perform on secondary instruments including guitar, voice and classroom instruments at a level appropriate to teach in the PK–12 school setting.
- Demonstrate proficient functional skill in singing/aural skills and on piano/keyboard.
- Demonstrate conducting and modeling skills necessary to teach music.

- Synthesize a scholarly understanding of child/adolescent development, educational psychology, learning theories, and music that informs instructional planning and professional reflection.

Admission to the Music Education program is dependent upon meeting the general requirements for admission to the undergraduate program, achieved through an audition, diagnostic assessment, and program interview. Upon completion of this degree program, students are eligible to obtain the Pennsylvania Instructional I Teaching Certificate. The Music Education major is approved by the Pennsylvania Department of Education.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

To ensure that all students are prepared to apply for formal acceptance, it is recommended that students take a minimum of 16 credit hours per semester.

Progression to Program Completion and Teacher Certification

Students in the Education Department must follow a progression through the teacher preparation program to complete a degree and apply for Pennsylvania Teaching Certification. Candidates typically apply for Provisional Acceptance at the conclusion of year one and Formal Acceptance at the conclusion of year two. It is recommended that Education majors take a minimum of 16 credits per semester. In addition, students will need to maintain a satisfactory rating in Professional Review throughout their candidacy.

Phases of Progression:

Phase One: In year one, teacher preparation candidates are in the pre-service phase. Courses and field experiences are integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Provisional Acceptance to the program. Candidates applying for Provisional Acceptance at the conclusion of year one must earn an overall GPA of 2.80.

Phase Two: In year two, teacher preparation candidates continue with courses and field experiences integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Formal Acceptance to the program. Candidates applying for Formal Acceptance at the end of year two must earn an overall GPA of 3.00.

Professional Phase: In years three and four, teacher preparation candidates are required to demonstrate their knowledge of the teaching profession both in and out of the classroom. Methods and Professional Internship semesters pair rigorous coursework with part- and full-time field experience requirements. During this time, students are required to earn a grade of B or above in all required courses for their major area. This expectation is in preparation for application to Pennsylvania Department of Education for Instructional I certification necessary to teach in the state. As required by PDE, candidates applying for certification at the end of the preparation program must demonstrate an overall GPA of 3.00.

Academic Requirements:

- Candidates will achieve grades of C or better in all 100 and 200 level Education courses.
- Candidates will achieve grades of B or better in all 300 and 400 level Education courses.
- Candidates not meeting grade requirements will be referred to the Professional Review Panel for possible intervention.
- Intervention may include action planning, tutoring, academic counseling, or course repetition.

Provisional Acceptance:

- Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Declare Education as major
- Submit Student Life Clearance
- Complete ED 105 and ED 150/ED 151 in first year with earned grades of C or better
- Complete ED 161 in first or second year with earned grade of C or better
- Demonstrate satisfactory ratings in Professional Review
- Apply for Provisional Acceptance to the Education Department

*Provisional Acceptance is required to enroll in 200-level ED courses.

Formal Acceptance:

- Basic Skills requirements for PDE are met
- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature)
- Complete 54 hours with a cumulative grade point average of 3.00 or higher
- Successfully complete at least three courses with ED prefixes
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson (see pages 16-18).
- One picture of yourself
- Updated Resume
- Educational Philosophy
- Dates of your clearances and TB test
- Description of your experience working with children
- Writing Sample
- Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Demonstrate satisfactory ratings in Professional Review
- Apply for Formal Acceptance to the Education Department

*Formal Acceptance is required to enroll in 300-level ED courses.

Field Experiences:

Field experiences are a critical facet of teacher preparation, both for gaining practical knowledge in the professional field and for obtaining teacher certification in Pennsylvania. Many Education (ED) and Special Education (SED) courses require field placement. The Education Department Field Experience Manual is linked here, and includes details, policies, assessments, and contacts for all stages of field placement at Elizabethtown College. Please note the following:

- At Elizabethtown College, there are required courses with placements in each year of teacher preparation.
- The Office of Field Placement utilizes a reasonable radius (approximately 20 miles/40 minutes commuting time) from campus to assign placement schools.
- Courses with placements have academic and grading requirements based on the successful completion of each field experience.

- Candidates in the third and fourth year of teacher preparation are required to arrange transportation to and from assigned placements.
- Candidates in placement are required to follow all policies, guidelines, rules, and expectations for the school district or entity of placement. Failure to follow individual district expectations may result in removal from placement, failure of the associated course, and/or expulsion from the Education Department.

Exit from the Programs:

Students seeking **award of the degree in the major only (without certification) must:**

- Receive approval of the Education Program and any other appropriate Program(s) for completion of their degree plan.
- Satisfy all requirements of the major, except the professional internship and Pennsylvania certification test results, with a cumulative/major grade point average of 2.00 or higher.
- Complete an alternative internship experience of at least six credits, as approved by the Education Program.

Students seeking **award of the degree in their major and certification must:**

- Satisfy all requirements of the major with the cumulative grade point average of 3.00 or higher.
- Earn a grade of Pass in the professional internship and senior seminar.

Earn passing scores on the Pennsylvania Educator Certification Tests (PECT) and/or Praxis II series as it applies to your certification program. Students completing Early Childhood (PK-4) must take the PECT exam series, Elementary Middle Level (4-8) certifications take the Praxis series in core assessment and subject concentration, Secondary certification (7-12) take Praxis II in a content area and PK-12 (Music Education, Modern Languages – Spanish Education) must successfully complete the appropriate Fundamental Subjects: Content Knowledge Test and Praxis II in a content area. Graduate candidates in Special Education (PK-12) must take the Praxis exam for Special Education Core Subjects.

Music Education requires:

- MU 100 - Repertoire Class (0.00 or 1.00 credit) (seven semesters)
- MU 101 - Foundations of Musicianship 2.00 credits.
- MU 102 - Musicianship I 4.00 credits.
- MU 117 - Functional Keyboard Skills I 1.00 credit.
- MU 118 - Functional Keyboard Skills II 1.00 credit.
- MU 119 - Guitar Class I 1.00 credit.
- MU 135 - CE Songwriting and Recording Techniques 4.00 credits.
- MU 201 - Musicianship II 4.00 credits.
- MU 202 - Musicianship III 4.00 credits.
- MU 205 - NCH World Music 4.00 credits. or
- MU 225 - NCH Silk Road Soundscapes of Compassion, Healing, and Care 4.00 credits.
- MU 211 - Music History I 4.00 credits.
- MU 212 - Music History II 3.00 credits.
- MU 217 - Functional Keyboard Skills III 1.00 credit.
- MU 230 - Music Teaching and Learning 2.00 credits.

- MU 231 - Brass Class 1.00 credit.
- MU 232 - Woodwind Class 1.00 credit.
- MU 235 - Music Teaching and Learning Field Experience 1.00 credit.
- MU 236 - Percussion Class 1.00 credit.
- MU 237 - String Class 1.00 credit.
- MU 321 - Conducting I 2.00 credits.
- MU 330 - General Music Methods and Materials 2.00 credits.
- MU 331 - General Music Field Experience 1.00 credit.
- MU 333 - Choral Music Techniques and Materials 2.00 credits.
- MU 334 - Choral Music Field Experience 1.00 credit.
- MU 358 - MA Psychology of Music and Research Methods 4.00 credits.
- MU 433 - Secondary Instrumental Techniques and Materials 2.00 credits.
- MU 434 - Secondary Instrumental Techniques and Materials Lab 0.00 credit.
- MU 475 - Professional Internship in Music Education 12.00 credits.
- MU 495 - Seminar in Musicology 2.00 credits.
- A minimum of seven credits of Applied Music study
- Three semesters of MU 363 or MU 364
- Seven semesters of participation in other Ensemble(s) with at least one term's enrollment in MU 360 (Search Course Descriptions listing for MU 360)
- Senior recital
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 150 - Early Childhood Development 4.00 credits. or
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 497 - Senior Seminar for Secondary Education 4.00 credits.
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.

Additional Requirements for Music Education:

A Music Education major may not enroll in a music course required for that major unless a grade of C- or better has been earned in all prerequisite music or music education courses. To graduate, a Music Education major must maintain the following standards:

- A Music Education major must earn a grade of C- or better in all music and music education courses.
- A Music Education major must satisfy the standards and requirements of the educational practicum and student-teaching experiences.
- Provisional acceptance must be met as a prerequisite to all 200-level education courses.
- Formal acceptance must be met as a prerequisite to all 300-level education and methods courses.
- Music Education students must pass a proficiency test on piano and aural skills prior to student teaching.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 150 - Early Childhood Development 4.00 credits. or
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.

- MU 100 - Repertoire Class (0.00 or 1.00 credit) (Most students will take this course for credit in the first year)
- MU 101 - Foundations of Musicianship 2.00 credits.
- MU 102 - Musicianship I 4.00 credits.
- MU 117 - Functional Keyboard Skills I 1.00 credit. or
- MU 119 - Guitar Class I 1.00 credit.
- MU 118 - Functional Keyboard Skills II 1.00 credit. or
- MU 278 - CE Voice 1.00 credit.
- MU 231, MU 232, or MU 237 (It is very important that a student take one of these classes in the spring of their first year, as these courses are offered on a three year rotation)
- MU 363 - CE Community Chorus 1.00 credit. or
- MU 364 - CE Treble Choir 1.00 credit.
- One English Literature (Core) course or Math course (4 credits) is typically taken in the spring semester to work toward PDE requirements. See the Education Program Handbook for approved courses.
- An ensemble course relevant to the student's major instrument is taken in the fall and spring semesters.
- Primary Instrument Applied Instruction taken in the fall and spring semesters (MU 268- MU 286)
- Students typically take 18 credits in the fall and spring semesters of their first year.

Notes:

Students must take Applied Instruction and an Ensemble every semester.

Students are highly encouraged to take MU100 Repertoire Class for credit in every semester where it is possible. Music education majors will typically take MU100 for credit every semester except the spring of their sophomore year (when students register for zero credit).

The completion of MU 211 satisfies the Western Cultural Heritage Area of Understanding for Core.

Given PDE regulations, two English and two Math courses must be completed prior to formal acceptance. Students should consult the Education Department handbook.

MU 135 is taken in place of ED 161 for Music Education majors.

The Praxis tests should be taken at the beginning of the Fourth year.

ED150 and ED 151 are approved to satisfy Social Science Core.

Music Policies

Preparatory Music Division

The School of Arts and Humanities also offers a Preparatory Music Division that offers instruction to pre-college students, adults, and college students who desire to take instruction without credit. Instruction is available from the Division's faculty and other qualified teachers. Interested persons should contact Prof. Grant Moore, Director of the Preparatory Division.

Applied Music Lessons

Students who register for applied music for credit must meet minimum standards established by the School and should contact the School office for a list of standards for each applied area. Students who have not attained the

level necessary for credit may study through the Preparatory Division. Students in applied music advance as rapidly as their abilities permit. They must study technical exercises and literature from various musical periods and styles.

Students may register with or without credit for the established music ensembles and for other ensembles organized under faculty supervision; ensemble registration for credit may be repeated. All students must meet the standards for attendance at rehearsals and public performances established by the faculty Directors.

Applied music lessons and certain music ensembles may be counted for the Creative Expression requirement of the Core Program if taken as letter-graded for four semesters. An additional fee is charged for applied music lessons. Fees are printed on the master course schedule.

Transfer Credit for Musicianship and Functional Keyboard Skills

The Music Department reserves the right to administer a diagnostic exam to verify a student's skill level PRIOR to awarding academic transfer credit for Musicianship courses and Functional Keyboard Skills. This policy was established to ensure academic success at the appropriate level. ALL students accepted into a music program should contact the Dean of the School of Arts and Humanities for more information on assessment of transfer credits.

Additional Accreditation

Elizabethtown College is an accredited institutional member of the National Association of Schools of Music. The Music Therapy program is approved by the American Music Therapy Association.

Music Therapy (B.M.)

The music unit prepares students to engage meaningfully and successfully as leaders in a music-filled world. Music major curricula stress development of the knowledge, skills, and experience for students to become well-equipped professionals. The Bachelor of Music degree in music therapy supports students in preparation to become a board-certified music therapist who is situated to support a wide range of clients with a range of needs. Music majors are chosen through an audition and interview process in which their performance, listening skills, and aptitude for their intended majors are evaluated. Curricular and co-curricular opportunities are provided for students to study and experience music at all levels.

The Department has adopted requirements for upper-level standing for Music majors. A copy of these requirements is available in the Department's office.

Student Learning Outcomes for Music Therapy:

Students will be able to:

- Demonstrate functional music skills [communicating cues with whole body] to engage with clients using voice, piano, guitar, and percussion.
- Demonstrate music and therapeutic skills to help clients achieve [therapeutic] goals through receptive, re-creative, improvisational, and compositional methods of music therapy as listed by the AMTA competencies and Standards of Clinical Practice.
- Engage in ongoing self-assessment and professional development to uphold ethical standards in clinical and academic settings.
- Demonstrate cultural reflexivity and empathy [to strengthen relationships] in clinical and academic settings.
- Synthesize scholarly literature [through professional writing] to inform clinical practice.

An approximately six-month long internship (> 900 hours) in an approved clinical facility is required for the Music Therapy degree and is taken after the completion of the four-year Music Therapy program. Students should consult with the music therapy director about the differences between pursuing a national roster internship and a college/university affiliated internship. Upon completion of this degree program, students are eligible to sit for the Music Therapy Certification Board Exam leading to Board Certification as a Music Therapist. The Music Therapy program is approved by the American Music Therapy Association.

Upper level applied lessons:

Music therapists must achieve competence on clinical skill proficiency on guitar, piano, and voice. Students will take a proficiency test as a part of MU 150. In the Junior fall semester, If a student has not yet reached proficiency in any area, they will be advised of the need to take applied lessons in a needed area of growth. Upon reaching proficiency in all areas, students have the choice to continue applied study on their major instrument or an applied area of interest. Students should consult with the director of music therapy on this policy.

Capstone Recitals:

All music therapy majors will present a Music Therapy Applied Recital in their fifth semester of applied lessons.

In their final year of on-campus study, all music therapy majors are required to perform in the Capstone Music Therapy Recital as required for MU 459. This recital should demonstrate capstone level work of musicianship as applied to the work of music therapy.

Please see the music student handbook for more detailed information.

Music Therapy requires:

- BIO 200 - NPS Human Anatomy and Physiology: The Basics 4.00 credits.
- MU 100 - Repertoire Class (0.00 or 1.00 credit) (taken in every semester of attendance)
- MU 101 - Foundations of Musicianship 2.00 credits.
- MU 102 - Musicianship I 4.00 credits.
- MU 117 - Functional Keyboard Skills I 1.00 credit.
- MU 118 - Functional Keyboard Skills II 1.00 credit.
- MU 119 - Guitar Class I 1.00 credit.
- MU 120 - Guitar Class II 1.00 credit.
- MU 135 - CE Songwriting and Recording Techniques 4.00 credits.
- MU 150 - Professional Seminar 1.00 credit. (taken in every semester of attendance)
- MU 151 - Introduction to Music Therapy 3.00 credits.
- MU 152 - Music Therapy Foundations I: Clients and Approaches 3.00 credits.
- MU 155 - Introduction to Music Therapy Clinical 1.00 credit.
- MU 201 - Musicianship II 4.00 credits.
- MU 202 - Musicianship III 4.00 credits.
- MU 205 - NCH World Music 4.00 credits. or
- MU 225 - NCH Silk Road Soundscapes of Compassion, Healing, and Care 4.00 credits.
- MU 211 - Music History I 4.00 credits.
- MU 212 - Music History II 3.00 credits.
- MU 217 - Functional Keyboard Skills III 1.00 credit.
- MU 236 - Percussion Class 1.00 credit.
- MU 241 - Music Therapy Foundations II: Techniques and Documentation 3.00 credits.

- MU 253 - Music Therapy Foundations III: Methods and Variations 3.00 credits.
- MU 254 - College Clinical Experiences 1.00 credit. or
- MU 255 - Community-Based Clinical Experiences 1.00 credit. (A combination of MU254 or MU255 will be taken a total of five times)
- MU 321 - Conducting I 2.00 credits.
- MU 354 - Competency-focused Clinical Musicianship 2.00 credits. (two semesters)
- MU 357 - Music Therapy Foundations IV: Professional Skills 3.00 credits.
- MU 358 - MA Psychology of Music and Research Methods 4.00 credits.
- MU 363 - CE Community Chorus 1.00 credit. or
- MU 364 - CE Treble Choir 1.00 credit. (Two semesters of enrollment for 0 or 1 credit)
- MU 450 - Music and Trauma 3.00 credits.
- MU 459 - Music Therapy Foundations V: Internship Preparation 3.00 credits.
- MU 478 - Non-Roster Professional Internship in Music Therapy II 1.00 credit. or
- MU 479 - Professional Internship in Music Therapy 0.00 credit.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- PSY 250 - Psychopathology 4.00 credits.
- PSY 240 - Child and Adolescent Development 4.00 credits. or
- PSY 245 - Adult Development and Aging 4.00 credits. or
- PSY 247 - Lifespan Development 4.00 credits.
- A minimum of eight credits in Applied Music instruction
- A minimum of five semesters enrollment in a music ensemble course with at least one term's enrollment in Music 360 (Search Course Descriptions listing for MU 360)
- Proficiency exams in piano, voice, and guitar at levels of pre-clinical and pre-internship proficiencies
- Music Therapy applied recital

Specific courses to be included in the student's Core Program are:

- BIO 200 - NPS Human Anatomy and Physiology: The Basics 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.

Additional Requirements for Music Therapy

A Music Therapy major may not enroll in a music or music therapy course required for that major unless a grade of C- or better has been earned in all prerequisite courses. To graduate, a Music Therapy major must maintain the following standards:

A Music Therapy major must earn a grade of C- or better in all music and music therapy courses.

A Music Therapy major must satisfy the standards and requirements in all fieldwork education, including clinical practicums and the internship.

First Year Suggested Courses:

- EN 100 - PLE First Year Writing 4.00 credits.
- MU 100 - Repertoire Class (0.00 or 1.00 credit) (This course is typically taken for credit in the fall and spring semesters of first year)
- MU 101 - Foundations of Musicianship 2.00 credits.

- MU 117 - Functional Keyboard Skills I 1.00 credit.
- MU 102 - Musicianship I 4.00 credits.
- MU 118 - Functional Keyboard Skills II 1.00 credit.
- MU 119 - Guitar Class I 1.00 credit.
- MU 150 - Professional Seminar 1.00 credit.
- MU 151 - Introduction to Music Therapy 3.00 credits.
- MU 152 - Music Therapy Foundations I: Clients and Approaches 3.00 credits.
- MU 155 - Introduction to Music Therapy Clinical 1.00 credit.
- Primary Instrument (MU 268 - MU 286)
- Ensemble - Typically taken for credit in a student's major area of performance (band, orchestra, choir, or piano ensemble)
- MU 363 - CE Community Chorus 1.00 credit. or
- MU 364 - CE Treble Choir 1.00 credit. (MU 364 is by audition. Choral courses are typically taken for credit in both the fall and spring semesters of the first year.)
- PSY 105 - SSC Introduction to Psychology 4.00 credits.

Notes:

MU 150 and MU 100 are required each semester.

Proficiency in piano, voice, and guitar is required.

Five credits in ensemble are required. Students need to be enrolled for one credit in the fall semester.

Students interested in Concert Choir and Treble Choir must audition.

A minimum grade of C- is required in all music courses required for the major.

The completion of MU 211 satisfies the Western Cultural Heritage Area of Understanding for Core.

Music Policies

Preparatory Music Division

The School of Arts and Humanities also offers a Preparatory Music Division that offers instruction to pre-college students, adults, and college students who desire to take instruction without credit. Instruction is available from the Division's faculty and other qualified teachers. Interested persons should contact Prof. Grant Moore, Director of the Preparatory Division.

Applied Music Lessons

Students who register for applied music for credit must meet minimum standards established by the School and should contact the School office for a list of standards for each applied area. Students who have not attained the level necessary for credit may study through the Preparatory Division. Students in applied music advance as rapidly as their abilities permit. They must study technical exercises and literature from various musical periods and styles.

Students may register with or without credit for the established music ensembles and for other ensembles organized under faculty supervision; ensemble registration for credit may be repeated. All students must meet the standards for attendance at rehearsals and public performances established by the faculty Directors.

Applied music lessons and certain music ensembles may be counted for the Creative Expression requirement of the Core Program if taken as letter-graded for four semesters. An additional fee is charged for applied music lessons. Fees are printed on the master course schedule.

The Music Department reserves the right to administer a diagnostic exam to verify a student's skill level PRIOR to awarding academic transfer credit for Musicianship courses and Functional Keyboard Skills. This policy was established to ensure academic success at the appropriate level. Students accepted into a music program should contact the Dean of the School of Arts and Humanities for any needed information about an assessment of transfer credits.

Additional Accreditation

Elizabethtown College is an accredited institutional member of the National Association of Schools of Music. The Music Therapy program is approved by the American Music Therapy Association.

Bachelor of Science

Interaction Design & User Experience (IxD) (B.S.)

The Interaction Design & User Experience (IxD) focuses on how people engage with digital products, environments, and services. Students learn to design user-centered interfaces that are intuitive, accessible, and visually compelling—skills essential for careers in web design, app development, product design, and User Experience/User Interface (UX/UI). Coursework blends design thinking, digital tools, and user research, helping students create meaningful interactions through technology. They gain experience in prototyping, usability testing, and motion design while learning to evaluate how design shapes user behavior and communication.

Student Learning Outcomes

Students will be able to

- Create high-quality interactive experiences that integrate advanced visual design principles—including typography, layout, color, and hierarchy—with user-centered design practices.
- Design, prototype, and evaluate interactive systems that merge computing fundamentals with visual design strategies to meet user needs and project requirements.
- Synthesize interaction design theory and user research to propose improved user experiences for complex digital systems.

Required Courses:

- ART 103 - Graphic Design I 4.00 credits.
- ART 145 - CE Digital Photography 4.00 credits.
- ART 325 - Designing for the Web and Social Media 4.00 credits.
- ART 406 - Graphic Design III 4.00 credits.
- CS 121 - MA Computer Science I 4.00 credits.
- CS 122 - Computer Science II 4.00 credits.
- CS 209 - Database Systems 4.00 credits.
- CS 296 - Professional Development Seminar (EGR 296) 1.00 credit.
- CS 310 - Web Development 4.00 credits.
- CS 312 - Application Development 4.00 credits.

- EN 182 - Usability & Technical Writing 2.00 credits.
- HM 472 - Internship in Arts and Humanities 2.00 credits.
- HM 491 - Interaction Design Research Experience 2.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits.
- MKT 315 - Digital Marketing 4.00 credits. or
- MKT 319 - Consumer Behavior 4.00 credits.
- MSL 570 - Design Thinking for Leaders 3.00 credits.

Notes:

Students cannot take EN 182 if they have already taken EN 282 - Technical Writing. In the rare instance when EN 282 has been completed, that course will satisfy the EN 182 requirement.

MSL 570 is a graduate course offered online through the School of Graduate and Professional Studies.

Minors

Asian Studies Minor

An **Asian Studies minor** offers students an opportunity for cohesive study of Asia. The interdisciplinary program allows students to advance their study of Asian history, culture, language, and society and can serve as preparation for a variety of careers and graduate school options.

Student Learning Outcomes

Students will be able to:

- Reason, analyze and engage in critical thinking. Students will make, systematically evaluate, and, if necessary, refute arguments and claims—both their own and those of others.
- Apply and integrate different strands of interdisciplinary learning and comprehend interconnections in the process of gaining knowledge and experience.
- Demonstrate beginning-level communication skills, including writing, speaking, and listening, in at least one Asian language.

The requirements for an Asian Studies minor are:

Asian language courses:

- Two semesters (8 credits) of one Asian language. See Course Descriptions.

Four electives (16 credits) in two different disciplines from the following:

- FBE 280 - Global Family Business 4.00 credits.
- HI 120 - NCH History of the Islamic World Up to 1800 4.00 credits.
- HI 121 - NCH History of the Modern Middle East 4.00 credits.
- HI 226 - NCH History of Modern China 4.00 credits.
- JA 240 - NCH History of Japanese Art and Aesthetics (ART 240) 4.00 credits.
- JA 245 - NCH From Anime to Zen: Japanese Society, Business, and Culture 4.00 credits.

- JA 250 - NCH Discovering Contemporary Japan: A Three-Week Cultural Immersion Experience 0.00, 2.00, or 4.00 credits.
- JA 460 - From Murasaki to Murakami (EN 460) 4.00 credits.
- JA 496 - Japanese Senior Research Project I 2.00 credits. and
- JA 497 - Japanese Senior Research Project II 2.00 credits.
- MU 225 - NCH Silk Road Soundscapes of Compassion, Healing, and Care 4.00 credits.
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh 4.00 credits.
- REL 293 - NCH Islam 4.00 credits.
- REL 294 - WCH Hinduism in America 4.00 credits.
- REL 392 - Discovering Chinese and Japanese Philosophy 4.00 credits.
- REL 393 - Discovering Indian Philosophy 4.00 credits.
- AS 112 - NCH Understanding Asian Cultures 4.00 credits.
- AS 490 - Capstone Directed Research Project Variable (1.00 - 4.00) credit(s).

English Literature Minor

The English Literature minor requires:

One British Literature and Culture Survey Course (4 credits):

- EN 200 - WCH British Literature and Culture I: 550 – 1660 4.00 credits. or
- EN 201 - WCH British Literature and Culture II: 1660 – Present Day 4.00 credits.

One American Literature and Culture Survey Course (4 credits):

- EN 202 - HUM American Literature and Culture I: Beginnings – 1865 4.00 credits. or
- EN 203 - HUM American Literature and Culture II: 1866 – Present Day 4.00 credits.

One Upper-Level American Literature Course (4 credits):

- EN 330 - Reading at the Crossroads: Intersectionality in Multiethnic American Literature 4.00 credits.
- EN 331 - Rainbow Reads: Queer American Literature and Culture 4.00 credits.
- EN 332 - Black Health Matters: Race, Gender, and Medicine in African American Literature 4.00 credits.
- EN 333 - Southern Gothic: Misfits, Ghosts, and "Haints" 4.00 credits.
- EN 412 - American Authors 4.00 credits.

One Upper-Level British Literature Course (4 credits):

- EN 340 - Mysterious and Altered States in British Romantic Literature 4.00 credits.
- EN 341 - Representations of "Town and Country," 1660-1835 4.00 credits.
- EN 342 - British Lyric Poetry 4.00 credits.
- EN 343 - The Epic Tradition 4.00 credits.
- EN 344 - Revolutions in Anglophone Prose 4.00 credits.
- EN 410 - British Authors 4.00 credits.

One English Elective:

In addition to any of the 200-, 300-, and 400- level English Literature classes listed above, English Elective options include the following courses.

- EN 165 - CE Introduction to Creative Writing 4.00 credits.
- EN 210 - WCH British Literature, Focus Course 4.00 credits.
- EN 212 - HUM American Literature, Focus Course 4.00 credits.
- EN 214 - NCH World Literature, Focus Course 4.00 credits.
- EN 232 - HUM Graphic Medicine 4.00 credits.
- EN 252 - HUM Environmental Humanities 4.00 credits.
- EN 301 - English Grammar and Linguistics 4.00 credits.
- EN 414 - World Authors 4.00 credits.
- EN 495 - Seminar in Literary Studies 4.00 credits.

Notes:

- Please note that all English Department GWR-designated courses have prerequisites of EN100.
- If a Literature Minor intends to do both courses in either of the British or the American Literature and Culture Survey Sequences, then they should try their best to do them "in order"—i.e., I and then II—because this ordering will enable them to see more clearly the development of, and changes in, literary and cultural traditions.
- EN100, EN101, EN102, EN103, and EN104 cannot be counted toward the English Literature Minor; however, all of these courses do satisfy Core requirements.

English Professional Writing Minor

The English Professional Writing minor requires:

- EN 185 - Introduction to Professional Writing 4.00 credits.

One Workplace Writing Course

- EN 211 - Multimedia Journalism (COM 211) 4.00 credits.
- EN 282 - Technical Writing 4.00 credits.
- EN 283 - Legal Writing 4.00 credits.
- EN 285 - HUM Business Writing 4.00 credits.
- EN 496 - Word, Web, and Design (CW 496) 4.00 credits.

One Other Writing Course

- EN 260 - Creative Writing: Poetry 4.00 credits.
- EN 261 - CE Writing and Analyzing the Short Story 4.00 credits.
- EN 262 - CE Creative Non-Fiction 4.00 credits.
- EN 263 - CE Young Adult Literature 4.00 credits.
- EN 282 - Technical Writing 4.00 credits.
- EN 283 - Legal Writing 4.00 credits.

- EN 285 - HUM Business Writing 4.00 credits.
- EN 360 - Advanced Fiction Writing 4.00 credits.
- EN 470-474 - Internship in English Variable (2.00 to 4.00) credits.
- EN 496 - Word, Web, and Design (CW 496) 4.00 credits.

One 200-level Literature Elective

- EN 200 - WCH British Literature and Culture I: 550 – 1660 4.00 credits.
- EN 201 - WCH British Literature and Culture II: 1660 – Present Day 4.00 credits.
- EN 202 - HUM American Literature and Culture I: Beginnings – 1865 4.00 credits.
- EN 203 - HUM American Literature and Culture II: 1866 – Present Day 4.00 credits.
- EN 210 - WCH British Literature, Focus Course 4.00 credits.
- EN 212 - HUM American Literature, Focus Course 4.00 credits.
- EN 214 - NCH World Literature, Focus Course 4.00 credits.

One 300- or 400- level Literature Elective

- EN 330 - Reading at the Crossroads: Intersectionality in Multiethnic American Literature 4.00 credits.
- EN 331 - Rainbow Reads: Queer American Literature and Culture 4.00 credits.
- EN 332 - Black Health Matters: Race, Gender, and Medicine in African American Literature 4.00 credits.
- EN 333 - Southern Gothic: Misfits, Ghosts, and "Haints" 4.00 credits.
- EN 340 - Mysterious and Altered States in British Romantic Literature 4.00 credits.
- EN 341 - Representations of "Town and Country," 1660-1835 4.00 credits.
- EN 342 - British Lyric Poetry 4.00 credits.
- EN 343 - The Epic Tradition 4.00 credits.
- EN 344 - Revolutions in Anglophone Prose 4.00 credits.
- EN 410 - British Authors 4.00 credits.
- EN 412 - American Authors 4.00 credits.
- EN 414 - World Authors 4.00 credits.

Fine Art Minor

The Fine Art minor requires:

- ART 105 - CE Drawing I 4.00 credits.
- ART 204 - CE Fundamentals of Color and Design 4.00 credits. or
- ART 205 - Painting I 4.00 credits.

Two studio art elective courses:

- ART 103 - Graphic Design I 4.00 credits.
- ART 145 - CE Digital Photography 4.00 credits.
- ART 210 - Drawing II 4.00 credits.
- ART 251 - Printmaking I 4.00 credits.
- ART 305 - Painting II 4.00 credits.
- ART 345 - Advanced Photography 4.00 credits.

- ART 352 - Printmaking II 4.00 credits.
- ART 480-489 - Independent Study in Fine Art and Design Variable credits.
- ART 495 - Architectural Design Studio I (EGR 495) 2.00 credits.
- ART 496 - Architectural Design Studio II (EGR 496) 2.00 credits.
- HM 472 - Internship in Arts and Humanities 2.00 credits. or
- HM 474 - Internship in Arts and Humanities 4.00 credits.

One art history elective course:

- ART 155 - WCH Introduction to the History of Art I 4.00 credits.
- ART 157 - WCH Introduction to the History of Art II 4.00 credits.
- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240) 4.00 credits.
- ART 280 - NCH World Architecture 4.00 credits.
- ART 344 - History of Graphic Design 4.00 credits.

Graphic Design Minor

Graphic design is a form of visual communication vital to every industry and institution. Graphic designers create images and typography for digital and print media as well as computer-generated works of art. The interdisciplinary curriculum combines courses in Fine Arts, Communications, and Creative Writing that encourage experimentation with corporate, commercial, and personal applications of graphic expression. Students learn to design with up-to-date software and study copyright and infringement laws. Opportunities for internships are available. In the capstone course students produce a presentation portfolio suitable for job interviews. The 20-credit minor can expand the skill set of students in Communications, Marketing, Computer Science, Art Education, and Fine Arts or build a foundation for a career as a graphic designer.

For further information, contact the Graphic Design Minor Advisor, Dr. Tara Moore.

The requirements for a Graphic Design minor are:

Required courses:

- ART 103 - Graphic Design I 4.00 credits.
- ART 203 - Graphic Design II 4.00 credits.
- ART 406 - Graphic Design III 4.00 credits.

Two elective courses (8 credits) from the following:

- ART 145 - CE Digital Photography 4.00 credits.
- ART 204 - CE Fundamentals of Color and Design 4.00 credits.
- ART 209 - Typography and Text Design 4.00 credits.
- ART 251 - Printmaking I 4.00 credits.
- ART 325 - Designing for the Web and Social Media 4.00 credits.
- ART 344 - History of Graphic Design 4.00 credits.
- ART 345 - Advanced Photography 4.00 credits.
- ART 354 - Motion Graphics 4.00 credits.
- HM 472 - Internship in Arts and Humanities 2.00 credits. or

- HM 474 - Internship in Arts and Humanities 4.00 credits.

History Minor

The History minor requires successful completion of six courses:

One course must be taken in one of the following two groups:

- HI 101 - HUM United States History to 1877 4.00 credits. or
- HI 102 - HUM United States History Since 1877 4.00 credits.
- HI 114 - WCH Western Civilization I 4.00 credits. or
- HI 115 - WCH Western Civilization II 4.00 credits.

Five History electives:

20 credits of History electives (HI prefix). No more than one course may be at the 100-level. At least two courses must be at the 300-level. Enrollment for 300- and 400-level courses limited to students with sophomore status or above.

Interaction Design & User Experience Minor

Required Courses:

- ART 103 - Graphic Design I 4.00 credits.
- ART 203 - Graphic Design II 4.00 credits.
- CS 121 - MA Computer Science I 4.00 credits.
- EN 182 - Usability & Technical Writing 2.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits.

Choose one elective:

- ART 325 - Designing for the Web and Social Media 4.00 credits.
- ART 406 - Graphic Design III 4.00 credits.
- CS 209 - Database Systems 4.00 credits. *(CS 121 is a prerequisite)*
- MKT 315 - Digital Marketing 4.00 credits.
- MKT 319 - Consumer Behavior 4.00 credits.
- MSL 570 - Design Thinking for Leaders 3.00 credits.

Japanese Minor

The minor in Japanese is accomplished with 24 credits in the six courses listed below. Although they are not required to study abroad, Japanese minors can also avail of the opportunity to study abroad in the approved programs.

Japanese minors must achieve the equivalent of the Level 4 of the Japanese Language Proficiency Test (in-house version).

The Japanese minor requirements are:

- JA 111 - PLO First Year Japanese 1 4.00 credits.
- JA 112 - PLO First Year Japanese 2 4.00 credits.
- JA 211 - PLO Second Year Japanese 1 4.00 credits.
- JA 212 - PLO Second Year Japanese 2 4.00 credits.
- JA 311 - Third Year Japanese 1 4.00 credits.
- JA 312 - Third Year Japanese 2 4.00 credits.

Language Placement Policy

Language majors are required to participate in a Study Abroad or another School-approved program for one academic year or equivalent of two separate semesters. Non-majors who have completed 212 or above also are encouraged to participate in the approved study-abroad programs.

All students with more than two full years of language preparation must take courses at the 112-level or above. The appropriate language level is determined by an online placement test. In the case of Japanese placement, students must contact the Japanese faculty.

If a student places into a modern language course at the 211-level or higher and earns a B- or better, then he or she will also receive credit for the previous course in the sequence. The course must be taken before the end of the student's second year. This policy is not applicable to native speakers who were formally educated in the language through the high school level.

Native and heritage speakers must contact their advisor if they plan to take courses in their native or heritage language.

For further information, please consult your advisor or the Dean of Arts and Humanities.

Medical Humanities Minor

Student Learning Outcomes for Medical Humanities Minor:

Students will be able to:

1. Demonstrate skills and understandings of narrative structure and narrative listening;
2. Discuss and critique the socially-constructed and culturally-situated natures of health, care, illness, wellness, disability, healing, and medicine as socially-constructed systems and encounters;
3. Demonstrate practices, understandings, and counseling skills informed by cultural humility, curiosity, and intelligence;
4. Discuss the applications of ethics to dilemmas of health, care, illness, wellness, disability, healing, and medicine; and,
5. Integrate understandings of medical/health humanities into personal narratives and statements.

Medical Humanities Course Requirements

- HM 300 - Community-Centered Medical Humanities 2.00 credits.
- HM 205 - HUM Introduction to Medical Humanities 4.00 credits.
  One English Literature course limited to:

- EN 200 - WCH British Literature and Culture I: 550 – 1660 4.00 credits.
- EN 201 - WCH British Literature and Culture II: 1660 – Present Day 4.00 credits.
- EN 202 - HUM American Literature and Culture I: Beginnings – 1865 4.00 credits.
- EN 203 - HUM American Literature and Culture II: 1866 – Present Day 4.00 credits.
- EN 210 - WCH British Literature, Focus Course 4.00 credits.
- EN 212 - HUM American Literature, Focus Course 4.00 credits.
- EN 214 - NCH World Literature, Focus Course 4.00 credits.
- EN 232 - HUM Graphic Medicine 4.00 credits.
- EN 252 - HUM Environmental Humanities 4.00 credits.
- EN 263 - CE Young Adult Literature 4.00 credits.
- EN 330 - Reading at the Crossroads: Intersectionality in Multiethnic American Literature 4.00 credits.
- EN 331 - Rainbow Reads: Queer American Literature and Culture 4.00 credits.
- EN 333 - Southern Gothic: Misfits, Ghosts, and "Haints" 4.00 credits.
- EN 340 - Mysterious and Altered States in British Romantic Literature 4.00 credits.
- EN 341 - Representations of "Town and Country," 1660-1835 4.00 credits.
- EN 342 - British Lyric Poetry 4.00 credits.
- EN 343 - The Epic Tradition 4.00 credits.
- EN 344 - Revolutions in Anglophone Prose 4.00 credits.
- EN 410 - British Authors 4.00 credits.
- EN 412 - American Authors 4.00 credits.
- EN 414 - World Authors 4.00 credits.

  One Philosophy or Religious Studies elective, limited to:
- PH 235 - HUM Bioethics 4.00 credits.
- PH 255B - Advanced Ethics: Medicine 4.00 credits.
- PH 265 - HUM Science and Values 4.00 credits.
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh 4.00 credits.
- REL 320 - Philosophy of Religion (PH 320) 4.00 credits.

  One Language, Trauma-Informed, or Health-Related Cultural Studies elective, limited to:
- EN 332 - Black Health Matters: Race, Gender, and Medicine in African American Literature 4.00 credits.
- MU 225 - NCH Silk Road Soundscapes of Compassion, Healing, and Care 4.00 credits.
- MU 450 - Music and Trauma 3.00 credits.
- SP 331 - Spanish for Healthcare I (SP 3310) 3.00 credits.
- SP 332 - Spanish for Healthcare II (SP 3320) 3.00 credits.
- WGS 205 - WCH Writing Trauma and Resilience 4.00 credits.

  One course in counseling skills:
- SW 280 - Multicultural Counseling Skills 4.00 credits. or
- PSY 355 - Counseling Psychology 4.00 credits.

Music Minor

The Music minor provides students with opportunities to acquire and develop skills in music theory, music performance, music history, and literature. **A student electing to minor in Music must consult with the Music Department Program Director, who assigns a music faculty member to assess the student's readiness for admission to the program.**

The completion of MU 211 satisfies the Western Cultural Heritage Area of Understanding for Core.

The Music minor requires:

- MU 102 - Musicianship I 4.00 credits.
- MU 201 - Musicianship II 4.00 credits.
- MU 211 - Music History I 4.00 credits. or
- MU 212 - Music History II 3.00 credits.
- One semester of enrollment in MU 363 or MU 364.
- Four credits of instruction on one instrument or in voice, with registration in MU 100 (Repertoire Class) in each of the same semesters. The department strongly encourages students to register in MU100A for academic credit.
- A minimum of four credits of Music Ensemble participation.

Music Policies

Preparatory Music Division

The School of Arts and Humanities also offers a Preparatory Music Division that offers instruction to pre-college students, adults, and college students who desire to take instruction without credit. Instruction is available from the Division's faculty and other qualified teachers. Interested persons should contact Prof. Grant Moore, Director of the Preparatory Division.

Applied Music Lessons

Students who register for applied music for credit must meet minimum standards established by the School and should contact the School office for a list of standards for each applied area. Students who have not attained the level necessary for credit may study through the Preparatory Division. Students in applied music advance as rapidly as their abilities permit. They must study technical exercises and literature from various musical periods and styles.

Students may register with or without credit for the established music ensembles and for other ensembles organized under faculty supervision; ensemble registration for credit may be repeated. All students must meet the standards for attendance at rehearsals and public performances established by the faculty Directors.

Applied music lessons and certain music ensembles may be counted for the Creative Expression requirement of the Core Program if taken as letter-graded for four semesters. An additional fee is charged for applied music lessons. Fees are printed on the master course schedule.

Transfer Credit for Musicianship and Functional Keyboard Skills

The Music Department reserves the right to administer a diagnostic exam to verify a student's skill level PRIOR to awarding academic transfer credit for Musicianship courses and Functional Keyboard Skills. This policy was established to ensure academic success at the appropriate level. ALL students accepted into a music program should contact the Dean of the School of Arts and Humanities for more information on assessment of transfer credits.

Additional Accreditation

Elizabethtown College is an accredited institutional member of the National Association of Schools of Music. The Music Therapy program is approved by the American Music Therapy Association.

Public Heritage Studies Minor

The Public Heritage Studies Minor requires:

- PHS 201 - WCH Elizabethtown History: Campus and Community (HON 201) 4.00 credits.
- PHS 203 - Archival Resources and Digital Humanities 2.00 credits.
- PHS 204 - HUM The Politics of Historical Preservation in Lancaster County (HON 204) 4.00 credits.
- PHS 470-474 - Internship in Public Heritage Studies Variable (0.00 to 4.00) credit(s). (Two credits minimum).

Students seeking development in Applied History are encouraged to take:

- One 300-level History elective with content related to Public Heritage Studies 4.00 credits.
- 100-200 level History elective 4.00 credits or
- ART 280 - NCH World Architecture 4.00 credits. or
- HSO 224 - HNR SSC The Amish in Modern Society 4.00 credits.

Students seeking development in Historic Preservation are encouraged to take:

- ART 280 - NCH World Architecture 4.00 credits.
- ART 495 - Architectural Design Studio I (EGR 495) 2.00 credits.
- ART 496 - Architectural Design Studio II (EGR 496) 2.00 credits.

Interdisciplinary Approach:

- Students seeking an interdisciplinary approach to the minor must complete eight credits from any of the above listed electives, with at least four credits at the 300-level or above.

Religious Studies Minor

The **Religious Studies minor** consists of 20 credits in the field of religious studies. Religious studies minors are encouraged to contact Dr. Jeffery Long for advising.

Student Learning Outcomes for Religious Studies minor:

Students will be able to:

- Analyze religion from different perspectives using primary and secondary literature.
- Apply diverse theories and methods to examine religion.
- Evaluate how their work in various courses and other learning contexts in the program has prepared them to put their learning to work in the world.
- Integrate religious studies literature into their own commentary on religion in the public sphere.

The following course is required:

- REL 495 - Capstone in Religious Studies Variable (2.00 or 4.00) credits. or
- REL 490 - Independent Research in Religious Studies Variable (0.00 to 4.00) credits. (four credits)

Choose electives totaling at least 16 credits from the list below:

- HI 235 - SSC Citizenship and Conscience 4.00 credits.
- IC 204 - CE/HUM Artistic Peacebuilding 4.00 credits.
- MU 225 - NCH Silk Road Soundscapes of Compassion, Healing, and Care 4.00 credits.
- REL 103 - HUM Religion and Nonviolence 4.00 credits.
- REL 105 - HUM Interfaith Peacebuilding 4.00 credits.
- REL 110 - HUM World Mythologies 4.00 credits.
- REL 225 - NCH The Hebrew Bible and Ancient Near East 4.00 credits.
- REL 226 - WCH The New Testament 4.00 credits.
- REL 284 - Anabaptist and Pietist Movements 4.00 credits.
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh 4.00 credits.
- REL 294 - WCH Hinduism in America 4.00 credits.
- REL 295 - WCH Abrahamic Traditions: Judaism, Christianity, Islam 4.00 credits.
- REL 320 - Philosophy of Religion (PH 320) 4.00 credits.
- REL 364 - Amish Society (SO 364) 4.00 credits.
- REL 392 - Discovering Chinese and Japanese Philosophy 4.00 credits.
- REL 393 - Discovering Indian Philosophy 4.00 credits.
- REL 470-474 - Internship in Religious Studies Variable (0.00 to 12.00) credits.
- REL 480-489 - Independent Study in Religious Studies Variable credit.
- REL 490 - Independent Research in Religious Studies Variable (0.00 to 4.00) credits.
- REL 495 - Capstone in Religious Studies Variable (2.00 or 4.00) credits.
- SO 217 - WCH Sociology of Religion 4.00 credits.

Spanish Minor

The Spanish Minor is intended to help students develop their proficiency in and understanding of the Spanish language to flourish in a multi-lingual world. Spanish minors are encouraged to contact Professor Sean di Renzo for advising.

Required Courses:

- SP 211 - PLO Intermediate Spanish I 4.00 credits.
- SP 212 - PLO Intermediate Spanish II (SP 2120) 4.00 credits. or
- SP 213 - PLO Spanish for Educators 4.00 credits.
- SP 305 - Spanish Conversation 4.00 credits.

Two courses at the 300-level:

- SP 315 - Spanish Grammar and Composition 4.00 credits.
- SP 323 - Introduction to Literature 4.00 credits.
- SP 331 - Spanish for Healthcare I (SP 3310) 3.00 credits.
- SP 332 - Spanish for Healthcare II (SP 3320) 3.00 credits.
- SP 470-474 - Internship in Spanish Variable (0.00 to 4.00) credit(s).

Language Placement Policy

All students are required to complete one modern or ancient language course as part of the Elizabethtown College core program.

Students who studied Spanish, French or German in high school and wish to continue studying at Etown:

- Students MUST complete the Modern Language Placement Exam for that language.
- Students are not allowed to take the first entry-level course of a language if they completed level 3 or higher in high school, regardless of placement exam results.
- If you are bilingual, or a native or heritage speaker of a language, you must arrange a personal oral interview with the School of Arts and Humanities to determine proper placement. Students should contact Professor Sean di Renzo for information.
- First-Year students are encouraged to complete the Modern Language Placement Exam as part of Summer Orientation Preparations and first-semester scheduling.
- Students who wish to take a new language that wasn't taken in high school are not required to take the Modern Language Placement Exam. They will not be prohibited from another language during open registration in a subsequent semester.
- Students that elect to delay the completion of the Modern Language Placement Examination will be held by the same expectations outlined above. If they believe their has been a lapse in proficiency, they are encouraged to explore another language at the entry level.

Students who studied Japanese and wish to continue in the language at Etown:

- Students are required to meet with a member of the Japanese Faculty for placement.
- Arrange an appointment - contact Dr. Bhattacharya (bhattacharm@etown.edu) or Dr. Takahashi (takahashin@etown.edu).

PLACEMENT EXAMINATION FOR SPANISH, GERMAN, AND FRENCH

Students may take the placement exam ONCE for German, French, or Spanish.

LANGUAGE PLACEMENT DISCLAIMER

If you place yourself into a course lower than where you tested, you may be subject to reexamination the first week of classes resulting in dismissal from the course or registered into a language level based on the student's exposure to the language.

The Department of Modern Languages reserves the right to change a student's placement in a course if it believes that the student has not been placed at the appropriate level, or in the most appropriate course, based on the student's exposure to the language.

Technical Communications Minor

Student Learning Outcomes for Technical Communications minor:

Students will be able to:

- Adapt writing to serve target audiences
- Demonstrate persuasive competency within genres of workplace writing
- Apply basics of technical writing to engage readers with document design, sentences and paragraphs

Technical Communications minor requires:

- EN 282 - Technical Writing 4.00 credits.
- COM 160 - Face-to-Face Communication in a Digital World 2.00 credits.

Three Workplace Writing Courses

- COM 211 - Multimedia Journalism 4.00 credits.
- COM 314 - Feature Writing 4.00 credits.
- COM 355 - PR Writing 4.00 credits.
- EN 185 - Introduction to Professional Writing 4.00 credits.
- EN 283 - Legal Writing 4.00 credits.
- EN 285 - HUM Business Writing 4.00 credits.
- EN 496 - Word, Web, and Design (CW 496) 4.00 credits.

One Advanced Writing Experience

- EGR 401 - Senior Project in Engineering I 2.00 credits. and
- EGR 402 - Senior Project in Engineering II 2.00 credits.
  or
- EN 470-474 - Internship in English Variable (2.00 to 4.00) credits.
- EN 496 - Word, Web, and Design (CW 496) 4.00 credits.

Courses

ART 103 - Graphic Design I

4.00 credits. This introductory course is designed to increase visual literacy and vocabulary, to develop design skills and to present the creative possibilities of computer-based image making and editing. Historical, conceptual, technical and contemporary issues of digital imaging will be explored.

ART 105 - CE Drawing I

4.00 credits. **(Creative Expression Core Course)**
An introduction to the basic concepts, materials and techniques of drawing. These elements will be discussed and practiced through an intensive program of drawing from perception. The basic materials we use will consist of charcoal, ink and paper. Drawing subjects will include still life, interior space, portrait, self-portrait and the figure. The formal elements of line, shape, value, form, space, texture and composition will be explored through drawing done in class, on field trips and in weekly homework assignments.

ART 145 - CE Digital Photography

4.00 credits. **(Creative Expression Core Course)**
This survey course introduces students to multiple genres of digital photography, including portraiture, nature, still life, and abstract. Demonstrations and supervised lab periods will be used to instruct students in basic camera operation and image editing techniques. Discussion of photographic history, criticism, and aesthetics will be used to increase appreciation of photographic traditions and contemporary trends.

ART 155 - WCH Introduction to the History of Art I

4.00 credits. **(Western Cultural Heritage Core Course)**
A survey course highlighting the architecture, painting and sculpture of Western civilization from pre-history through the 14th century, including the Paleolithic and Neolithic eras, the Ancient Near East, Egypt, Ancient Greece and Rome, and the Middle Ages. Fall semester.

ART 157 - WCH Introduction to the History of Art II

4.00 credits. **(Western Cultural Heritage Core Course)**
A continuation of ART 155, this course traces the development of the fine arts in Europe from the 14th to the 20th centuries, including the Renaissance, Baroque, Rococo, Neoclassical, Romantic and Modernist movements. Spring semester.

ART 160 - CE Japanese Printmaking and Ink Painting

4.00 credits. **Creative Expression Core Course.**
This course introduces art techniques specific to East Asia. One part of the course focuses on mokuhanga, a Japanese style of printmaking that uses water-based inks and the other half covers sumi ink, a type of black ink wash painting which is practiced in Japan and China. Students will learn to properly use tools and brushes, make paper, carve and print woodblocks, and employ color theory in order to compose creative compositions. An overview of the history of art in parts of Asia will also be covered.

ART 203 - Graphic Design II

4.00 credits. This course integrates design principles and software, typography, digital illustration, digital imaging, page layout, and prepress techniques with emphasis on design process from visualization to production. Students will be responsible for the design and production of an integrated campaign consisting of several components across multiple media forms. Individual and collaborative work is expected including branding and packaging. **Prerequisite(s):* ART 103.

ART 204 - CE Fundamentals of Color and Design

4.00 credits. **(Creative Expression Core Course)**
This course introduces the principles of gestalt theory and color theory in the design of two- and three-dimensional works of art. Students will learn to compose with scale, perspective, geometric and organic form, line structure, texture, color, and value relationships. They will explore visualization and brainstorming techniques, the analysis of art historical prototypes, and the importance of art criticism in creating original works of art.

ART 205 - Painting I

4.00 credits. Studio easel painting in opaque media, with stress on pictorial organization and application of color theories. **Prerequisite(s):* ART 105. Fall semester.

ART 209 - Typography and Text Design

4.00 credits. Typography is integral to the total design of all visual communication. This course introduces students to the history of typography and its importance in print, fine arts, product design, logos, websites, blogs, and other visual media. Students will learn to identify the component parts of the letterform and experiment with a variety of design techniques from traditional calligraphy to digital applications. Graphic designers and artists will develop an individualized typographic voice and creative style. **Prerequisite(s):* ART 103 or permission of instructor.

ART 210 - Drawing II

4.00 credits. An intermediate-level course that stresses further conceptual, pictorial and technical development beyond Drawing I, with an emphasis on personal theme and content. **Prerequisite(s):* ART 105, or permission of the instructor. Spring semester.

ART 240 - NCH History of Japanese Art and Aesthetics (JA 240)

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course introduces students to the history of the art and aesthetic sensibilities of the Japanese people from prehistoric times to the modern period. Through this course, students will develop an appreciation for the major trends in Japanese art and the historical milieu in which these were produced. Major works of art from each historical era will be studied, including architecture, sculpture, painting and pottery, as well as some of the minor arts such as gardens, calligraphy, textiles, etc. Besides understanding the making of the actual works of art, students will also understand the aesthetic principles that inform the making of these objects, such as miyabi, yugen, wabi-sabi, that are central to Japanese cultural history. Spring semester.

ART 251 - Printmaking I

4.00 credits. This course provides practice in the methods of relief, intaglio and monotype, and instruction in the use of the printer's machinery. **Prerequisite(s):* ART 105, or permission of the instructor.

ART 280 - NCH World Architecture

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course is an exploration of the history, theory and design of iconic buildings from pre-history to the 21st century. The course is organized by building function: sacred spaces (places of worship, monuments), civic architecture and urban planning; residential architecture and commercial and recreational architecture.

ART 305 - Painting II

4.00 credits. An intermediate-level course with emphasis on developing and refining technique and concept. A continuation of the formal issues surrounding color and composition presented in ART 205. **Prerequisite(s):* ART 204 or ART 205. Spring semester.

ART 325 - Designing for the Web and Social Media

4.00 credits. This course focuses on the concepts and principles of interactive design in a digital marketplace. Through lectures and practical assignments, students will learn how to define interactive projects in terms of purpose, audience, task flows, and layout. Based on these fundamentals, students will utilize web authoring and editing software to develop an online presence using social, mobile, and other media platforms, without writing code. **Prerequisite(s):* ART 203 or permission of the instructor.

ART 340 - Modernism

4.00 credits. A history of the Modernist movement in painting, sculpture, architecture, design and film from 1870 to 1945. The course traces the revolutionary theories of Impressionism, Post-Impressionism, Expressionism, Cubism, Dada, Surrealism, Futurism and Suprematism. **Prerequisite(s):* ART 155 or ART 157, or permission of the instructor.

ART 344 - History of Graphic Design

4.00 credits. The history of graphic design is an evolution in aesthetics, style, and visual communication. The course traces the advent of new technologies and how this changed the graphic form of communication. Students will investigate the relationship of the graphic design discipline to social change, advertising, branding, propaganda, and personal expression. **Prerequisite(s):* ART 157 or permission of the instructor.

ART 345 - Advanced Photography

4.00 credits. This course explores creative approaches to color, editing techniques, and visual storytelling while also providing a practical foundation in event photography. Students will work with DSLR cameras to develop technical proficiency and artistic intention through hands-on shoots and applied assignments. **Prerequisite(s):* ART 145.

ART 352 - Printmaking II

4.00 credits. A continuation of ART 251 with further exploration in the methods of relief, intaglio and monotype printmaking and further instruction in the use of the printer's machinery. **Prerequisite(s):* ART 251. Spring semester, as needed.

ART 354 - Motion Graphics

4.00 credits. This course will introduce students to effective communication using motion graphics, including its application in broadcast and commercial design, interactive media, and gaming. The combination of music, visuals and typography will be explored following the basic theories of kinetic composition and aesthetics. Research, critical analysis, and concept development will be emphasized. **Prerequisite(s):* ART 203 and junior status, or permission of the instructor.

ART 400 - Honors in the Discipline

Variable (2.00 or 4.00) credits. Art majors of superior ability are invited to create a project or research paper in consultation with the student's faculty mentor. Work for ART 400 cannot be combined with any other course except ART 491 Student Exhibition, spring of the senior year. Students are encouraged to present their HID research papers at SCAD in the spring. **Prerequisite(s):* GPA of 3.5 or greater in their major concentration (Studio, Art Education, or Art History) by the end of the fall semester of the junior year. This course is repeatable for up to 4.00 credits. By invitation only. Register by Instructor.

ART 406 - Graphic Design III

4.00 credits. The goal of this advanced course is for each student to produce a professional quality design portfolio. A fully developed, polished final portfolio is a course and graphic design industry requirement. Relevant business issues will be discussed including basic business ethics and procedures, copyright law, taxes, and self-employment. **Prerequisite(s):* ART 203. **Signature Learning Experience: Capstone**

ART 470-474 - Internship in Art and Design

Variable (2.00 to 4.00) credits. An internship experience for students in the Art and Design majors or minors, as recommended by the School. A maximum of four credit hours from ART 470-474 may count as art electives. Additional credits count as free electives. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

ART 480-489 - Independent Study in Fine Art and Design

Variable credits. Individual students are provided the opportunity to pursue work in an area of major interest under the guidance of a member of the Program. **Prerequisite(s):* Approval of Dean and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

ART 495 - Architectural Design Studio I (EGR 495)

2.00 credits. Architectural Design studio course offered every Spring with rotating architectural case studies taught by full-time faculty and visiting Architects. Case studies are repeated no less than every two years so that students in Studio I and Studio II can participate in the same lectures. Independent student design work in Studio I and II is

required to be documented in an electronic portfolio; and professional documentation, drawings, and oral defense of architectural designs are required. Register by Instructor. Spring semester.

ART 496 - Architectural Design Studio II (EGR 496)

2.00 credits. Architectural Design studio course offered every Spring with rotating architectural case studies taught by full-time faculty and visiting Architects. Case studies are repeated no less than every two years so that students in Studio I and Studio II can participate in the same lectures. Independent student design work in Studio I and II is required to be documented in an electronic portfolio; and professional documentation, drawings, and oral defense of architectural designs are required. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Spring semester.

ART 497 - Senior Seminar

2.00 credits. A capstone course required for Fine Arts majors that provides opportunities for advanced research and development in studio and gallery/museum related work. The course builds and enhances the resumé and introduces the practical functions, operations, and workings for a career in art. **Prerequisite(s):* Senior status (Studio and Art History tracks) or permission of the instructor. Register by Instructor. Fall semester.

ART 498 - Senior Exhibition

2.00 credits. A capstone course required for Fine Arts majors that provides the opportunity for advanced development of personal expression in the studio. Students will work in their preferred media to create a coherent body of work which they will prepare for exhibition and install in the college art galleries. **Prerequisite(s):* Senior status (Studio and Art History tracks) or permission of the instructor. **Signature Learning Experience: Developmental Portfolio.** Register by Instructor. Spring semester.

AS 112 - NCH Understanding Asian Cultures

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
In Understanding Asian Cultures, we shall use the concepts, theories, methods and data used by cultural anthropologists to look at various Asian cultures and see what we can learn about their value systems, languages, economic systems, family and kinship structures, systems of power and social stratification, etc. After that, we will do a close reading of an ethnography of an Asian country. This will help us understand how cultural anthropologists study various countries, helping us gain insights into the cultural configurations of specific societies.

AS 470-474 - Applied Experience

1.00 credit. This course provides a reflective space for students to collaborate on reflections and integrate understandings of Asian Studies within applied contexts of internships and study abroad. **Prerequisite(s):* AS 112 and REL 290. **Signature Learning Experience: Internship or Practicum.**

AS 490 - Capstone Directed Research Project

Variable (1.00 - 4.00) credit(s). Students engage in an advanced level of research under the supervision of an Asian Studies faculty member to produce a thesis or other major research project. **Signature Learning Experience: Supervised Research.** Repeatable for credit for a maximum of 4.00 credits.

DA 101 - CE Introduction to Modern Dance

2.00 credits. **(Creative Expression Core Course)**
An introduction to modern dance techniques and aesthetics requiring athletic, creative and cognitive participation. Course work includes physical conditioning techniques, interpretive/creative movement experiences, and modern dance technique basics. Reading, discussion, writing and viewing contemporary dance facilitate an overall appreciation of dance as an art form.

DA 102 - CE Introduction to Ballet

2.00 credits. **(Creative Expression Core Course)**
A basic introduction to ballet technique, including bar, center floor and traveling combinations. Class includes development of anatomically correct alignment and dance technique, dance conditioning, spatial clarity, coordination, rhythm, use of weight, time and space. Class work will include readings, discussions, viewing of dance films, short writing assignments and performances of rehearsed dance sequences. Fall semester.

DA 103 - CE Introduction to Jazz Dance

2.00 credits. **(Creative Expression Core Course)**
Jazz dance techniques emphasizing a range of styles, incorporating the Limon technique, classical show jazz and funk for the beginner. Course work includes full jazz warm-ups, classical jazz technique/terminology, floor work, conditioning and performance of dance combinations. Class also includes reading, discussions, viewing and writing about jazz dance. Spring semester.

DA 203 - CE Jazz Dance in Diverse Cultural Styles

2.00 credits. **(Creative Expression Core Course)**
Jazz dance techniques emphasizing a range of styles, incorporating African, swing, classical show jazz, and hip-hop. The emphasis is on interpretation and performance of these styles on a more complex level. Course work includes jazz warm-ups, classic technique/terminology as it applies to jazz, floor work, conditioning for jazz dance and performance of dance combinations center and across the floor. Class also includes reading, discussions, viewing and writing about jazz dance. Fall semester.

EN 100 - PLE First Year Writing

4.00 credits. **(Power of Language Core Course)**
A composition course focusing on writing as a process of discovery concerning ideas, drafting, revising, and editing. Students read, write, and speak about a variety of aspects of the power of language.

EN 101 - CE Literature: Form and Performance

4.00 credits.

(Creative Expression Core Course)
An examination of various forms of literature with the purpose of understanding both how they produce distinct aesthetic experiences and how to use these forms creatively. Individual sections might focus on poetry, drama, creative nonfiction, Shakespeare, short story, film, and the novel, or some combination of these. This course does not count toward the English major or minor. This course is repeatable for credit.

*Students participating in the summer study abroad program will receive SLE credit. Any student electing to travel with the course for SLE credit only must register for the zero credit P/NP graded section. Students electing to travel for SLE credit only cannot change to the credit bearing section after the end of the drop/add period of course registration.

EN 102 - WCH Western Literary Culture

4.00 credits.

(Western Cultural Heritage Core Course)
An exploration of Western culture via literary forms such as film, prose, and poetry, this course places cultural understandings in context and relates the past to the present. Since the course may vary in content, it may be repeated for credit, provided the content is not duplicated. This course does not count toward the English major or minor.
*Students participating in the summer study abroad program will receive SLE credit. Any student electing to travel with the course for SLE credit only must register for the zero credit P/NP graded section. Students electing to travel for SLE credit only cannot change to the credit bearing section after the end of the drop/add period of course registration.

EN 103 - NCH Non-Western Literary Culture

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
An exploration of non-Western culture via literary forms such as film, prose, and poetry, this course places cultural understandings in context and relates the past to the present. Since the course may vary in content, it may be repeated for credit, provided the content is not duplicated. This course does not count toward the English major or minor.

EN 104 - HUM Introduction to Literature

4.00 credits. **(Humanities Core Course)**
An exploration of ethical and moral dilemmas, values, and choices presented in literary works. Students evaluate and support their decisions concerning ethical conduct in the works, and make aesthetic (artistic) assessments. Topics may include the tragic consequences of valid actions in Greek drama and American and African narratives; legend and fantasy; and moral crises explored by British authors ranging from John Milton to Carol Ann Duffy. *Since the course may vary in focus, it may be repeated for credit, provided the content is not duplicated. This course does not count toward the English major or minor.

EN 165 - CE Introduction to Creative Writing

4.00 credits. **(Creative Expression Core Course)**
This course encourages students' creative self-expression, and it develops their understanding and appreciation of one of the main literary genres (poetry, prose, or drama). The materials covered in the class are shaped by the instructor's specializations and interests: for details about course content during a particular semester, contact the English Department.

EN 182 - Usability & Technical Writing

2.00 credits. This course introduces students to the fundamentals of technical writing and the core principles of usability testing as a process. Students examine the ethics of AI-assisted writing, including responsible use in professional contexts. Through guided practice, they learn how to conduct usability testing and professional communication designed for clients. The course emphasizes practical skills, ethical awareness, and user-centered thinking.
**Prerequisite(s):* EN 100.

EN 185 - Introduction to Professional Writing

4.00 credits. This course provides an introduction to workplace writing. Writing assignments include writing for the media, short reports, and webpage/document design. The course also offers a variety of professional development workshops covering topics such as networking, informational interviews, and resumes. **Prerequisite(s):* EN 100.

EN 200 - WCH British Literature and Culture I: 550 – 1660

4.00 credits. **(Western Cultural Heritage Core Course)**
The first section of our two-part British Literature and Culture Survey Sequence, this course explores seminal works from the Medieval, Renaissance, Reformation, Civil War, and Commonwealth periods. By examining the texts' literary devices, themes, genres, structures, and contexts, students will develop their broad and close reading skills. They will also augment their knowledge about the early literatures and cultures of England, Scotland, Wales, and Ireland. (The texts and themes explored in the course are shaped by the instructor's specializations and interests: for details about materials covered during a particular semester, see the English Department's website.) *Students in the English Literature Concentration should take this course during the fall of their First Year.

EN 201 - WCH British Literature and Culture II: 1660 – Present Day

4.00 credits. **(Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course.**
This course is the second of our two-part British Literature and Culture Survey Sequence. It explores seminal texts from the literary and cultural movements that developed after the Restoration—movements traditionally known as the Neoclassical, Pre-Romantic, Romantic, Victorian, Edwardian, Modern, and Contemporary. By examining the texts' literary devices, themes, genres, structures, and contexts, students will develop their broad and close reading skills. They will also enhance and strengthen their literary and cultural knowledge of the countries that became the United Kingdom of Great Britain. (The texts and themes explored in the course are shaped by the instructor's specializations and interests: for details about materials covered during a particular semester, see the English Department's website.) **Prerequisite(s):* EN 100. *Students in the English Literature Concentration should take this course during the spring of their First Year.

EN 202 - HUM American Literature and Culture I: Beginnings – 1865

4.00 credits. **(Humanities Core Course)**
The first section of our two-part American Literature and Culture Survey Sequence, this course encompasses formative works created prior to and during the Civil War. Beginning with pre-Columbian Indigenous storytelling, the course moves through Colonial, Revolutionary, early National, and American Renaissance texts. By studying the works' literary devices, themes, genres, structures, and contexts, students will develop their broad and close reading skills. They will also expand and deepen their understanding and appreciation of foundational literatures and

cultures of North America and the United States. (The texts and themes explored in the course are shaped by the instructor's specializations and interests: for details about materials covered during a particular semester, see the English Department's website.) Fall semester. *Students in the English Literature Concentration should take this course during the fall of their First Year.

EN 203 - HUM American Literature and Culture II: 1866 – Present Day

4.00 credits. **(Humanities Core Course)**
***A Guided Writing and Research Course.**
This course is the second of our two-part American Literature and Culture Survey Sequence. It encompasses seminal texts from the literary and cultural movements that developed after the Civil War—movements traditionally known as Romantic, Realist, Modern, and Contemporary. By studying the works' literary devices, themes, genres, structures, and contexts, students will develop their broad and close reading skills, and they will also expand their knowledge about the literatures and cultures of the United States. (The texts and themes explored in the course are shaped by the instructor's specializations and interests: for details about materials covered during a particular semester, see the English Department's website.) **Prerequisite(s):* EN 100. Spring semester. *Students in the English Literature Concentration should take this course during the spring of their First Year.

EN 210 - WCH British Literature, Focus Course

4.00 credits. **(Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course.**
This course presents an exciting opportunity to explore and engage deeply with a particular period or theme from Britain's extensive literary and cultural history. The subject matter of the course is shaped by the instructor's specializations and interests: past offerings include "Medieval Literature: Romance and War," "The Renaissance Woman—and Man," "Eighteenth-Century Wit and Wisdom," "Romanticism: The Nature of Revolution," "Victorian Literature—Gender, Ambition, Transgression," and "Modern Literature and the World Wars." For details about course content during a particular semester, contact the English Department. **Prerequisite(s):* EN 100.

EN 211 - Multimedia Journalism (COM 211)

4.00 credits. In this course students study the application and importance of clear, logical writing necessary for success in print, broadcast and online project management. Grammar, language skills and Associated Press style will be introduced and refined. **Prerequisite(s):* EN 185 or COM 120.

EN 212 - HUM American Literature, Focus Course

4.00 credits. **(Humanities Core Course)**
***A Guided Writing and Research Course.**
This course presents an exciting opportunity to explore and engage deeply with a particular period or theme from America's extensive literary and cultural history. The subject matter of the course is shaped by the instructor's specializations and interests: past offerings include "Revolution to Civil War," "Realism: Gender, Race, and Money," and "Modernism: The World Turned Upside Down." For details about course content during a particular semester, contact the English Department. **Prerequisite(s):* EN 100.

EN 214 - NCH World Literature, Focus Course

4.00 credits. **Non-Western Cultural Heritage Core Course.**
***Guided Writing and Research Course.**
This course presents an exciting opportunity to engage deeply with literature originally written in languages other than English, and/or with English-language texts written in countries other than the UK and USA. The authors, works, and themes covered in the course are shaped by the instructor's specializations and interests: past offerings have included examinations of literary works from Ireland, Germany, North America (Turtle Island), Australia, and Aotearoa/New Zealand. For details about course content during a particular semester, contact the English Department.

EN 218 - Career Readiness

2.00 credits.

English majors are not just teachers and professors—though they can be those. They are also writers (of all sorts); librarians and archivists; marketing, advertising, PR, and HR specialists; journalists, publishers, editors, and social media managers; as well as lawyers, medical professionals, CEOs, and more!
In this course, you will learn about exciting and engaging career possibilities for English majors, craft career documents, and begin to plan your future endeavors beyond the classroom. Fall semester.

EN 232 - HUM Graphic Medicine

4.00 credits. **Humanities Core Course.**
This course introduces students to the literary form of graphic medicine: comics that address issues of illness, wellness, (dis)ability, and medicine from the perspectives of patients, health care providers, caregivers, and/or family members. The class will introduce students to the fields of literary and comics studies as well as medical and health humanities to develop the tools and vocabulary necessary to critically engage with graphic medicine texts. Students will read and create graphic medicine texts.

EN 235 - TESOL Second Language Acquisition and Cross-cultural Perspectives

2.00 credits. This course explores the basic foundations of second language acquisition in children and adolescents. Students will explore best practices in developing optimal settings for English foreign language or second language instruction and the complexity of the notion of "culture" as it corresponds with language. Students will practice applying intercultural communication principles to communicate with English language learners and their communities. Enrolled students will also work collaboratively to design classroom activities that aid in the development of a safe, friendly, and positive learning environment for all learners.

EN 252 - HUM Environmental Humanities

4.00 credits. **(Humanities Core Course)**
Planet Earth is currently in the throes of significant ecological crises. These include (but are by no means limited to) catastrophic climate change, uncontrolledplastic and outdoor-light pollution, loss of biological diversity, human overpopulation, the unsustainable development of energy sources and "built environments," and humans' increasing disconnection from other elements of the natural world (including "shifting baseline syndrome"). In this course, we will examine literary and visual texts that explore ideas of Nature, the Environment, and Sustainability throughout human history. The texts on the syllabus were produced in, or refer to, a range of countries and time-periods, from

the ancient Middle East to modern-day North America, Britain, Europe, and Asia. As well as discussing these works' verbal and visual representations of Earth's various ecological states throughout time, we will think about the ways in which historical texts can be viewed and understood as relevant, useful tools in the context of tackling Earth's current eco-crises.

EN 260 - Creative Writing: Poetry

4.00 credits. This course involves the study of formative and seminal poems, and the creation of original poetry. The countries and cultures explored within the class, and the type(s) of poetry studied and created (Closed Forms, Free Verse, Prose Poems, etc.), will depend upon the interests and specializations of the instructor. For details about course content during a particular semester, see the English Department's website. ***Prerequisite(s):*** EN 100.

EN 261 - CE Writing and Analyzing the Short Story

4.00 credits. **(Creative Expression Core Course)**
***A Guided Writing and Research Course.**
Students will analyze classic short stories using the language and concepts of literary criticism through discussion, oral presentation, and a major research paper. Emulating classic literary models, they will write original short stories, revising according to detailed critiques by their peers and the instructor. ***Prerequisite(s):*** EN 100.

EN 262 - CE Creative Non-Fiction

4.00 credits. **(Creative Expression Core Course)**
A readings and workshop course in literary nonfiction, this course acquaints students with the research and writing techniques used by writers of nonfiction, and with the history of the genre. Students select their own writing projects from a variety of genres. *Professional Writing majors must have completed EN 185. Alternate years.

EN 263 - CE Young Adult Literature

4.00 credits. **(Creative Expression Core Course)**
***A Guided Writing and Research Course.**
A study of the development and current popular status of literature for young adults, with an emphasis on themes of radicalism, trauma, and identity, among others. The course will examine modern forms represented in young adult literature, including fantasy, the realistic novel, science fiction, and the graphic novel. We will examine and create works relevant to the current YA market. ***Prerequisite(s):*** EN 100. Spring semesters.

EN 282 - Technical Writing

4.00 credits. A course emphasizing clarity and precision in writing and including instruction in oral and graphic presentation of technical and scientific information. This course supports students' professional development and offers real-world writing experience through client-based projects. *Professional Writing majors must have completed EN 185. **Signature Learning Experience**: **Community Based Learning**. Fall semester.

EN 283 - Legal Writing

4.00 credits. A survey of the types of writing common in government, politics, and law. Students practice basic legal analysis, statistical analysis, persuasion, and more advanced forms of legal writing, such as the appellate brief. *Professional Writing majors must have completed EN 185.

EN 285 - HUM Business Writing

4.00 credits. **(Humanities Core Course)**
***A Guided Writing and Research Course**
Students will learn content related to the most common writing tasks in business writing. Content will cover messaging strategies, genres related to business writing, social media, company-specific language, and crisis communication. Students work with clients to learn about writing briefs and crafting messages for business needs. Students will also be introduced to current best practices and ethical considerations for using AI writing tools in professional contexts. **Prerequisite(s):* EN 100. *Professional Writing majors must have completed EN 185.

EN 301 - English Grammar and Linguistics

4.00 credits. A study of the four major approaches (i.e. prescriptive, descriptive, generative, and contextual) used in English grammar and English linguistics. This course also considers the transformation of the English language from its formation in Anglo-Saxon England through modern times. Using cultural, political, historical, literary, and linguistic analyses, students will follow changes in vocabulary and syntax and the many varieties of English spoken around the globe today. Enrollees will extend their own knowledge of English grammar and linguistics and apply these concepts to their work in their selected fields of study. This course is intended for future English teachers; however, the course is open to all students. **Prerequisite(s):* EN 100. Alternate Fall Semesters.

EN 306 - Methods Seminar in Teaching Language and Composition

4.00 credits. The teaching of English grammar and usage with reference to teaching composition at the secondary school level, and practical application of various methodologies through teaching internships in the classroom and/or the Learning Center. *Must be completed prior to the professional semester.

EN 330 - Reading at the Crossroads: Intersectionality in Multiethnic American Literature

4.00 credits. "Intersectionality" is a framework for understanding the ways in which a person's multiple identities intersect, combine, or entangle themselves to create unique lived experiences—including privilege, discrimination, and (dis)advantage. This course explores the ways in which contemporary North American literature represents interactions between race, gender, ethnicity, sexuality, class, disability, and other identity markers. Materials include creative and critical works that invite discussions of how identities relate and interact to affect a person's lived experiences.

EN 331 - Rainbow Reads: Queer American Literature and Culture

4.00 credits. This course explores a range of literary genres and forms through the lens of Queer Theory. It investigates the roles of sex and gender, as well as other identities, in texts by LGBTQ+ authors who present Queer characters and themes in their work. The course has a particular focus on contemporary American texts. In addition to literature, the course explores other artforms, key moments in LGBTQ+ history, and theoretical approaches to gender and sexuality.

EN 332 - Black Health Matters: Race, Gender, and Medicine in African American Literature

4.00 credits. This course explores Black authors' and other artists' engagements with topics like health and wellness, as well as medical knowledge and practice, in their works—including in novels, poetry, and visual arts. Via an exploration of scientific, literary, and other creative texts, we will examine how Black doctors, medical racism,

racialized healthcare, and Black healing have been portrayed in African American literature and other media from the period of enslavement in the US until today.

EN 333 - Southern Gothic: Misfits, Ghosts, and "Haints"

4.00 credits. Enter the unsettling world of the post-Reconstruction American South in this course that examines the magic and mayhem of a land haunted by its history of enslavement, religious oppression, and ostracism of the "Other." As a response to the "plantation tradition" that romanticized the antebellum South, the Southern Gothic employs elements of gothic literature—horror, hauntings, and the macabre—to critique the ideology of American exceptionalism and expose the dark underbelly of the "Old South."

EN 340 - Mysterious and Altered States in British Romantic Literature

4.00 credits. This course explores texts from the British Romantic period (*c*.1770/1789–1835) that address or express mysterious and altered states of mind. The unifying theme of "mysterious and altered states" is approached via a series of sub-themes, including states of mind associated with, or provoked by, supernatural encounters, the Imagination, the Sublime, mental illness, philosophical exploration, drug use, God, and Nature.

EN 341 - Representations of "Town and Country," 1660-1835

4.00 credits. The seventeenth, eighteenth, and nineteenth centuries heralded dramatic changes for rural and urban landscapes across England, Scotland, Wales, and Ireland—the countries that eventually became the United Kingdom of Great Britain. Among other factors, the rapidly expanding British Empire, the growth of London as an international trading hub, the Industrial Revolution (*c.* 1750 onwards), and the increased number of Enclosure Acts caused major new shifts—both literal and figurative—in the islands' population-distributions and cultures. This course explores poetry and prose works that responded to this era's new dynamics of "Town and Country."

EN 342 - British Lyric Poetry

4.00 credits. It is no wonder that the lyric is the most common genre within the English-language poetic tradition. When composing lyric poems, authors are able to create ambiguous, profoundly flexible narrative voices—speakers that may, or may not, be aligned with their own personal identities, beliefs, experiences, and values. This narrative ambiguity does not only engender great freedom for poets: it also serves to widen their audiences by expanding the "universality" of their texts. This course explores lyric poems composed, during various time-periods, by poets from England, Scotland, Wales, and Northern Ireland.

EN 343 - The Epic Tradition

4.00 credits. Epic poetry is an age-old poetic genre, one that has made its mark in a multitude of time-periods, languages, and cultures. This course explores some of the most important epic poems written in the English language(s): texts may include—but not be limited to—*Beowulf* (first millennium CE), *The Faerie Queene* (1590 and 1596), *Paradise Lost* (1667 and 1674)*, The Seasons* (1726 and 1730)*, The Task* (1785), *The Prelude* (1798, 1805, and 1850), *Psyche* (1805), *Childe Harold's Pilgrimage* (1812–1818), and *Aurora Leigh* (1856).

EN 344 - Revolutions in Anglophone Prose

4.00 credits. With a focus upon non-fiction prose texts originally composed in various iterations of the English language, this course explores works that have had a significant impact within, or upon, a variety of nations,

cultures, and communities. The works on the syllabus will depend upon the time-period(s) covered during a particular semester; however, all texts will be ones considered "revolutionary" or seminal within a variety of fields, including poetics, linguistics, religion, philosophy, politics, science, medicine, travel, and the formation of collective identities.

EN 360 - Advanced Fiction Writing

4.00 credits. Advanced Fiction Writing will be a workshop-based class in which we discuss our own stories and analyze 8-10 contemporary fictions. We'll each have an opportunity to build two fiction selections (1-2 full short stories or a portion of a novel-in-progress) for a final portfolio. This class will focus on building sophisticated techniques for both writing one's own fiction and discussing fiction from a "lab-based" perspective. **Prerequisite(s):* EN 100 and one of the following: CW 160, EN 165, EN 261, or EN 263.

EN 410 - British Authors

4.00 credits. A seminar focused upon the writings of one or more British authors. For details of the author(s) being covered in a particular semester, please see the description on the English Department's website. *As the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated.**Signature Learning Experience: Supervised Research.**

EN 412 - American Authors

4.00 credits. A seminar focused upon the writings of one or more American authors. For details of the author(s) being covered in a particular semester, please see the description on the English Department's website. *As the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated. **Signature Learning Experience: Supervised Research.**

EN 414 - World Authors

4.00 credits. A seminar focused upon the writings of one or more World authors. For details of the author(s) being covered in a particular semester, please see the description on the English Department's website. *As the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated. **Signature Learning Experience: Supervised Research.**

EN 460 - From Murasaki to Murakami (JA 460)

4.00 credits. This course will introduce students to Japanese literature from the classical period to the modern, in a variety of genres, starting from the oral traditions of myth and poetry of Kojiki and Manyoshu, the great masterpieces of classical Japanese prose depicted in the Genji Monogatari, plays from the feudal period, Heike Monogatari and Sonezaki Shinjuu, early modern novels such as Kokoro and Hakai, and contemporary fiction and personal histories that have gained critical acclaim and popular success, such as Masks, Kitchen, Norwegian, Wood, and Black Rain, among others. Students will not only learn to understand the historical contexts of these works in terms of genre, intent, audience, themes, aesthetics, gender relations, religion and spirituality, but will also engage with literary theories that undergird our understanding of literary production and appreciation. Students will also learn how to apply that understanding in their own writing in the form of research papers and short reflective reaction papers. This course is an elective for declared English Education majors.

EN 470-474 - Internship in English

Variable (2.00 to 4.00) credits. Internships provide students with practical workplace experience at a newspaper office, magazine publisher, public relations firm, or other venue for professional writing. A maximum of twelve credit hours from English 470-474 may count as English electives. Additional credits count as free electives. Graded Pass/No Pass. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

EN 480-489 - Independent Study in English

Variable credit. Individual students are provided the opportunity to pursue work in an area of major interest under the guidance of a member of the English Program. **Prerequisite(s):* Approval of the Dean and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

EN 490 - Directed Senior Research I

2.00 credits. English majors of superior ability are allowed to explore a topic of their choosing and to produce a major work of 40 to 60 pages. **Prerequisite(s):* Senior standing, a grade point average of 3.60 or higher in the major and overall, and permission of the School. Two credits are awarded each semester of the senior year. See the Dean of the School of Arts and Humanities or Head of the English Directed Senior Research Program for more information. **Signature Learning Experience: Supervised Research.** Register by Instructor.

EN 491 - Directed Senior Research Project II

2.00 credits. English majors of superior ability are allowed to explore a topic of their choosing and to produce a major work of 40 to 60 pages. **Prerequisite(s):* Senior standing, a grade point average of 3.60 or higher in the major and overall, and permission of the School. Two credits are awarded each semester of the senior year. See the Dean of the School of Arts and Humanities or Head of the English Directed Senior Research Program for more information. **Signature Learning Experience: Supervised Research.** Register by Instructor.

EN 495 - Seminar in Literary Studies

4.00 credits. In this seminar, students engage in thorough, meaningful explorations of literary texts, and they learn the most effective ways of presenting ideas about these texts, both verbally and in writing. As well as producing a lengthy non-fiction research project, students study public-speaking techniques and deliver an extended verbal presentation of their research findings. The goal of the course is to prepare students for Graduate study and careers in which they will be expected to exercise discerning critical-thinking and research skills, and to convey their findings and ideas—clearly, and with confidence—to an audience. **Prerequisite(s):* English major, junior or senior status. (English minors wishing to take this course should consult with the instructor to assess its suitability.) **Signature Learning Experience: Developmental Portfolio.** Fall semester.

EN 496 - Word, Web, and Design (CW 496)

4.00 credits. This advanced course instructs students in web writing and layout techniques. It provides opportunities to learn and practice messaging skills useful for future careers writing for nonprofit and company websites. The course focuses on the aesthetic and professional presentation of one's work. **Prerequisite(s):* Open to juniors and seniors. *Professional Writing majors must have completed EN 185. **Signature Learning Experience: Capstone Experience.** Spring semester.

FR 111 - PLO Elementary French I

4.00 credits. **(Power of Language Core Course)**
Basic elements of structure and the phonetic system in culturally authentic contexts. The development of communicative competence in five skill areas: speaking, listening, reading, writing, and sociocultural awareness. Media in the target language supplement proficiency-oriented textbooks.

FR 112 - PLO Elementary French II

4.00 credits. **(Power of Language Core Course)**
Expansion of basic elements of structure and the phonetic system in culturally authentic contexts. Additional development of communicative competency in five skill areas: listening, speaking, writing, reading, and sociocultural awareness. Media in the target language supplement proficiency-oriented textbooks. **Prerequisite(s):* FR 111, or placement by examination.

FR 211 - PLO Intermediate French I

4.00 credits. **(Power of Language Core Course)**
Emphasizes functional proficiency. A functional-notational syllabus expands use of linguistic tasks such as asking questions, stating facts, describing, narrating, and expressing feelings. Use of authentic cultural materials and contexts heightens sociocultural awareness. Media in the target language supplement text and written materials. **Prerequisite(s):* FR 112, or placement by examination.

FYS 100 - First-Year Seminar

4.00 credits. The First-Year Seminar provides an educational experience that is composed of several important components. First, it develops intellectual skills, such as critical analysis and synthesis, and communications skills, such as speaking and writing. Second, it broadens definitions of learning. The student is exposed to multiple ways of acquiring information and knowledge. Third, the First-Year Seminar establishes the integration of knowledge. Using the instructor's major field of study as a foundation, this course promotes connections across disciplines. Students will also attend events outside of class such as talks, plays, concerts, art exhibits, and Student Life events. The First-Year Seminar is letter-graded. Register by Instructor.

GER 111 - PLO Elementary German I

4.00 credits. **(Power of Language Core Course)**
Basic elements of structure and the phonetic system in culturally authentic contexts. The development of communicative competence in five skill areas: speaking, listening, reading, writing, and sociocultural awareness. Media in the target language supplement proficiency-oriented textbooks.

GER 112 - PLO Elementary German II

4.00 credits. **(Power of Language Core Course)**
Expansion of basic elements of structure and the phonetic system in culturally authentic contexts. Additional development of communicative competency in five skill areas: listening, speaking, writing, reading, and sociocultural awareness. Media in the target language supplement proficiency-oriented textbooks. **Prerequisite(s):* GER 111, or placement by examination.

GER 211 - PLO Intermediate German I

4.00 credits. **(Power of Language Core Course)**
Emphasizes functional proficiency. A functional-notational syllabus expands use of linguistic tasks such as asking questions, stating facts, describing, narrating, and expressing feelings. Use of authentic cultural materials and contexts heightens sociocultural awareness. Media in the target language supplement texts and written materials. **Prerequisite(s):* GER 112, or placement by examination.

HI 101 - HUM United States History to 1877

4.00 credits. **(Humanities Core Course)**
This course traces the foundations of early American history from the Age of Discovery through the Civil War era. Included will be examinations of colonial society, the causes and consequences of the American Revolution, the rise of mass democracy, and the growing sectionalism that tore the nation apart in 1861.

HI 102 - HUM United States History Since 1877

4.00 credits. **(Humanities Core Course)**
This course examines the history of the United States from America's late nineteenth century industrial revolution to 9/11 and its aftermath. Emphasis will be on the nation's rise as an economic and military superpower, its political development, and its multicultural identity.

HI 111 - NCH History of Pre-Modern Asia

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course examines the history of Asia up to 1500. There will be a focus on cross-cultural contacts within Asia and with the larger world. By semester's end, students will have a factual understanding of Asia's role in the international community, including the cultural, political, intellectual and economic factors that have influenced this region's history. They also will learn to critically evaluate historical materials relevant to the study of Asia. **Prerequisite(s):* Power of Language English Core course.

HI 112 - NCH History of Modern Asia

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course examines the history of Asia from approximately 1500 until the present day. It will focus on cross-cultural contacts within Asia and with the West. By semester's end, students will have a better appreciation of Asia in our international community, and will better understand the cultural, political, intellectual and economic factors that have influenced this region's history. **Prerequisite(s):* Power of Language English Core course.

HI 114 - WCH Western Civilization I

4.00 credits. **(Western Cultural Heritage Core Course)**
This course will examine the evolution of Western civilization from its origins in ancient Mediterranean communities (c. 3000 BCE) to the end of the Thirty Years' War (1648). Emphasis will be placed on the role of politics, economics, culture, religion, and ideology in shaping European societies.

HI 115 - WCH Western Civilization II

4.00 credits. **(Western Cultural Heritage Core Course)**
An exploration of historical developments that dominated Western civilization from 1500 through the present. Emphasis will be placed on the role of politics, economics, culture, religion and ideology in shaping modern society in Europe and the United States.

HI 120 - NCH History of the Islamic World Up to 1800

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course explores the history of the Islamic World from its origins in the 7th century CE to its interaction with the modern world. Covering regions from the Atlantic to the Indian subcontinent, it examines key historical events, the development of Islamic traditions and institutions, and the social, political, and religious transformations that shaped this vast and diverse region.

HI 121 - NCH History of the Modern Middle East

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course explores the political, economic, social, and cultural transformations in the Middle East from the late 18th century to the present. Tracing the region's integration into a Western-dominated world system, students will explore the evolution of the Middle East through the 19th and 20th centuries, examining colonialism, the oil economy, and changing gender roles. The course culminates in a role play exploration of contemporary regional challenges.

HI 209 - WCH Nineteenth Century Europe

4.00 credits. **Western Cultural Heritage Core Course.**
This course reviews the "long" 19th century (1789-1914) beginning with the French Revolution and working our way through the processes and implications of industrialization, cultural development, liberalization, and imperial expansion, among other topics, before concluding on the eve of the First World War. This period encompasses the height of European power on the global stage.

HI 210 - WCH Twentieth-Century Europe

4.00 credits. **Western Cultural Heritage Core Course.**
This course examines political, economic, social, and cultural developments in Europe from 1914 to the present. Emphasis will be placed on World War I, the Russian Revolution, Fascism, Nazism, Communism, World War II, the Cold War, decolonization, the collapse of Communist regimes in Eastern Europe, and the evolution of the European Union.

HI 225 - History of Modern Japan

4.00 credits. This course traces Japan's history from the period of the Meiji Restoration in the mid-19th century to the present period. Upon completion of the course, the student will be able to describe, explain and analyze diplomatic, political, social, economic and technological interactions between Japan and its Asian neighbors as well as between Japan and the West for the modern period.

HI 226 - NCH History of Modern China

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course traces China's history from the turbulent close of the dynastic era at the end of the 19th century through the present Communist period. Upon completion of the course, the student will be able to describe, explain and analyze diplomatic, political, social, economic and technological interactions between China and its Asian neighbors as well as between China and the West for the modern period.

HI 230 - WCH American Minds I - From Puritanism to Transcendentalism

4.00 credits. **(Western Cultural Heritage Core Course)**
This course explores the development of American thought from the era of New England Puritanism to the age of sectionalism and Civil War. It will center on close readings of classic texts, essays and speeches penned by a number of significant thinkers including Anne Hutchinson, Thomas Paine, Henry David Thoreau, Harriet Jacobs, and Herman Melville. An analysis of "native" ideas, the class offers students fresh and original ways to think about the American past.

HI 231 - HUM American Minds II - From Victorianism to Multiculturalism

4.00 credits. **(Humanities Core Course)**
This course explores the development of American ideas from the post-Civil War Victorians to contemporary debates over multiculturalism and postmodernism. It will center on close readings of "classic" and controversial texts written by such original thinkers as Henry Adams, W.E.B. Du Bois, Charlotte Perkins Gilman, Reinhold Niebuhr and Richard Rorty.

HI 235 - SSC Citizenship and Conscience

4.00 credits. **(Social Science Core Course)**
***A Guided Writing and Research Course.**
Explores issues of citizenship and civic responsibility through the lens of religious minorities—Amish, Brethren, Mennonites, and Hutterites—whose pacifist commitments have often placed them in conflict with political systems in the United States, but have also often led them to defend religious liberty or advocate for social justice. Student will each choose a historical or contemporary case study to research, write, and present as an academic paper.
**Prerequisite(s):* EN 100.

HI 301 - Contemporary China

4.00 credits. In this course we will investigate contemporary Chinese society, defined as the post-Mao era, with a focus on history, politics, economics, social structures, and culture.

HI 302 - World War II in the Pacific

4.00 credits. In this course we will trace the history of World War II in the Pacific. We will focus on the years before, during, and after the war, including the war's impact on both military and civilian populations.

HI 303 - Jeffersonian America

4.00 credits. This course explores the formative years of the early American republic from the drafting of the Constitution to the age of sectionalism. Topics include the emergence of competitive political parties, the nation’s divided reaction to the French Revolution, the unexpected growth of popular democracy, the War of 1812, and the expansion of slavery across the country’s southwestern frontier. Enrollment limited to sophomore status or above.

HI 304 - The Civil War

4.00 credits. This course examines the causes, character, and consequences of America's Civil War. Topics include the failure of antebellum politics, the centrality of the slavery "question," arguments for and against secession, and an overview of the military campaigns that defeated the Confederacy. Enrollment limited to sophomore status or above.

HI 306 - Recent History of the U.S.

4.00 credits. An intensive analysis of the vexing economic, political, social and diplomatic forces responsible for shaping the American experience since 1900; conflicting interpretations emphasized. Enrollment limited to sophomore status or above.

HI 308 - History in Literature

4.00 credits. An exploration of recent history (1900-2000) through the novel. This course will analyze how race, myth, power and class in the modern world have been interpreted by writers from around the globe. It will further assess how literary movements have sometimes reflected and sometimes challenged the values of their societies. Enrollment limited to sophomore status or above.

HI 309 - American Intellectual History

4.00 credits. An examination of the major social and intellectual movements in the United States. Enrollment limited to sophomore status or above.

HI 311 - The Ancient World

4.00 credits. An examination of the history and interconnection of ancient regions, including Mesopotamia, Egypt, Assyria, Israel, Greece and Rome. Enrollment limited to sophomore status or above.

HI 312 - Rise of Europe, 400 - 1400

4.00 credits. An exploration of the growth of western Europe from its Greek and Roman heritage and the fall of Rome through the consolidation of the Church and Christianity, the rise of kingship and nationhood, the emergence of classes, and economic, social and cultural developments. Enrollment limited to sophomore status or above.

HI 315 - The Early Modern World: Religion, Renaissance and Encounter

4.00 credits. An examination of the religious, political, cultural and scientific changes in Europe between 1400 and 1750, with emphasis placed also on the Ottoman Empire, the encounter with America, the expansion into Asia and Africa, and other global realities. Enrollment limited to sophomore status or above.

HI 316 - The Enlightenment and French Revolution (1600-1800)

4.00 credits. An analysis of an emerging, world-dominating Europe, with emphasis on the Enlightenment, the nation-state, global conflicts, civil wars and revolutions, and social, cultural and economic developments. Enrollment limited to sophomore status or above.

HI 320 - Middle East in Modern Times

4.00 credits. This course examines the major political, social, economic, and intellectual movements that have shaped states and peoples in the modern Middle East. The class will survey the rise of Islam and the history of the region from the seventh through the eighteenth centuries, but primary attention will be devoted to the nineteenth and twentieth centuries, particularly the challenges presented by Euro-American encroachment and the Israeli-Palestinian Conflict. Enrollment limited to sophomore status or above.

HI 321 - North Africa in Modern Times

4.00 credits. This course examines the major political, social, economic, and intellectual movements that have shaped states and peoples in North Africa. The class will survey the rise of Islam and the history of the region from the 7th through the 18th centuries, but primary attention will be devoted to the 19th and 20th centuries, particularly the challenges presented by European colonialism and decolonization. Enrollment limited to sophomore status or above.

HI 325 - The Beatles: A Cultural History

4.00 credits. More than a popular musical group, the Beatles (c. 1960-1970), embodied many of the deep changes moving through Western culture in the sixties. Their "long" hair, androgynous look, and genius for producing sounds and lyrics that established rather than followed trends, were all part of the Beatles' mystique. This course will evaluate the Beatles' music and how it came to be associated with youth, liberation, "choice," and, various forms of protest.

HI 330 - Studies in U.S. History

4.00 credits. An analytical inquiry into special period and topics in US history, including but not limited to World War I and World War II. Enrollment limited to sophomore status or above. This course is repeatable for credit.

HI 340 - Studies in European History

4.00 credits. An analytical inquiry into special periods and topics in European history, including courses on World War I and World War II. Enrollment limited to sophomore status or above. This course is repeatable for credit.

HI 341 - African American History

4.00 credits. A study of the Black American experience from the colonial times to the present, with emphasis on slavery, Reconstruction, and the Civil Rights Movement.

HI 342 - F. Scott Fitzgerald

4.00 credits. F. Scott Fitzgerald's novels, stories, and essays offer insightful commentary on the history of the United States in the period between the First and Second World Wars. Students in this course will read and analyze some of Fitzgerald's greatest works -- including The Great Gatsby, Tender is the Night, and "Babylon Revisited." Enrollment limited to sophomore status or above.

HI 360 - Italian Renaissance

4.00 credits. The Italian Renaissance seminar is an in-depth cultural history of the humanist movement in Italy from 1250 to 1550 and its impact on the fine arts, literature, politics, religion, education and science. The course includes reading and discussion of primary texts by Petrarch, Dante, Boccaccio, Alberti, Machiavelli, Da Vinci, Michelangelo and Vasari. Topics include the revival of Antiquity, the discovery of Nature, Statecraft, scientific innovation and new concepts of genius and creativity. **Prerequisite(s):* ART 155, ART 157, or HI 115. Enrollment limited to sophomore status or above.

HI 400 - Senior Honors Project

Variable (2.00 or 4.00) credits. Students who have been invited and accepted to participate in the Honors in the Discipline Program may register for this course in the semester or semesters (no more than two) in which the research or creative project is initiated and/or completed. The total credit hours for the senior project shall not exceed 4 hours. Completion of this course does not assure recognition for Honors in the Discipline. See the Dean for additional information. **Prerequisite(s):* Invitation to Honors in the Discipline Program. Enrollment limited to sophomore status or above. **Signature Learning Experience: Supervised Research.**

HI 450 - Topics in Historiography

4.00 credits. This course provides students with the opportunity to think critically about how historians "produce" history. We will spend much of our time analyzing the various methods that scholars have employed to interpret the past and further contextualize the assumptions, biases, and interpretive paradigms that have moved the historical profession along. In short, we will focus not on the "what" of history but on the "why" and "how." **Prerequisite(s):* Enrollment limited to junior and senior history majors. **Signature Learning Experience: Capstone Experience.**

HI 480-489 - Independent Study in History

Variable credit. Designed to offer an opportunity to use techniques of historical interpretation in specific problem areas. **Prerequisite(s):* Approval of the Dean, the Independent Study Committee, and permission of the instructor. Enrollment limited to sophomore status or above. Register by Instructor. This course is repeatable for credit.

HI 490 - Independent Research in History

Variable (2.00 to 4.00) credits. This independent research course focuses on a topic of mutual interest to the History major and Program mentor. Enrollment is limited to junior status and above. The course must be registered during the semester in which it will be completed. **Signature Learning Experience: Supervised Research.** Register by Instructor.

HM 103 - A Day in the Life - The Gambia

2.00 credits. This course explores the experience of life in Pirang, The Gambia. We will explore the history of The Gambia – the beautiful and the painful. We will learn about the lives of Gambians and learn about language, politics, religious life, and economics. We will wrestle with how this new context alters our view of the world along with our personal and professional lives. To meet the NCH core requirement you must also complete HM104.

HM 104 - NCH Ten Days in Pirang - The Gambia

2.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course provides a window into life in Pirang, The Gambia, during a 10-day stay in Pirang. That fragile lens can provide the root of a new perspective on our lives and professional work. During the trip each student will keep a travel journal and will use that journal to draft a reflection paper on how seeing the world and their work through a West African filter might shape their lives and professions. *Pre/Corequisite(s): HM 103. **Signature Learning Experience - Cross-Cultural Experience.**

HM 205 - HUM Introduction to Medical Humanities

4.00 credits. **(Humanities Core Course)**
This course offers students humanistic explorations of identity, gender, sex, role, language, and culture within contexts of illness and care. Using literature and other arts, students will develop skills in critical analysis, close reading, and interpretation to dialogue about the complexities of identity, illness, and disability. Fall and Spring semesters.

HM 210 - Preparing for a Transformational Study Abroad Experience

2.00 credits. In one of the two semesters before studying abroad, students will lay the groundwork to maximize their study abroad experience, from the logistical details to the life-changing power of meaningful interpersonal and intercultural engagement. Students will engage in research and discussion on enculturation, acculturation, intercultural competence, communicative competence, social justice and more and be in regular communication with their classmates, the Study Abroad Office, and students who have recently returned from study abroad.

HM 300 - Community-Centered Medical Humanities

2.00 credits. A community-based research project is the central element of this course. Students spend time listening to stories and completing an analysis of the lived experiences of health, wellbeing and illness. ***Prerequisite(s):*** HM 205, SW 280 or PSY 355. **Signature Learning Experience: Community-Based Learning.** Spring.

HM 310 - The Transformational and Reflective Study Abroad Experience

2.00 credits. The semester immediately after studying abroad, students who have already completed HM 210 will re-visit the topics from that course as they share their story via blogs, vlogs, digital storytelling, etc. and discuss topics such as re-entry, re-adaptation, reverse culture shock, navigating a multicultural/multilingual identity, marketing their global skills, and the importance of fostering a lifelong commitment to continue to develop their intercultural communicative competence. ***Prerequisite(s):*** HM 210.

HM 320 - Cultural Competence: Working Effectively with Diverse Populations (HM 3200)

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

HM 472 - Internship in Arts and Humanities

2.00 credits. Internships provide students with practical workplace experience in a setting beneficial to the student's major, as recommended by the School. This guided experience helps students apply their learning, build skills, and expand professional networks. Graded Pass/No Pass. **Signature Learning Experience: Internship.** Register by Instructor. HM 472 and HM 474 can be taken in any combination for up to eight credits maximum.

HM 474 - Internship in Arts and Humanities

4.00 credits. Internships provide students with practical workplace experience in a setting beneficial to the student's major, as recommended by the School. This guided experience helps students apply their learning, build skills, and expand professional networks. Graded Pass/No Pass. **Signature Learning Experience: Internship.** Register by Instructor. HM 472 and HM 474 can be taken in any combination for up to eight credits maximum.

HM 491 - Interaction Design Research Experience

2.00 credits. This course gives upper-level Interaction Design students a focused research and project experience. You will refine your design philosophy through case studies and apply interaction design principles to analyze a campus digital system. By creating user-centered profiles and actionable recommendations, you will synthesize theory with practical investigation, preparing for advanced projects and professional practice. **Signature Learning Experience - Supervised Research.** **Prerequisite(s):* EN 182 and CS 312.

JA 111 - PLO First Year Japanese 1

4.00 credits. **(Power of Language Core Course)**
Introduction to contemporary Japanese language designed for the acquisition of basic communication skills in listening, speaking, reading, and writing. Two of the scripts, Hiragana and Katakana, will be introduced. Media in the target language supplement proficiency-oriented textbooks. Aimed at students with no prior knowledge of Japanese. Fall semester.

JA 112 - PLO First Year Japanese 2

4.00 credits. **(Power of Language Core Course)**
Building upon JA 111, focus will be on furthering oral and aural proficiency already acquired. Students will be introduced to Kanji and proficiency in about 50 of them will be acquired. **Prerequisite(s):* JA 111, or placement by examination. Spring semester.

JA 114 - NCH The Way of Life, The Way of Tea: Introduction to Japanese Tea Ceremony

4.00 credits. **Non-Western Cultural Heritage Core Course.**
Through examining the history of chanoyu—the Japanese tea ceremony—from its origins in the 15th century to the practice of the tea today, this course will explore a wide variety of elements of which the notion of tea ceremony consists, such as the tea house, tea garden, and tea utensils.This course also studies the art of chanoyu from the religious and cultural perspectives, as the whole notion of the tea ceremony has become a metaphor for Japanese culture and Japanese aesthetics both in Japan and in the West. Furthermore, the students will learn one of the tea preparing procedures called bonryaku throughout the semester—both the roles of a host and a guest.

JA 211 - PLO Second Year Japanese 1

4.00 credits. **(Power of Language Core Course)**
Further development of oral proficiency and reading and writing skills at the high elementary level of instruction. Proficiency in Kanji is increased to about 100. Japanese word processing is introduced. Designed to equip students with the ability to acquire Level Five of the Japanese Language Proficiency Test (JLPT) administered by the Japan Foundation. **Prerequisite(s):* JA 112, or placement by examination.

JA 212 - PLO Second Year Japanese 2

4.00 credits. **(Power of Language Core Course)**
Building upon JA 211, this course further enhances skills in listening, speaking, reading, and writing and increases understanding of Japanese culture. Additionally, an e-mail exchange program is introduced with students at Nihon University, Japan. Proficiency in Kanji is aimed at 250. **Prerequisite(s):* JA 211, or placement by examination.

JA 240 - NCH History of Japanese Art and Aesthetics (ART 240)

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course introduces students to the history of the art and aesthetic sensibilities of the Japanese people from prehistoric times to the modern period. Through this course, students will develop an appreciation for the major trends in Japanese art and the historical milieu in which these were produced. Major works of art from each historical era will be studied, including architecture, sculpture, painting, and pottery, as well as some of the minor arts such as gardens, calligraphy, textiles, etc. Besides understanding the making of the actual works of art, students will also understand the aesthetic principles that inform the making of these objects, such as miyabi, yugen, wabi-sabi, that are central to Japanese cultural history. Spring semester.

JA 245 - NCH From Anime to Zen: Japanese Society, Business, and Culture

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course.**
The course provides a broad introduction to Japanese society and culture by introducing students to daily life in Japan, discussing the importance of various Japanese religious, political, and economic institutions. It is designed to stimulate student interest in the study of Japan. **Prerequisite(s):* EN 100.

JA 250 - NCH Discovering Contemporary Japan: A Three-Week Cultural Immersion Experience

0.00, 2.00, or 4.00 credits.

(Non-Western Cultural Heritage Core Course)
A three-week in-depth immersion in Japanese culture, conducted in Japan during the May term of each academic year.
Alternately, students have the option of registering into this course for zero or two-credits and travel with the class. In doing so, completion of the course will not populate to the identified Core Area of Understanding for degree completion. Student cannot seek to change their registration status once the course is graded. Zero credit registrations will be graded Pass/No Pass. All other registrations will be letter-graded. Please be sure you are enrolling in the appropriate section based on your academic plans. **Signature Learning Experience: Cross-Cultural Experience.** May term only.

JA 311 - Third Year Japanese 1

4.00 credits. Designed for student with credit in JA 212, this course aims at developing further control of the grammar, vocabulary, and idioms of spoken Japanese with a proficiency in Kanji reaching 350. **Prerequisite(s):* JA 212.

JA 312 - Third Year Japanese 2

4.00 credits. This course trains students in intermediate Japanese skills in speaking, listening, reading, and writing. With this course, the student will complete learning of all the basic grammatical patterns of Japanese language and will have the ability to acquire Level Four (in-house version) of the Japanese Language Proficiency Test (JLPT) administered by the Japan Foundation. **Prerequisite(s):* JA 311.

JA 411 - Fourth Year Japanese 1

4.00 credits. Further development of proficiency in both rapid and close reading skills. This course focuses on readings from different fields such as anthropology, history, linguistics, and literature. **Prerequisite(s):* JA 312.

JA 412 - Fourth Year Japanese 2

4.00 credits. Analysis of important contemporary cultural phenomena and issues that have shaped and continue to shape the modern nation. Readings are taken from literary, sociological, and political sources. Media in the target language supplement written materials. With this course, the student will complete learning of most of the intermediate grammatical patterns of Japanese language and will have the ability to acquire Level Three (in-house version) of the Japanese Language Proficiency Test (JLPT). **Prerequisite(s):* JA 411.

JA 460 - From Murasaki to Murakami (EN 460)

4.00 credits. This course will introduce students to Japanese literature from the classical period to the modern, in a variety of genres, starting from the oral traditions of myth and poetry of Kojiki and Manyoshu, the great masterpieces of classical Japanese prose depicted in the Genji Monogatari, plays from the feudal period, Heike Monogatari and Sonezaki Shinjuu, early modern novels such as Kokoro and Hakai, and contemporary fiction and personal histories that have gained critical acclaim and popular success, such as Masks, Kitchen, Norwegian, Wood, and Black Rain, among others. Students will not only learn to understand the historical contexts of these works in

terms of genre, intent, audience, themes, aesthetics, gender relations, religion and spirituality, but will also engage with literary theories that undergird our understanding of literary production and appreciation. Students will also learn how to apply that understanding in their own writing in the form of research papers and short reflective reaction papers.

JA 470-474 - Internship in Japanese

Variable (0.00 to 4.00) credit(s). Modern Language internships provide language students the opportunity to apply the skills and knowledge they have obtained in our classes and while abroad in professional settings, as they are mentored and supervised by practicing professionals. This opportunity fosters enhanced linguistic and cross-cultural proficiency, as well as individually tailored and specialized expertise for language learners. A maximum of four credit hours from Japanese 470-474 may count as Japanese electives. Additional credits count as free electives. **Prerequisite(s):* At least junior standing. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

JA 480-489 - Independent Study in Japanese

Variable credit. For senior language majors. Independent projects in some area of language or literature. **Prerequisite(s):* Approval of the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

JA 496 - Japanese Senior Research Project I

2.00 credits. For Japanese majors. An extended research or translation project on a topic in Japanese literature, culture, or language utilizing some source materials in Japanese. This capstone experience will be closely supervised by Program faculty. Fall semester.

JA 497 - Japanese Senior Research Project II

2.00 credits. For Japanese majors. An extended research or translation project on a topic in Japanese literature, culture, or language utilizing some source materials in Japanese. This capstone experience will be closely supervised by Program faculty. **Pre/Corequisite(s): JA 496.* **Signature Learning Experience: Supervised Research.** Spring semester.

MU 100 - Repertoire Class

(0.00 or 1.00 credit) This class provides performance opportunities for students in applied music. It meets for one hour each week and is required for all music majors and minors who are enrolled in applied music instruction. Zero-credit section will be Register by Instructor. Graded Pass/No Pass. This course is repeatable for credit.

MU 101 - Foundations of Musicianship

2.00 credits. Foundations of Musicianship is designed to build essential skills for first-year music students, focusing on solfege singing and ear training. The course includes discussions on being a music major, and supports skill development in pitch and rhythmic solfege, tonal patterns, major and minor modalities, and time subdivisions. It provides a forum for students to ask questions and express concerns and culminates in a performance for a small group of peers. By the end of the semester, students will develop confidence relevant to the foundations of solfege

singing and ear training, perform on their major applied instrument, identify important campus resources, and establish effective practice and study routines. Fall semester.

MU 102 - Musicianship I

4.00 credits. This course is designed to introduce students to fundamental constructs and notational practices of music theory, including clefs, meter signatures, scales/modes, key signatures, intervals, triads, and diatonic voice leading in two and four parts. Additionally, it provides foundational music reading and ear training using moveable "Do," kinesthetically reinforced with Curwen hand signs. Rhythmic study will focus on basic beat and subdivisions of simple and compound meter, while melodic study will emphasize basic patterns that are characteristic of tonal music. **Prerequisite(s):* MU 101 or permission granted through challenge exam. Spring semester.

MU 105 - WCH Introduction to Western Music Literature

4.00 credits. **(Western Cultural Heritage Core Course)**
Introduction to the music of the Western world, major composers and selected famous compositions, with emphasis on listening to music from the Baroque era to the present.

MU 111 - Voice Class

1.00 credit. The fundamentals of breath control, tone production, and development of vocal technique. *Open to all students. Fall semester.

MU 115 - CE Fundamentals at the Keyboard

4.00 credits. **(Creative Expression Core Course)**
Basic skills in producing and reading music at the keyboard with attention to ear training, basic keyboard technique, and musicianship, as well as to sight reading. The course is designed to support a broad range of abilities, from students without any musical experience to students with intermediate experience who want to continue to improve on piano. Daily practice is required. Spring semester.

MU 117 - Functional Keyboard Skills I

1.00 credit. Basic piano skills. Required of all music majors whose first applied instrument is not piano. **Prerequisite(s):* Music major. *The School reserves the right to offer this course as private lessons if fewer than five students are enrolled. Fall semester.

MU 118 - Functional Keyboard Skills II

1.00 credit. A continuation of MU 117, including more difficult harmonic progressions and technical skills. Required of all music majors whose first applied instrument is not piano. **Prerequisite(s):* Music major. *The School reserves the right to offer this course as private lessons if fewer than five students are enrolled. Spring semester.

MU 119 - Guitar Class I

1.00 credit. An introductory course emphasizing studies in basic chords, scales, strumming, hand postures, and fingerpicking. Course also surveys various rhythms, popular riffs, and music theory as it applies to the guitar. *The

School reserves the right to offer this course as private lessons if fewer than five students are enrolled. Spring semester.

MU 120 - Guitar Class II

1.00 credit. A continuation of MU 119 with emphasis on bar chords, accompaniment patterns, popular songs and singing and playing. Expands on fingerpicking techniques, syncopated strumming and developing improvisatory skills. **Prerequisite(s):* MU 119, or permission of the instructor. *The School reserves the right to offer this course as private lessons if fewer than five students are enrolled. Fall semester.

MU 133 - Diction for Singers

1.00 credit. An introduction to the fundamentals of singing in English, Italian, German and French with correct pronunciation, using the International Phonetic Alphabet.

MU 135 - CE Songwriting and Recording Techniques

4.00 credits. **(Creative Expression Core Course)**
The course in songwriting and recording techniques is intended to allow any student (those with musical backgrounds and those without) the opportunity to write songs, learn guitar, study famous songwriters, use recording equipment and music technologies, and explore what makes music work. Students will learn about chord progressions, the harmonic language of contemporary music, and the power of songwriting as a means of expression.

MU 150 - Professional Seminar

1.00 credit. A weekly seminar for Music Therapy majors. Guest speakers, faculty and students present topics of mutual interest, including areas such as self-exploration, self-care, utilization of campus resources, learning about self and others through groupwork, applying self to musicianship, and developing music therapy skills and repertoire. *Required of Music Therapy majors each semester. **Signature Learning Experience: Community-Based Learning.** This course is repeatable for credit.

MU 151 - Introduction to Music Therapy

3.00 credits. An introduction to the field of music therapy. Topics include theoretical, historical and sociological rationale supporting the field and an overview of basic clinical practice and research methods. Emphasis is on a broad knowledge of the field resulting in a generalized understanding of the current state of practice and research. Clinical observation and in-class simulations are included. **Prerequisite(s):* Music major, or permission of the instructor. **Corequisite(s):* MU 155. Hours: lecture 2, laboratory 1. Fall semester.

MU 152 - Music Therapy Foundations I: Clients and Approaches

3.00 credits. This course is a continuation of MU 151 and emphasizes the potential of music therapy with a variety of clinical populations. The content includes music therapists' work, focusing on the characteristics and needs of each group, general treatment approaches, and methods for incorporating music therapy. Students also are introduced to the therapeutic traits and basic interaction skills involved in counseling. The concept of cultural reflexivity will continue to be explored regarding music therapy clients and as a critical personal characteristic of

student music therapists. Lectures and discussion will be balanced with group experiences and clinical observations. **Prerequisite(s):* MU 151. Hours: lecture 2, laboratory 1. Spring semester.

MU 155 - Introduction to Music Therapy Clinical

1.00 credit. Clinical experiences that accompany the course, Introduction to Music Therapy. **Prerequisite(s):* Music major, or permission of instructor. **Corequisite(s):* MU 151.

MU 201 - Musicianship II

4.00 credits. This course is a continuation of MU 102, focusing on diatonic melodic and harmonic practices of tonal music, including melodic phrase analysis, four-part diatonic harmonic progressions, and an introduction to secondary chords. Additionally, rhythmic study will include more complex patterns, such as syncopation, while melodic study will encompass larger intervals and expanded harmonic context. Harmonic dictation will also be introduced. **Prerequisite(s):* MU 102. Fall semester.

MU 202 - Musicianship III

4.00 credits. This course focuses on chromatic melodic and harmonic practices of tonal music, including applied chords, mode mixture, modulation, and chromatic predominant chords. Formal procedures will be examined, including binary, ternary, variation, rondo, and sonata. Additionally, there will be continued emphasis on reading and dictation skills with concentration on diatonic materials, with the introduction of chromaticism.
**Prerequisite(s):* MU 201. Spring semester.

MU 205 - NCH World Music

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course.**
The course explores the relationship between culture and music. The course engages students in an exploration of the intersection of migration, acculturation, transmission, power, religious and ritualistic experience, technology, and musical participation and expression. The course may vary in its regional/cultural focus depending upon the instructor. **Prerequisite(s):* EN 100.

MU 211 - Music History I

4.00 credits. A broad study of the technical, stylistic and social/historical developments related to Western music and musicians beginning around the year 1600, toward the end of the Renaissance Era, and continuing to the end of the 18th century. **Prerequisite(s):* MU 102, or permission of the instructor. Fall semester.

MU 212 - Music History II

3.00 credits. A broad study of the technical, stylistic and social/historical developments related to Western music and musicians from the late Romantic era to the present. **Prerequisite(s):* MU 102, or permission of the instructor. Spring semester.

MU 217 - Functional Keyboard Skills III

1.00 credit. Scale harmonizations, modal harmonizations, figured bass realization, and transposition of simple instrumental melodic lines. **Prerequisite(s):* MU 118, or permission of the instructor. Fall semester.

MU 225 - NCH Silk Road Soundscapes of Compassion, Healing, and Care

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
Our ability to care for each other and for our ecological relationships rests upon notions of identity, ethics, and our understanding of relational belonging. Drawing on scholarship from medical ethnomusicology, care ethics, and Asian studies, this course employs studies of Silk Road. Students will come to a deeper understanding of how emotion, story, relation, and wholeness are supported through sound/music and ritual. This ethnomusicology course contributes to curricula in music, medical humanities, Asian studies, and religious studies. Fall semester. Odd-numbered years.

MU 226 - HUM American Popular Music from Ragtime to Rap

4.00 credits. **(Humanities Core Course)**
***Guided Writing and Research Course**
This course traces the history of American popular music from the birth of ragtime in the 1890s through the ascendancy of rap in the 2000s. The survey will examine the most influential genres of popular music during this era, including jazz, blues, Gospel, country, Latin, and rock. Students will witness the close connections between music and culture in this turbulent era of American history through recordings, video clips, and concerts. **Prerequisite(s):* EN 100.

MU 230 - Music Teaching and Learning

2.00 credits. Students discover how children learn music and the role of music learning theory in facilitating that process. The future music educator is also introduced to the process of curriculum development and the assessment of music teaching and learning. Model curricula based on national and state standards are reviewed. Students will develop the ability to assess aptitudes, backgrounds, and orientations of students and subject content and plan lessons that meet assessed needs. Peer teaching and field experiences will be an integral part of the course experience. Fall semester.

MU 231 - Brass Class

1.00 credit. This course will provide an overview of pedagogy for all brass instruments. Methods of tone production, fingerings or positions, care and repair, and methods and materials for teaching all brass instruments will be explored. Emphasis this semester will be on trumpet/cornet and trombone. *The School reserves the right to offer this course as private lessons if fewer than five students are enrolled. Offered once every three years in the spring semester in rotation with MU 232 and MU 237.

MU 232 - Woodwind Class

1.00 credit. Methods of tone production, fingerings, maintenance, care and repair, and methods and materials for teaching flute, oboe, clarinet, bassoon and saxophone. *The School reserves the right to offer this course as private

lessons if fewer than five students are enrolled. Offered once every three years in the spring semester in rotation with MU 231 and MU 237.

MU 235 - Music Teaching and Learning Field Experience

1.00 credit. Students will practice and implement concepts and skills learned in MU 230 including instructional design, learning theories, and foundational teaching principles. **Corequisite(s):* MU 230.

MU 236 - Percussion Class

1.00 credit. Students learn to play, teach and care for snare drum, trap set, barrel type drums, frame drums, and auxiliary percussion instruments. Individual and small ensemble performances are an integral part of this course and discussions about incorporating the skills and concepts into music education and music therapy settings. **Prerequisite(s):* MU 151. Register by Instructor. Spring semester.

MU 237 - String Class

1.00 credit. Method of tone production, fingerings, care and repair, and methods and materials for teaching violin and cello in individual and class settings. *The School reserves the right to offer this course as private lessons if fewer than five students are enrolled. Offered once every three years in the spring semester in rotation with MU 231 and MU 232.

MU 241 - Music Therapy Foundations II: Techniques and Documentation

3.00 credits. The development of music and non-music skills and concepts related to conducting entry-level music therapy sessions. Emphasis is on the development and application of assessment and observation skills, treatment planning and implementation, leadership, documentation and music performance skills in therapeutic settings. Includes lecture and clinical experiences. **Prerequisite(s):* MU 152. Fall semester.

MU 253 - Music Therapy Foundations III: Methods and Variations

3.00 credits. A continuation of MU 241 involving the further development of non-music and music skills and concepts related to conducting entry-level music therapy sessions. Includes the study of beginning counseling interaction skills, cuing, and other music and non-music methods and techniques employed within a music therapist's clinical work. **Prerequisite(s):* MU 241. Hours: lecture 2, laboratory 1. Spring semester.

MU 254 - College Clinical Experiences

1.00 credit. Supervised field experiences (observation and participation) in an approved clinical facility. A minimum of 13 planned sessions involving client contact and weekly processing with a supervisor are required for each clinical experience. During this practicum, students will achieve entry-level professional, preparation, delivery, and documentation skills related to the practice of music therapy. **Prerequisite(s):* MU 241 and a Pass on the pre-clinical proficiency assignment and Music Therapy majors only. **Signature Learning Experience: Field Placement and Practicum.** This course is repeatable for credit. Register by Instructor.

MU 255 - Community-Based Clinical Experiences

1.00 credit. Supervised field experiences (observation and participation) in an approved clinical facility. A minimum of 13 planned sessions involving client contact and weekly processing with a supervisor are required for each clinical experience. During this practicum, students will achieve entry-level professional, preparation, delivery, and documentation skills related to the practice of music therapy. **Prerequisite(s):* MU 241 and a Pass on the pre-clinical proficiency assignment. Music Therapy majors only. This course is repeatable for credit. **Signature Learning Experience. Field Placement and Practicum.** Register by Instructor.

MU 278 - CE Voice

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 279 - CE Piano

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). *Music majors whose principal instrument is NOT piano or organ must enroll in MU 117 before MU 269. This course is repeatable for credit.

MU 280 - CE Organ

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 281 - CE Violin

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 282 - CE Viola

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 283 - CE Cello

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total

of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 284 - CE String Bass

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 285 - CE Guitar

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 286 - CE Flute

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 287 - CE Clarinet

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 288 - CE Oboe

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 289 - CE Bassoon

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 290 - CE Saxophone

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 291 - CE Trumpet

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 292 - CE French Horn

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 293 - CE Trombone

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 294 - CE Euphonium

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 295 - CE Tuba

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 296 - CE Percussion

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 297 - CE Harp

1.00 credit. **(Creative Expression Core Course)**
Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 298 - Composition

1.00 credit. Development of skills in composing. Emphasis on creation of original works for a variety of media with performance as final product. **Prerequisite(s):* MU 101. Register by Instructor. This course is repeatable for credit.

MU 321 - Conducting I

2.00 credits. Instruction in the fundamentals of conducting. Topics include conducting techniques, instrumental and choral methods and problems, score reading, and interpretation. **Prerequisite(s):* MU 202 and MU 212, or permission of the instructor. Fall semester.

MU 322 - Conducting II

2.00 credits. Development of advanced conducting skills, including advanced cueing, preparatory gestures, and approaches to meter. Students will also express stylistic interpretations through conducting gestures.
**Prerequisite(s):* MU 321.

MU 330 - General Music Methods and Materials

2.00 credits. Preparation for students to teach elementary, middle and high school general music classes. Students are expected to plan and deliver general music lessons, interpret and apply contemporary music education pedagogies, and develop evaluative techniques and abilities that can be applied to the assessment of student progress and curriculum objectives. **Corequisite(s):* MU 331. Spring semester.

MU 331 - General Music Field Experience

1.00 credit. Practical application of the skills learned in MU 330. Observations and field placement in a general music setting is required. **Corequisite(s):* MU 330. **Signature Learning Experience: Field Placement.** Spring semester.

MU 333 - Choral Music Techniques and Materials

2.00 credits. Students learn to select, analyze, arrange, and prepare appropriate choral literature. Music educators are expected to demonstrate proper vocal technique, principles of voice pedagogy, and employ appropriate strategies for guiding singers in a choral rehearsal. Students will also learn about administrative activities specific to choral directors. **Corequisite(s):* MU 334.

MU 334 - Choral Music Field Experience

1.00 credit. Practical application of all skills learned in MU 333. Observations and field placement in a secondary or community choral music setting will be required. **Corequisite(s):* MU 333. **Signature Learning Experience - Field Placement.** Spring Semester.

MU 354 - Competency-focused Clinical Musicianship

2.00 credits. This two-sequence course synthesizes music and therapeutic skills required by the Professional Music Therapy Competencies of the American Music Therapy Association. Students will revisit the 4 methods of music therapy and variations of those methods as the basis for continuing to develop clinical musicianship. This course is repeatable for credit. Spring semester.

MU 357 - Music Therapy Foundations IV: Professional Skills

3.00 credits. Emphases are on the integration of the knowledge and skills associated with the practice of music therapy, verbal interaction skills, and preparing and interviewing for internships. **Prerequisite(s):* MU 253 and MU 254. Fall semester.

MU 358 - MA Psychology of Music and Research Methods

4.00 credits. **(Mathematics Core Course)**
This course aims to develop the skills necessary to read, understand, and conduct assessments and research using descriptive and inferential statistical techniques. Alongside our study of statistics and research methods, we will study acoustic principles and an exploration of the hearing brain, music and emotions, entrainment and shared affect, and music and memory. Examining descriptive statistics and different statistical techniques, students will explore when they are used, how they are used, and how to interpret and compute them. Fall semester, even-numbered years.

MU 360A - Chamber Music

0.50 credit. General chamber music course from which groups such as the Brass Chamber Ensemble (B), Woodwind Ensemble (C), Flute Choir (E), Percussion Ensemble (F), Piano Ensemble (P), String Ensemble (S), Vocal Ensemble (V), and Wind Ensemble (W) will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360B - Chamber Ensemble Brass

0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360C - Woodwind Ensemble

0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360E - Flute Choir

0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360F - Percussion Ensemble

0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360P - Piano Ensemble

0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360S - String Ensemble

0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360V - Vocal Ensemble

0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

MU 360W - Wind Ensemble

0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 361 - CE Concert Choir

1.00 credit. **(Creative Expression Core Course)**
Acceptance based upon auditions by appointment. Several performances on campus each year, and this group performs in churches and schools on its annual tour. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 363 - CE Community Chorus

1.00 credit. **(Creative Expression Core Course)**
Vocal ensemble open to any member of the student body and local community without audition. Literature performed will include works from the standard choral repertoire, contemporary selections, and music of varying cultures and periods. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 364 - CE Treble Choir

1.00 credit. **(Creative Expression Core Course)**
Vocal ensemble open to any member of the student body who sings in the treble range (soprano/alto) by audition. Literature performed will include works from the standard choral repertoire, contemporary selections, and music of varying cultures and periods. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 365 - CE Orchestra

1.00 credit. **(Creative Expression Core Course)**
Open to all qualified students; acceptance subject to approval by Director. Presentation of several concerts during the year. String, chamber and full orchestra music is performed. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). *Prerequisite for winds and percussion: permission of the instructor. This course is repeatable for credit.

MU 368 - Jazz Band

1.00 credit. The jazz band is open to all qualified students who play instruments which constitute a traditional big band. Acceptance is subject to the approval of the director. The jazz band performs at least one concert per semester on campus and may perform off-campus concerts. This ensemble typically goes on tour with the concert choir in the spring term. The band rehearses once weekly for two hours. Graded Pass/No Pass. This course is repeatable for credit.

MU 369 - CE Symphonic Band

1.00 credit. **(Creative Expression Core Course)**
Open to all qualified students; acceptance subject to approval by Director. Performances include the annual winter and spring concerts and a number of off-campus appearances. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 431 - Piano Methods and Materials I

2.00 credits. Modern methods in teaching piano to children, youth and adults. Course includes a survey of teaching materials for various stages of progress, teaching demonstrations, and experience. **Prerequisite(s):* Two semesters of MU 279.

MU 432 - Piano Methods and Materials II

2.00 credits. A continuation of MU 431. **Prerequisite(s):* MU 431.

MU 433 - Secondary Instrumental Techniques and Materials

2.00 credits. Students will develop of teaching skills for individual, small group and ensemble instruction in secondary contexts. The course will explore philosophical considerations, pedagogy, instrumental arranging, curriculum, rehearsal planning, organizational skills, and the selection of repertoire. The development of a curricular approach to performance ensembles will be emphasized. **Corequisite(s):* MU 434. Fall semester.

MU 434 - Secondary Instrumental Techniques and Materials Lab

0.00 credit. This course will provide practical application of the skills learned in MU 433. Observation and field placement in an instrumental music setting will be required. **Corequisite(s):* MU 433. **Signature Learning Experience: Field Placement.** Fall semester.

MU 450 - Music and Trauma

3.00 credits. Becoming a trauma-informed practitioner of music therapy or music education is an increasingly important skill amidst reports of rates of adverse childhood experiences, war, violence, and a reckoning with how trauma becomes lodged within the transgenerational body. This course brings together perspectives from music therapy, music education, and the neuroscience of sound processing to interrogate trauma and what it means to engage in trauma-informed and trauma-reparative practices. Students will explore the ethics of trauma-informed work alongside an exploration of how music, sound, and embodied cognition offer new ways to understand trauma and practices of healing, sensitivity, and repair.
Fall Semester.

MU 459 - Music Therapy Foundations V: Internship Preparation

3.00 credits. A study of various philosophies, theories and practices as related to the implementation of treatment within music therapy. Emphasis is on the integration of the theories and concepts/skills associated with various music and non-music methods and techniques to the practice of music therapy, as well as professional employment issues. **Prerequisite(s):* MU 357.

MU 470-474 - Internship in Music

Variable (2.00- 4.00) credits. An internship experience for students in a music setting, for music majors or minors, as approved by the music faculty. A maximum of four credit hours from Music 470-474 may count as music electives. Additional credits count as free electives. Signature Learning Experience: Internship. Register by Instructor. This course is repeatable for credit.

MU 475 - Professional Internship in Music Education

12.00 credits. Teaching experience and observation in elementary and secondary music classes. Instrumental and vocal emphases vary with student strengths and needs. **Corequisite(s):* ED 497. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor.

MU 477 - Non-Roster Professional Internship in Music Therapy I

0.00 credit. A supervised practicum experience completed at a college-approved facility. The student is supervised by a board-certified faculty member from the Music Therapy program and an on-site board-certified music therapist. A minimum of 1,200 hours of clinical training is required at the completion of the internship. **Prerequisite(s):* Completion of all other Music Therapy degree requirements. Offered as needed. Register by Instructor. This course is repeatable.

MU 478 - Non-Roster Professional Internship in Music Therapy II

1.00 credit. A supervised practicum experience completed at a college-approved facility. The student is supervised by a board-certified faculty member from the Music Therapy program and an on-site board-certified music therapist. A minimum of 1,200 hours of clinical training is required at the completion of the internship. **Prerequisite(s):* Completion of all other Music Therapy degree requirements. **Signature Learning Experience: Internship.** Offered as needed. Register by Instructor.

MU 479 - Professional Internship in Music Therapy

0.00 credit. An approximately six-month, supervised practical experience with a board-certified registered music therapist in an AMTA-approved facility. Total number of clinical training hours must equal 1,200. Taken only after completion of all other Music Therapy degree requirements. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

MU 480-489 - Independent Study in Music

Variable credit. Individual students are offered opportunities for musical composition, arranging, performance or research under faculty supervision. **Prerequisite(s):* Approval of the Dean of the School of Arts and Humanities and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

MU 490 - Independent Research in Music

Variable (1.00 to 4.00) credit(s). An independent research project in music under the close supervision of a faculty member. Topics for research are chosen in an area of interest to both persons. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

MU 495 - Seminar in Musicology

2.00 credits. A capstone course for all Music majors offering experience in the techniques of research about music, including bibliography, analysis of materials, and communication of conclusions. A substantial research project is required. **Prerequisite(s):* Junior standing in music; completion of all music courses in basic musicianship: MU 212. **Signature Learning Experience: Supervised Research.** Fall semester.

MSL 570 - Design Thinking for Leaders

3.00 credits. In this course, students will explore the fundamentals of design thinking and how it can be applied to improve their performance. Students will be immersed in a problem space and use the design thinking process to develop a solution. Students will establish a framework for collaborative problem solving and learn the steps involved in creating an innovative organizational environment. Through case studies of design thinking in action, students will explore the opportunities and challenges of this approach. The relationship of design thinking and adaptive leadership will be integrated as students demonstrate that design thinking can be applied to multiple fields.

PHS 201 - WCH Elizabethtown History: Campus and Community (HON 201)

4.00 credits. **(Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course.**
This research seminar will provide sophomores in the Honors program with an understanding of the practice of local history and an understanding of local history's relationship to other branches of historical studies as well as a wide variety of academic disciplines. The course is based on the study of local history as a means for Honors students to examine the people who built the local community while they, as sophomores, discern the path of their own educational and life journey. Honors students will research local history, write about local history, reflect on their research about local history and their own lives, and share their knowledge of local history and what they have learned about their own personal development both as individuals and as leaders on campus. Through the study of local history, students will gain an appreciation of the importance and context of place and how their own contributions impact the larger community. In keeping with the themes of real world learning, signature learning experiences, and community-based learning, students will have the opportunity to develop their own hands-on projects in areas such as oral history, archival research, and grant writing and personally engage with members of the campus and local communities through field trips, site visits, and guest lectures. As a primary feature of this course, the local community (the College campus, Elizabethtown Borough, and Lancaster County) will serve as a learning laboratory. Honors students will learn how to take notice of the environment in which they live, recognize how it developed, and offer ideas about how it should grow. ***Prerequisite(s):*** EN 100. **Signature Learning Experience: Community-Based Learning.**

PHS 203 - Archival Resources and Digital Humanities

2.00 credits. Students enrolled in this course will be introduced to the theoretical assumptions and methodologies associated with archival management, the digital humanities, and the intersection between the two (e.g., sharing archival sources in digital spaces).

PHS 204 - HUM The Politics of Historical Preservation in Lancaster County (HON 204)

4.00 credits. **(Humanities Core Course).**
***Guided Writing and Research**
Explore Lancaster County's Pennsylvania German heritage: the Amish, Mennonite, Brethren, and Moravian communities. Students visit historic sites, museums, historical libraries, and archives. Take an interdisciplinary approach to examining historic preservation through the lens of history, political science, religion, folklore, social science, economics, architecture, and landscape design. Learn about the politics of historic preservation through studying with public historians at historic sites. Learn about the role of public historians regarding the public policy of historic preservation. **Signature Learning Experience: Supervised Research.**

PHS 470-474 - Internship in Public Heritage Studies

Variable (0.00 to 4.00) credit(s). This course provides students with applied field instruction in public heritage studies. Forty hours of on-site work is required for every credit hour granted. In addition to on-site work, students will complete writing assignments designed to promote reflection on the work experience. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

REL 103 - HUM Religion and Nonviolence

4.00 credits. **(Humanities Core Course)**
This course examines the interplay between religion and violence, the challenge of nonviolence in religious traditions, and the practice of religious nonviolence in US history. Special attention will also be granted to religious terrorism.

REL 105 - HUM Interfaith Peacebuilding

4.00 credits. **(Humanities Core Course)**
This survey course introduces the beliefs, values, practices, and historical origins of many of the world's religions as well as non-religious worldviews, and also grants significant attention to the contemporary environment of religion, including secularization, the relationship between religion and politics, and religious diversity. Students will be challenged to relate religious values to fundamental human dilemmas, including historical dilemmas (e.g., evangelism, colonialism, and religious violence), theological dilemmas (e.g., exclusivism versus religious pluralism), and current issues (e.g., ethical and social issues, current events, and interfaith peacebuilding programs) through case studies and interfaith peacebuilding projects.

REL 110 - HUM World Mythologies

4.00 credits. **(Humanities Core Course)**
This course offers an introduction to the sacred narratives (or 'myths') of varied cultures, starting with ancient Greece and Rome, and the relationship of these narratives to art, history, philosophy, and religion. Students will explore the Classical conception of the interactions between mortals, heroes, and divinities through a wide range of media and textual genres and discuss connections between Greek and Roman myths as well as touching upon mythic traditions from ancient Mesopotamia, Egypt, India, China, Japan, and from Native American, Celtic, and Norse cultures.

REL 206 - SSC Psychology of Religious Experience

4.00 credits. **(Social Sciences Core Course)**
This course will explore the psychological processes underlying religious and spiritual experiences, including but not limited to prayer, conversion, encounters with the sacred, and facing death with faith. Rather than approaching religion as a theological system, students will analyze religion and the spiritual experience as a domain of psychological inquiry, focusing on the underlying mental, emotional, and behavioral processes involved. Fall semester.

REL 211 - PLO Sanskrit I

4.00 credits. **(Power of Language Core Course)**
This course is an introduction to Sanskrit, designed to develop basic reading competence as well as a general knowledge of grammatical principles, an elementary vocabulary, and a sense of the relationship of the structure of the Sanskrit language to classical Indian culture and philosophy. This course, if completed successfully, can also serve as a basis for further study of Sanskrit and other South Asian languages (i.e. Hindi, Bengali, etc.). It can also serve as a basis for the study of other ancient languages (given its cultivation of skills common to the study of a variety of such languages–the mastery of an alphabet other than the Roman, classical grammatical terms, etc.). Offered as needed.

REL 212 - Sanskrit II

4.00 credits. This course is a continuation of Sanskrit I, designed to further develop and enhance basic reading competence and to broaden general knowledge of grammatical principles, an elementary vocabulary, and a sense of the relationship of the structure of the Sanskrit language to classical Indian culture and philosophy. **Prerequisite(s):* REL 211. Offered as needed.

REL 225 - NCH The Hebrew Bible and Ancient Near East

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course.**
An introduction to the Hebrew Bible (Old Testament or Tanakh), with emphasis on its ancient Near Eastern context. **Prerequisite(s):* EN 100.

REL 226 - WCH The New Testament

4.00 credits. **(Western Cultural Heritage Core Course)**
An introduction to the literature of the New Testament, with emphasis on the first-century Mediterranean context.

REL 253 - Theology Through Film

4.00 credits. This course invites students to reflect theologically on the content of contemporary films. While film style and technique will be discussed to a limited extent, the course will be oriented unapologetically toward viewing narrative, plot, character development, imagery, symbols and values in the light of implicit and explicit religious, spiritual, mythological, ideological and ethical themes. Some attention will be given to various methodologies and theoretical issues in the field of religion and film.

REL 284 - Anabaptist and Pietist Movements

4.00 credits. An introduction to the major events, personalities, beliefs and cultural life of representative Anabaptist and Pietist movements. Primary focus will be given to the European origins and immigration to America of the Mennonites, Amish, Brethren and Moravians. Special attention will be given to the background of these movements in the Protestant Reformation, and their place within the wider Believer's Church, or Free Church, wing of European and American religious life.

REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course is an introduction to and overview of the four major religions, or dharma traditions, that originated in the Indian subcontinent: Vedic dharma (popularly known as Hinduism), Buddhism, Jainism, and Sikhism. The course will examine the distinctive beliefs and practices of each tradition, while also emphasizing the common features, historical interactions, and close interconnections–both social and theological–among all four.

REL 293 - NCH Islam

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course**

The Arabic term, *Islam*, connotes peace and submission. As a religion, *Islam* describes humanity's struggle (*jihad*) to rest in God's (Allah) peace. We will explore the sights, sounds, and social sensations that have emerged over the religion's 1400-year history. The course will examine what unites and divides its 1.6 billion followers worldwide. Additionally, we will reflect on Islam's contributions to our "glocal" community—E-town, America, and beyond. **Prerequisite(s):* EN 100.

REL 294 - WCH Hinduism in America

4.00 credits. **(Western Cultural Heritage Core Course)**
This course will explore the phenomenon of Hinduism in America, examining the various ways in which Hindu concepts and communities have historically enriched the American experience, from the colonial period to the present. Hindu influences on wider American cultural currents will be explored, from the Transcendentalists to the Beatles to Star Wars, as well as the growing prevalence in America of Hindu ideas and practices such as karma, rebirth, meditation, vegetarianism, yoga, and religious pluralism.

REL 295 - WCH Abrahamic Traditions: Judaism, Christianity, Islam

4.00 credits. **(Western Cultural Heritage Core Course)**
Guided Writing and Research Course.
This course surveys Judaism, Christianity, and Islam through the examination and comparison of sacred texts and traditions, beliefs, rituals and practice, sacred space, and ethics. **Prerequisite(s):* FYS 100 and EN 100.

REL 320 - Philosophy of Religion (PH 320)

4.00 credits. A study of various rational efforts, from within multiple religious traditions, to establish the validity of religious perspectives. Topics will include: the nature of religious experience, the relationship between faith and reason, arguments for the existence of God, the problem of evil, beliefs about the afterlife, religious pluralism, and the relationship between religion and ethics, and religion and science.

REL 323 - Women, Gender, and the Hebrew Bible

4.00 credits. A seminar in biblical studies examining texts that reflect attitudes about women, sexuality and gender. Readings will include selections from both the Hebrew Bible and related secondary literature. Emphasis is on the study of women and gender in the Hebrew Bible, and students will read primarily feminist scholarship. Some attention is given to gender from the perspective of the more recent fields of gender studies and men's studies. **Prerequisite(s):* REL 225.

REL 364 - Amish Society (SO 364)

4.00 credits. The history, culture and social organization of the Old Order Amish. Sociological theories and models utilized by social scientists to describe and analyze the Amish will be presented. Special attention will be paid to recent social changes among the Amish.

REL 392 - Discovering Chinese and Japanese Philosophy

4.00 credits. An in-depth exploration of the religious traditions of China and Japan: Daoism, Confucianism, Shinto, and Chinese and Japanese forms of Buddhism from ancient times to the present. Students will engage with primary sources, including the *Daodejing*, the *Analects* of Confucius, and Zen *koan* literature.

REL 393 - Discovering Indian Philosophy

4.00 credits. An in-depth exploration of Hindu, Jain, and Buddhist thought from ancient times to the present. Students will engage with primary sources, including the major *Upanishads*, the *Bhagavad Gita*, and the *Dhammapada*.

REL 470-474 - Internship in Religious Studies

Variable (0.00 to 12.00) credits. Students spend one full day a week working in a church, nonprofit institution or research organization with religious-based interests in return for three academic hours of credit. Internships are primarily unpaid experiences, but some organizations may offer a stipend or form of payment. Course requirements are decreased or increased as deemed appropriate by the Internship Advisor. A maximum of four credit hours from Religious Studies 470-474 may count toward the Religious Studies minor. Additional credits count as free electives. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

REL 480-489 - Independent Study in Religious Studies

Variable credit. Individual study in areas of interest for students capable of conducting independent research. ***Prerequisite(s):*** Approval of the Dean and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

REL 490 - Independent Research in Religious Studies

Variable (0.00 to 4.00) credits. Students engage in an advanced level of research under the supervision of a religious studies faculty member to produce a thesis or other major research project. ***Prerequisite(s):*** Junior or Senior status. A maximum of four credit hours from REL 490 may count toward the Religious Studies major or minor. Additional credits count as free electives. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

REL 495 - Capstone in Religious Studies

Variable (2.00 or 4.00) credits. Students will have the opportunity to engage with peers to reflect on their entire academic program of study of religion. Gathered around the theme of "religion in public life," seminar participants will develop a broad and clear view of the relevance and usefulness of religious studies for their future purposeful-life work and as citizens of a nation and of the world. This course is repeatable for a maximum of four credits. ***Prerequisite(s):*** Junior or Senior status. **Signature Learning Experience: Capstone.** Register by Instructor.

SP 111 - PLO Elementary Spanish I

4.00 credits. **(Power of Language Core Course)**
Basic elements of structure and the phonetic system in culturally authentic contexts. The development of communicative competence in five skill areas: speaking, listening, reading, writing, and sociocultural awareness.

SP 112 - PLO Elementary Spanish II

4.00 credits. **(Power of Language Core Course)**
Expansion of basic elements of structure and the phonetic system in culturally authentic contexts. Additional development of communicative competency in five skill areas: listening, speaking, writing, reading, and sociocultural awareness. **Prerequisite(s):* SP 111, or placement by examination.

SP 211 - PLO Intermediate Spanish I

4.00 credits. **(Power of Language Core Course)**
Review and expansion of basic Spanish grammar and vocabulary at the intermediate level in the four skills of speaking, listening, writing, and reading. In-class work develops oral proficiency at the intermediate level; out-of-class work enhances writing and reading proficiencies. Sociocultural awareness is developed through media in the target language that supplement proficiency-oriented materials. **Prerequisite(s):* SP 112, or placement by examination.

SP 212 - PLO Intermediate Spanish II (SP 2120)

4.00 credits. **(Power of Language Core Course)**
Continued review and expansion of basic grammar and vocabulary introduced in Spanish 211 in the four skills of speaking, listening, writing, and reading. Development of more advanced tasks such as describing, narrating, and hypothesizing. In-class work develops oral proficiency at the intermediate level; out-of-class work enhances writing and reading proficiencies. Sociocultural awareness is developed through media in the target language that supplement proficiency-oriented materials. **Prerequisite(s):* SP 211, or placement by examination.

SP 213 - PLO Spanish for Educators

4.00 credits. **(Power of Language - Other Core Course)**
Spanish for Educators is an intermediate-level Spanish course designed for education majors and pre-service teachers who wish to develop the communicative skills necessary for professional practice in culturally diverse school settings. Building on the foundations established in SP 111, 112, and 211, this course addresses specific contexts of K–12 education that seek to build practices of inclusion and family/community engagement. Course themes center on the language of classroom instruction and management, communicating with multilingual learners, supporting families through parent–teacher conferences, discussing student progress and concerns, explaining assignments and grades, and engaging in the everyday conversations that build relationships with students and their families. **Prerequisite(s):* SP 211 or placement of SP 212, or by permission from instructor. Fall semester.

SP 305 - Spanish Conversation

4.00 credits. Development and practice of oral skills for self-expression in Spanish. Emphasis on aural comprehension and fluency in the use of everyday Spanish. Small group discussions and oral presentations in Spanish based on current cultural, ethical, and political topics will be the principal means of accomplishing this goal. **Prerequisite(s):* SP 212, placement by examination, or permission of the instructor.

SP 315 - Spanish Grammar and Composition

4.00 credits. This course builds on the Spanish grammar previously studied at the Intermediate level to improve students' reading, speaking, and writing skills in Spanish through an in-depth study of standard Spanish grammar.

Special attention will be given to the more problematic aspects of Spanish grammar for English speakers. Students will develop advanced writing skills through composition assignments. ***Prerequisite(s):*** SP 212, placement by examination, or placement by examination.

SP 319 - Spanish Linguistics

4.00 credits. Surveys current linguistic research on the structure and dialectal (sociological and geographic) variation of the Spanish language. A contrastive analysis of Spanish and English phonology, morphology, syntax, and semantics develops the student's ability to understand the major structural differences between these languages. Students develop an appreciation of native speakers' perceptions regarding their own language. ***Prerequisite(s):*** SP 212, placement by examination, or permission of the instructor.

SP 323 - Introduction to Literature

4.00 credits. Development of students' ability to read thoroughly, analyze, and appreciate literature through selected readings representative of different literary genres. ***Prerequisite(s):*** SP 212, placement by examination, or permission of the instructor.

SP 331 - Spanish for Healthcare I (SP 3310)

3.00 credits. This course is designed to re-awaken previous language study and provide a forum for the development of both additional basic language skills and specific medical terminology. The course includes the acquisition of frequently used vocabulary, basic grammar concepts, elementary conversational vocabulary, and colloquialisms. It also includes specific vocabulary groups relating to the basic assessment and care of patients. Most of the class will be taught in Spanish and students will be expected to maintain the target language whenever possible. Students will be provided with opportunities to experience the five major areas of language learning: Speaking, Listening, Reading, Writing, and Culture. The major focus will be on Speaking and Listening with Reading and Writing providing concrete practice outside of the classroom. ***Prerequisite(s):*** Equivalent prior study of Spanish through 200 level language class or native speaker.

SP 332 - Spanish for Healthcare II (SP 3320)

3.00 credits. This course is the second in a two-course series designed to re-awaken previous language study and provide a forum for the development of both additional basic language skills and specific medical terminology. The course includes the acquisition of frequently used vocabulary, advanced grammar concepts, intermediate and advanced conversational vocabulary, and colloquialisms. It also includes specific vocabulary groups relating to specialized patient care including cardiology, maternity and pediatrics, endocrinology, and mental health. Most (95%+) of the class will be taught in Spanish and students will be expected to maintain the target language whenever possible. Students will be provided with opportunities to experience the five major areas of language learning: Speaking, Listening, Reading, Writing, and Culture. The major focus will be on Speaking and Listening with Reading and Writing providing concrete practice outside of the classroom. Cultural sensitivity is woven throughout the lessons. ***Prerequisite(s):*** SP 331.

SP 333 - Healthcare Disparities Among Latinx Populations in the United States (SP 3330)

3.00 credits. This course explores the many barriers that Latinx populations face concerning health care. According to the CDC while Latinx patients have lower rates of heart disease and cancer than whites in the United States, they suffer disproportionately from high blood pressure, diabetes, and chronic liver disease. This course seeks to

understand these trends and to identify public health interventions that have been successful in addressing these challenges using articles in Spanish and English from government agencies and established journals. Special attention will be given to the variables present under the umbrella of 'Latinx' including exploration of socioeconomic class, education, immigration status, gender and generation. This course is taught in Spanish. **Prerequisite(s):* SP 332.

SP 334 - Principles and Practices in Medical Interpretation and Sight Translation (SP 3340)

3.00 credits. This course covers the various responsibilities of interpreting in a setting, including linguistic, cultural brokerage, and ethical concerns, legal and social responsibilities of interpreters in a medical setting, and a review of current standards and regulations for interpreters. The course culminates in a conversation with a guest panel of Medical Interpreters. Weekly sight translation and role-play activities will allow students to explore various methods of consecutive interpretation. This course is taught in Spanish. **Prerequisite(s):* SP 331 and SP 332.

SP 470-474 - Internship in Spanish

Variable (0.00 to 4.00) credit(s). Modern Language internships provide language students the opportunity to apply the skills and knowledge they have obtained in our classes and while abroad in professional settings, as they are mentored and supervised by practicing professionals. This opportunity fosters enhanced linguistic and cross-cultural proficiency, as well as individually tailored and specialized expertise for language learners. A maximum of four credit hours from Spanish 470-474 may count as Spanish electives. Additional credits count as free electives. **Prerequisite(s):* At least junior standing. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

SP 480-489 - Independent Study in Spanish

Variable credit. Independent projects in some area of Spanish language or literature. **Prerequisite(s):* Approval of the Dean and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

SP 496 - Capstone Project Part I

2.00 credits. For senior Spanish majors. Involves researching a literary, linguistic, or cultural topic and the writing of a major paper in the Spanish language. This capstone experience will be closely supervised by Program faculty. Fall semester.

SP 497 - Capstone Project Part II

2.00 credits. For senior Spanish majors. Involves researching a literary, linguistic, or cultural topic and the writing of a major paper in the Spanish language. This capstone experience will be closely supervised by Program faculty. **Prerequisite(s):* SP 496. **Signature Learning Experience: Supervised Research.** Spring semester.

TH 105 - HUM Introduction to Theatre

4.00 credits. **(Humanities Core Course)**
An introduction to the various interrelated arts and disciplines that make up theatre performance and production, such as acting, playwriting, directing and design. Emphasis is on history, literature and theory as realized in performance. Texts provide a common language for discussion, and further support is drawn from videos, script analysis and play attendance.

TH 125 - HUM Survey of American Musical Theater: From Show Boat to Hamilton

4.00 credits. **(Humanities Core Course)**
Through the critical analysis of six significant works of musical theater, this course will examine ethical and moral dilemmas in American society. We will examine how these dilemmas found their way into these contemporary and historical works, and how the works initiated a conversation in the wider culture. The course will lay historical and cultural groundwork for the artform, from Hamilton to nineteenth-century comic opera, burlesque, and melodrama. This course will encourage students to consider their own values related to the themes of these six musicals.

TH 155 - CE Stagecraft

4.00 credits. **(Creative Expression Core Course)**
An introductory course in the technical aspects of theatrical production, with emphasis placed on scenic and lighting technology. Students develop an understanding of basic and intermediate-level production techniques while becoming familiar with the tools, hardware and theory related to contemporary theatrical practice. Multiple hands-on projects focusing on theatrical design, carpentry, rigging, painting, electrical wiring and properties artistry afford opportunities to link creative, cognitive reasoning with acquired skills. This course fulfills the Creative Expression Core and the stagecraft program requirement for either a theatre major or theatre minor. It may not be used to satisfy a requirement of the Theatre Endorsement Program offered through the Pennsylvania Department of Education (PDE). A weekly two-hour lab is required. Fall semester. **Corequisite(s):* TH 155L.

TH 155L - Stagecraft Lab

0.00 credit. Lab to accompany TH 155 Stagecraft. **Corequisite(s):* TH 155.

TH 165 - CE Basic Acting

4.00 credits. **Creative Expression Core Course**
Theory and practice of the art and craft of the stage actor are addressed. Skills are developed in voice, body movement, script analysis, and style and theory are examined. Students participate in projects requiring the memorization, creation and presentation of scenes.

TH 200 - CE Playwriting

4.00 credits. **(Creative Expression Core Course)**
Playwriting is often considered an "austere art" because playwrights have so few tools with which to craft their art. Those very limitations, however, often result in a particular magic. The goal of this course is to give you the knowledge and skills to be able to write great plays. To that end, students will come to class as a workshop to help each other develop the best plays possible in a way that develops a lifelong interest in exploring the craft of playwriting. Fall semester.

TH 205 - CE Applied Theatre for Social Change

4.00 credits. **Creative Expression Core Course.**
This course provides a highly experiential introduction to interactive and applied theatre forms that seek to change their audience's thinking, empathy and behavior. Students will learn the histories of these forms used in numerous contexts around the world, community organizing, peacebuilding, public education, drama-based psychotherapy, and more. Students will work in groups to learn, design and enact on the campus community: 1) issue-focused street

performances, 2) problem-solving Image Theatre performances from Theatre of the Oppressed and 3) community-building Playback Theatre performances. Students will leave with a strong collegial cohort experience and strengthened skills in collaborative design, group facilitating, improvisational performance, subjective and objective written evaluation, and critical reflections on the ethics of performance and social change.

Dean of the School of Business

Dr. Hossein Varamini

Hoover Business Building, Room 202

717-361-1278

Faculty: Askarzadeh, Batakci, Ciocirlan, Greenberg, Kim, Lawren, McDevitt, Melvin, Miller, Paul, Riportella, Sandu, Wu

For more information, please visit the School's website or check your course syllabi, which are available through the course instructor or JayWeb.

Vision and Mission

The School of Business is committed to providing students with cutting-edge business skills, a personalized learning experience, and strong ties to the business community. Our vision is "to be nationally recognized as a premier business undergraduate program with a distinctive blend of the liberal arts and professional studies." Our mission is "preparing students for an ever-changing business world through enhancement of critical thinking skills and practical business application."

The School of Business offers programs in Accounting, Actuarial Science, Business Administration, Economics, Finance, Financial Economics, Healthcare Administration, International Business, Marketing, and Mathematics.

Honors in the Discipline

The School of Business participates in the College Honors in the Discipline (HID) Program. HID guidelines are listed here: https://www.etown.edu/depts/business/honors.aspx

Accreditation and Assessment

Professional Accreditation

The School of Business is globally accredited by the Association of Collegiate Business Schools and Programs (ACBSP). This requires the School of Business to adhere to international standards of excellence and undergo peer review of our programs and practices. Specifically, ACBSP has accredited our Accounting, Business Administration, and International Business majors. The Business Data Science, Finance, Financial Economics and Marketing programs are not yet accredited.

Outcome Assessment

The School uses feedback from a variety of measures –student assignments, presentations, alumni surveys, results of the Major Field Test (MFT) in business, and employer surveys – to gauge the effectiveness of its academic programs and institute curricular improvements. Data from these instruments is gathered and reviewed by the School's Assessment Committees. Based upon this review, the committees submit an annual report to the School's faculty and discuss any changes to the curriculum or program.

The School of Business is committed to enhancing students' written communication skills: generally, the quality of writing is graded in all 200-level or higher classes that require writing assignments (essays, discussion papers, etc.).

Bachelor of Arts

Economics (B.A.)

Preparation for a career in economics requires a broad background in basic economic theory and an in-depth study of the quantitative tools important to the economist. In light of the emphasis on the quantitative approach to economic theory, students are advised to select courses in mathematics and computer science beyond those specifically required in the economics curriculum. Please refer to the School of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes for Economics:

Students will be able to:

- Demonstrate an understanding of economic theory, institutions, and policy making.
- Communicate ideas effectively.
- Employ quantitative and analytical skills.

An Economics major requires:

- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- BA 200 - Strategic Managerial Decision-Making and Critical Analysis Using Excel 2.00 credits.
- BA 260 - Introduction to Data Visualization 2.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- EC 301 - Intermediate Microeconomics 4.00 credits.
- EC 302 - Intermediate Macroeconomics 4.00 credits.
- EC 309 - Introduction to Mathematical Economics 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MA 252 - Statistical Methods in Research 4.00 credits.
- Three additional Economics electives (eleven credits minimum)

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits.
- Two Core courses (8 credits total)

Notes:

Students may take EC 101 and EC 102 in any sequence.

EC 101 or EC 102 will fulfill both the Economics major requirement and the Social Sciences core requirement.

MA 251 will fulfill both the Economics major requirement and the Mathematics core requirement.

Students are strongly encouraged to complete at least one internship before graduation. Internships are registered in the semester in which they end, therefore cumulative internship experiences (micro, virtual) will be registered when the student achieves the desired 120 hours tracked by the department/program governing the internship discipline.

For a suggested Four-Year Plan for the Economics major, visit www.etown.edu/depts/business/advising/four-year-economics.aspx.

Bachelor of Science

Accounting (B.S.)

Preparation for entrance into the profession of accounting (public, private, or government) requires a basic business core in addition to proficiency in accounting. Because of the importance of critical thinking, communication, technology, and quantitative techniques, students are urged to elect additional courses that strengthen these skills areas. Please refer to the School of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes for Accounting:

Students will be able to:

- Demonstrate knowledge of fundamental theories and principles in each functional area.
- Integrate and apply knowledge across functional areas.
- Communicate clearly and concisely in written and verbal forms.

The Accounting Major requires:

- AC 101 - Introduction to Accounting 4.00 credits. * Students must earn a C- or better to continue in the major.
- AC 205 - Intermediate Accounting I 4.00 credits.
- AC 206 - Intermediate Accounting II 4.00 credits.
- AC 210 - Cost Management Accounting 4.00 credits.
- AC 301 - Introduction to Taxation 4.00 credits.
- AC 310 - Accounting Information Systems 4.00 credits.
- AC 405 - Auditing 4.00 credits.
- One 300- or 400- level Accounting elective
- BA 101 - Business and Society 4.00 credits.
- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- BA 200 - Strategic Managerial Decision-Making and Critical Analysis Using Excel 2.00 credits.
- BA 260 - Introduction to Data Visualization 2.00 credits.
- BA 265 - Management and Organizational Behavior 4.00 credits.

- BA 331 - Business and Commercial Law for Accounting/Financial Professionals 4.00 credits.
- BA 495 - Business Policy and Corporate Strategy 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- FIN 325 - Corporate Finance 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- AC 101 - Introduction to Accounting 4.00 credits.
- BA 101 - Business and Society 4.00 credits.
- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits. or
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- Three Core courses (12 credits)

Notes:

Students may take EC 101 and EC 102 in any sequence.

EC 101 or EC 102 will fulfill both the Accounting major requirement and the Social Sciences core requirement.

MA 251 should be taken in the sophomore year. Students should take any necessary prerequisites in the first year depending on their math placement.

MA 251 will fulfill both the Accounting major requirement and the Mathematics core requirement.

AC 205 and AC 206 should be taken in sequence normally beginning the fall of sophomore year.

Students are strongly encouraged to complete at least one internship before graduation. Internships are registered in the semester in which they end, therefore cumulative internship experiences (micro, virtual) will be registered when the student achieves the desired 120 hours tracked by the department/program governing the internship discipline.

For a suggested Four-Year Plan for the AC major, visit www.etown.edu/depts/business/advising/four-year-accounting.aspx.

CPA Certification/150-Hour Accounting Program

According to Pennsylvania's newly updated CPA licensure law, CPA candidates are no longer required to complete 150 credits to become licensed. Instead, individuals can now qualify for licensure with a bachelor's degree and two years of relevant work experience—a more accessible and cost-effective path for many aspiring CPAs.

Our accounting program is fully aligned with this new pathway, offering the required coursework and expert advising to help you meet your goals efficiently. For students who enter the program with Advanced Placement (AP), dual-enrollment, or other college credits earned in high school, Elizabethtown also offers a well-established

option to complete 150 credits in just four years. This allows students to qualify for CPA licensure after only one year of work experience—an appealing option for those who want to become licensed CPAs as soon as possible.

For further information: Contact Ms. Terrie Riportella, Edgar T. Bitting Professor of Accounting and Director of the Accounting Program.

Actuarial Science (B.S.)

Student Learning Outcomes for Actuarial Science:

Students will be able to:

- Use statistical reasoning to formulate and evaluate arguments.
- Model real-world phenomena mathematically.
- Utilize mathematics effectively in problem-solving strategies.
- Combine and apply different strands of learning in a meaningful and substantial way.

Actuarial Science majors are required to take:

- MA 121 - MA Calculus I 4.00 credits.
- MA 122 - Calculus II 4.00 credits.
- MA 201 - Linear Algebra 4.00 credits.
- MA 222 - Calculus III 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MA 252 - Statistical Methods in Research 4.00 credits.
- MA 255 - Financial Mathematics 4.00 credits.
- MA 262 - Financial Mathematics with Excel 2.00 credits.
- MA 351 - Theory of Probability 4.00 credits.
- MA 352 - Mathematical Statistics 4.00 credits.
- MA 456 - Fundamentals of Actuarial Mathematics 4.00 credits.
- MA 458 - Advanced Long Term Actuarial Mathematics 4.00 credits. or
- MA 459 - Advanced Short Term Actuarial Mathematics 4.00 credits.
- MA 463 - Computational Mathematics 2.00 credits.
- AC 101 - Introduction to Accounting 4.00 credits.
- CS 121 - MA Computer Science I 4.00 credits. (should be taken as early as possible)
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- FIN 325 - Corporate Finance 4.00 credits.

Also required:

- Evidence of successful completion, prior to graduation, of the Exam P or Exam FM examination of the Society of Actuaries (SOA). The completion of additional examinations is encouraged.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- CS 121 - MA Computer Science I 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- AC 101 - Introduction to Accounting 4.00 credits. or
- EC 101 - SSC Principles of Macroeconomics 4.00 credits. or
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits. or
- MA 122 - Calculus II 4.00 credits. or
- MA 222 - Calculus III 4.00 credits.
- MA 255 - Financial Mathematics 4.00 credits.
- MA 262 - Financial Mathematics with Excel 2.00 credits.

Notes:

A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus AB Examination should be placed in MA 122 in the first semester and MA 222 in the second semester. Credit will be given for MA 121.

A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus BC Examination should be placed in MA 222 in the first semester consider taking MA 201 in the second semester. Credit will be given for both MA 121 and MA 122.

A student who achieved a score of 4 or better on the College Board Advanced Placement Probability and Statistics Examination will receive credit for a 3-credit course that substitutes for MA 251.

All Actuarial Science majors should take a math course every semester, even if they have AP or transfer credit for one or more calculus courses.

A C- or better is required in ALL prerequisite courses in order to continue in the major.

Applied Mathematics (B.S.)

Student Learning Outcomes for Mathematics:

Students will be able to:

- Use statistical reasoning to formulate and evaluate arguments.
- Model real-world phenomena mathematically.
- Utilize mathematics effectively in problem-solving strategies.
- Combine and apply different strands of learning in a meaningful and substantial way.

Applied Mathematics majors are required to take a minimum of 50 credits in mathematics courses, including:

- CS 121 - MA Computer Science I 4.00 credits. (should be taken as early as possible)
- MA 121 - MA Calculus I 4.00 credits.
- MA 122 - Calculus II 4.00 credits.

- MA 201 - Linear Algebra 4.00 credits.
- MA 222 - Calculus III 4.00 credits.
- MA 236 - Discrete Mathematics 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MA 331 - Operations Research I 4.00 credits.
- MA 332 - Operations Research II 4.00 credits.
- MA 463 - Computational Mathematics 2.00 credits.
- At least 12 credits of acceptable mathematics electives (MA 252 and above)

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits. or
- MA 122 - Calculus II 4.00 credits. or
- MA 222 - Calculus III 4.00 credits.

Notes:

- A student who achieved a score of 3 or better on the College Board Advanced Placement Calculus AB Examination should be placed in MA 122 in the first semester and MA 222 in the second semester. Credit will be given for MA 121.
- A student who achieved a score of 3 or better on the College Board Advanced Placement Calculus BC Examination should be placed in MA 222 in the first semester consider taking MA 201 in the second semester. Credit will be given for both MA 121 and MA 122.
- All Mathematics majors should take a 4-credit math course every semester, even if they have AP or transfer credit for one or more calculus courses.
- A C- or better is required in ALL prerequisite courses in order to continue in the major.
- MA 332 is offered even-numbered years. MA 331 and MA 341 are offered odd-numbered years.

Business Administration (B.S.)

Preparation to become a business leader requires a broad background in business, a global perspective, a knowledge of the behavioral and social sciences, and the ability to use quantitative and qualitative techniques in solving problems. The business core, the Core Program, and specific quantitative and qualitative requirements provide this background. A student will gain further understanding of specific areas of business by concentrating in one of six areas: **Accounting**, **Economics**, **Family Business and Entrepreneurship**, **Finance**, **Human Resource Management,** and **Marketing**. Please refer to the School of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes for Business Administration:

Students will be able to:

- Integrate and apply knowledge across the different areas of business administration.
- Think critically to identify strategic issues and provide solutions for businesses.
- Communicate clearly and concisely in verbal and written forms.
- Work effectively in teams.

A Business Administration major requires:

- AC 101 - Introduction to Accounting 4.00 credits.
- AC 210 - Cost Management Accounting 4.00 credits.
- BA 101 - Business and Society 4.00 credits.
- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- BA 200 - Strategic Managerial Decision-Making and Critical Analysis Using Excel 2.00 credits.
- BA 248 - Quantitative Methods/Operations Management (EGR248) 4.00 credits.
- BA 265 - Management and Organizational Behavior 4.00 credits.
- BA 330 - Legal Environment of Business 4.00 credits.
- BA 495 - Business Policy and Corporate Strategy 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- FIN 325 - Corporate Finance 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits.

A student also must choose one of the concentrations described below:

A minimum of 11 credits beyond those listed above must be taken in the concentration area (at least eight of those 11 credits must be taken on the Elizabethtown College campus).

Accounting concentration:

- AC 205 - Intermediate Accounting I 4.00 credits.
- AC 206 - Intermediate Accounting II 4.00 credits.
- One other Accounting elective

Economics concentration:

- EC 301 - Intermediate Microeconomics 4.00 credits.
- EC 302 - Intermediate Macroeconomics 4.00 credits.
- One other Economics elective

Entrepreneurship and Family Business concentration:

- FBE 380 - Entrepreneurship 4.00 credits.
- Two other Entrepreneurship electives

Finance concentration:

- FIN 424 - Investments 4.00 credits.
- FIN 425 - Advanced Financial Management 4.00 credits.
- One other Finance elective

Human Resource Management concentration:

- BA 499 - People Analytics Seminar 4.00 credits.

Two of the following electives:

- BA 365 - Human Resource Management 4.00 credits.
- BA 395 - Strategic Human Resources 4.00 credits.
- BA 430 - Advanced Legal Issues for Managers 4.00 credits.
- HON 205 - HNR HUM Leadership Theory, Presidential Nobel Peace Laureates, and Personal Narrative 4.00 credits.
- PSY 235 - Social Psychology 4.00 credits.
- Other management electives as approved

Marketing concentration:

- MKT 416 - Marketing Management 4.00 credits.
- Two other Marketing electives (at least seven credits)

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- AC 101 - Introduction to Accounting 4.00 credits.
- BA 101 - Business and Society 4.00 credits.
- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- Core course (4 credits)

Notes:

Students may take EC 101 and EC 102 in any sequence.

EC 101 or EC 102 will fulfill both the Business Administration major requirement and the Social Sciences core requirement.

MA 251 will fulfill both the Business Administration major requirement and the Mathematics core requirement.

MA 251 should be taken in the sophomore year. Students should take any necessary prerequisites in the first year depending on their math placement.

Students are strongly encouraged to complete at least one internship before graduation. Internships are registered in the semester in which they end, therefore cumulative internship experiences (micro, virtual) will be registered when the student achieves the desired 120 hours tracked by the department/program governing the internship discipline.

For a suggested Four-Year Plan for the BA major, visit www.etown.edu/depts/business/advising/four-year-business-admin.aspx.

Finance (B.S.)

A Finance major should demonstrate the ability to organize financial information and data, in order to solve complex financial problems. They should also be able to communicate financial information in written and oral forms.

Please refer to the School of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes for the Finance major:

Students will be able to:

- Apply financial information to solve financial problems.
- Demonstrate ability to communicate to others complex financial information, in written and verbal forms.
- Apply key concepts in investment analysis and portfolio management.

The Finance major requires:

- AC 101 - Introduction to Accounting 4.00 credits.
- AC 210 - Cost Management Accounting 4.00 credits.
- BA 101 - Business and Society 4.00 credits.
- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- BA 200 - Strategic Managerial Decision-Making and Critical Analysis Using Excel 2.00 credits.
- BA 265 - Management and Organizational Behavior 4.00 credits.
- BA 330 - Legal Environment of Business 4.00 credits. or
- BA 331 - Business and Commercial Law for Accounting/Financial Professionals 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- FIN 325 - Corporate Finance 4.00 credits. * Students must earn a C- or better to continue in the major.
- FIN 412 - Financial Derivatives - Futures and Options 4.00 credits.
- FIN 420 - Financial Institution Management 4.00 credits.
- FIN 424 - Investments 4.00 credits.
- FIN 425 - Advanced Financial Management 4.00 credits.
- FIN 427 - International Financial Management 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits.

6 credits from the following:

- AC 205 - Intermediate Accounting I 4.00 credits.
- AC 206 - Intermediate Accounting II 4.00 credits.
- FIN 415 - Applied Financial Analysis 2.00 credits.
- FIN 426 - Student Managed Investment Portfolio 2.00 credits.
- MA 252 - Statistical Methods in Research 4.00 credits.
- 300-level or above finance course **FIN 325 is not applicable*
- 300-level or above economics course

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- AC 101 - Introduction to Accounting 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- Five Core courses (20 credits)

Notes:

Students may take EC 101 and EC 102 in any sequence.

EC 101 or EC 102 will fulfill both the Finance major requirement and the Social Sciences core requirement.

MA 251 will fulfill both the Finance major requirement and the Mathematics core requirement.

MA 251 should be taken in the sophomore year. Students should take any necessary prerequisites in the first year depending on their math placement.

FIN 325 should be taken either in the 2nd or 3rd year, as it is a prerequisite for many upper level classes.

Students are strongly encouraged to complete at least one internship before graduation. Internships are registered in the semester in which they end, therefore cumulative internship experiences (micro, virtual) will be registered when the student achieves the desired 120 hours tracked by the department/program governing the internship discipline.

For a suggested Four-Year Plan for the Finance major, visit https://www.etown.edu/depts/business/advising/four-year-finance.aspx.

Financial Economics (B.S.)

The Financial Economics major provides students with knowledge and understanding of economic theory, financial principles and institutions, and quantitative and computational techniques. The major prepares students for a wide range of careers in business, but especially in financial institutions, and government organizations, as well as graduate study in Economics, Finance, and Business.

Student Learning Outcomes for Financial Economics:

Students will be able to:

- Demonstrate knowledge and understanding of principles of economics, finance, and statistics.
- Demonstrate proficiency in the use of statistical and business-related software.
- Write business documents clearly, concisely, and analytically.
- Speak in public clearly, concisely, and analytically, with appropriate use of visual aids.

The Financial Economics major requires:

- AC 101 - Introduction to Accounting 4.00 credits.
- BA 260 - Introduction to Data Visualization 2.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.

- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- EC 301 - Intermediate Microeconomics 4.00 credits.
- EC 302 - Intermediate Macroeconomics 4.00 credits.
- EC 309 - Introduction to Mathematical Economics 4.00 credits.
- FIN 325 - Corporate Finance 4.00 credits.
- FIN 420 - Financial Institution Management 4.00 credits.
- FIN 424 - Investments 4.00 credits.
- FIN 426 - Student Managed Investment Portfolio 2.00 credits.
- MA 121 - MA Calculus I 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MA 252 - Statistical Methods in Research 4.00 credits.
- One additional Economics elective
- One additional Finance elective

First Year Suggested Courses:

- AC 101 - Introduction to Accounting 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.

Notes:

Students may take EC 101 and EC 102 in any sequence.

EC 101 or EC 102 will fulfill both the Financial Economics major requirement and the Social Sciences core requirement.

MA 251 will fulfill both the Financial Economics major requirement and the Mathematics core requirement.

MA 251 should be taken in the sophomore year. Students should take any necessary prerequisites in the first year depending on their math placement.

Students are strongly encouraged to complete at least one internship before graduation. Internships are registered in the semester in which they end, therefore cumulative internship experiences (micro, virtual) will be registered when the student achieves the desired 120 hours tracked by the department/program governing the internship discipline.

For a suggested Four-Year Plan for the FE major, visit the Business Dept. website at www.etown.edu/business.

International Business (B.S.)

Preparation for a career in international business requires an understanding of foreign cultures, language, and cross-cultural interaction skills, a broad background in business, an internship, and skills in a functional area of business. A student will gain further understanding of specific areas of business by concentrating in one of seven areas: **Accounting**, **Data Analytics, Economics**, **Family Business and Entrepreneurship**, **Finance**, **Human Resource Management**, **Marketing**, or a **self-designed concentration**. Please refer to the School of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes for International Business:

- Demonstrate knowledge of fundamental theories and principles in each functional area.
- Integrate and apply knowledge across functional areas.
- Communicate clearly and concisely in written and verbal forms.
- Develop proficiency in a foreign language.
- Demonstrate awareness of cross-cultural differences and application of cross-cultural skills.

An international business major must complete the following requirements in the four components of the program:

Foreign Culture and International Interaction

Requirements for the foreign culture and international interaction component include:

- BA 197 - Introduction to International Business 4.00 credits.
- BA 257 - Global Logistics 2.00 credits.
- PS 150 - NCH Introduction to Comparative Politics 4.00 credits. or
- PS 245 - NCH International Relations 4.00 credits.
- EC 307 - International Economics 4.00 credits. or
- EC 311 - Economic Development 4.00 credits.
- BA 337 - International Legal and Ethical Environment of Business 4.00 credits.
- BA 497 - International Business Seminar 4.00 credits.
- **Foreign Culture & International Interaction (FCII) course** - this course is about a country's culture, history, or civilization, and is normally taken abroad.

Business Studies

Requirements for the business studies component include:

- AC 101 - Introduction to Accounting 4.00 credits.
- AC 210 - Cost Management Accounting 4.00 credits.
- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- BA 200 - Strategic Managerial Decision-Making and Critical Analysis Using Excel 2.00 credits.
- BA 260 - Introduction to Data Visualization 2.00 credits.
- BA 265 - Management and Organizational Behavior 4.00 credits.
- BA 470-474 - Internship in Business Variable (0.00 to 4.00) credit(s).
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- FIN 325 - Corporate Finance 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits.

And a minimum of 11 credits in one of the following concentrations:

Accounting concentration:

- AC 205 - Intermediate Accounting I 4.00 credits.
- AC 206 - Intermediate Accounting II 4.00 credits.

- One additional Accounting elective

Data Analytics Concentration

- DAT 200 - Data Analytics 2.00 credits.
- MA 252 - Statistical Methods in Research 4.00 credits.
- DAT 300 - Big Data and Statistical Analysis 2.00 credits.
- DAT 358 - Machine Learning (CS 358) 2.00 credits.
- DAT 400 - Data Analytics Capstone 4.00 credits.

Economics concentration:

- EC 301 - Intermediate Microeconomics 4.00 credits.
- EC 302 - Intermediate Macroeconomics 4.00 credits.
- One additional Economics elective

Entrepreneurship and Family Business Concentration

- FBE 380 - Entrepreneurship 4.00 credits.
- Two additional Entrepreneurship and Family Business Electives

Finance concentration:

- FIN 424 - Investments 4.00 credits.
- Two additional Finance electives (at least seven credits)

Human Resource Management concentration:

- BA 499 - People Analytics Seminar 4.00 credits.

Two of the following electives:

- BA 365 - Human Resource Management 4.00 credits.
- BA 395 - Strategic Human Resources 4.00 credits.
- BA 430 - Advanced Legal Issues for Managers 4.00 credits.
- HON 205 - HNR HUM Leadership Theory, Presidential Nobel Peace Laureates, and Personal Narrative 4.00 credits.
- PSY 235 - Social Psychology 4.00 credits.
- Other management electives as approved

Marketing concentration:

- MKT 416 - Marketing Management 4.00 credits.
- Two additional Marketing electives (at least seven credits)

Self-Designed Concentration:

A student who is majoring in International Business and wishes to declare a self-designed concentration will ordinarily need to do so in writing **after** completing 48 credit hours. The student will consult with his/her faculty advisor to prepare the proposal and the supporting documents. The student will submit a program of study and the supporting documents to the Dean of the School of Business, who will review it together with the Curriculum Review Committee (School committee). If approved by the Curriculum Review Committee, the proposal will be reviewed by all business faculty via School meeting. Once the proposal is discussed and voted on by the schoolfaculty, the Dean informs the student and faculty advisor about the decision.

The proposal for a self-designed concentration must have the following components:

- A personal statement of intent (300-word minimum) that explains the reason for requesting the self-designed concentration; the statement of intent should include the reason/rationale for the request and the expected learning outcomes;
- List of the courses the student intends to complete

For the self-designed concentration to be approved, it should meet the following criteria:

- Be composed of no less than 11 credit hours
- Include at least 8 credit hours taken at Elizabethtown College
- Include at least 8 credit hours unique to this concentration (cannot be counted for any other major, minor, concentration, or CORE)
- Demonstrate a cohesive plan of rigorous study (for instance, through taking the 300- or 400-level courses/and or courses related to a common theme/field of study)

The Dean of the School of Business and the faculty advisor must approve any changes to the self-designed concentration.

See more information on concentrations here: https://www.etown.edu/dept/business/advising/ibconcentrations.aspx

Modern Languages

For students studying Spanish or Japanese: Requirements for the modern language component include 211 and 212 of a modern language and a minimum grade of C- is required in 212 level course or higher (placement) to demonstrate oral proficiency. Those pursuing the Japanese language must achieve the designated level of the Japanese Foundation Proficiency Test.

For students studying any other language: Students will take 111 and/or 112-level courses (if offered at Etown) and 200-level courses abroad (if they are offered) to achieve the equivalent of C- in a 212-level course. However, if 200-level courses are not offered at the study abroad site, students will prepare on their own through a variety of means (MOOC courses, Duolingo, Preply, etc) and then sit for an ALTA proficiency examination in both *Writing*, and *Listening and Speaking* categories. An ALTA level of 9 (Advanced) is needed in order to be considered proficient. ALTA registration and payment are handled by the students. Typically, students take the ALTA examination after they return from study abroad.

ALTA information: Language Proficiency Testing Services | ALTA Language Services

Experiential Learning

To meet requirements of the experiential learning component, a student must complete an internship, and study abroad, preferably in a foreign country where the target language is spoken. The study-abroad requirement is at least one semester with a program approved by the School of Business and the Office of Registration and Records. Students qualify for study abroad after they have completed the 212 level of a modern language.

Admission to the International Business major is limited to 25 first-year students each year in order to maintain the quality of the program and to provide the necessary assistance for each student. Transfers are permitted from within the College or from other institutions on a space-available basis.

First-year international business majors are selected by the School of Business faculty. The selection process includes consideration of: 1) academic accomplishments, 2) motivation and aptitude, 3) preparation for international business study, 4) leadership and communications, and 5) interest in international business.

A prospective student must submit an application with all supporting documents to the Admissions Office before March 15. Applications received after March 15 will only be considered on a space-available basis.

Foreign students who are majoring in International Business should consult with the Director of the program during their first year to discuss their specific course requirements.

Admission to the International Business program does not imply that a student is guaranteed completion of the entire course of study. Generally, a student needs a 3.00 grade point average to qualify for a study-abroad program which is a requirement for graduation in this major.

For further information: Contact Dr. Cristina Ciocirlan, Program Director.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- AC 101 - Introduction to Accounting 4.00 credits.
- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- BA 197 - Introduction to International Business 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- Two Language courses (211 and 212) (8 credits total)

Notes:

Specific entry-level course in language will be determined after the results of the language placement test are received. Students interested in completing a Spanish minor should speak with the Language Program regarding the specific Spanish minor language level requirements.

Refrain from fulfilling the Western Cultural Heritage or Creative Expression requirements of the Core before going abroad. This is because an International Business major could take some of the courses in these core areas during the study-abroad period.

If students are interested in Accounting, they should enroll in the beginning Accounting course (AC 101) in the first year.

Normally, by the junior year, a major in International Business chooses one of the following as an area of concentration: Accounting, Data Analytics, Economics, Family Business and Entrepreneurship, Finance, Human Resource Management, Marketing, or a self-designed concentration.

International students are not required to take foreign language courses for their International Business major. However, students are required to take an Ancient or Modern Language to satisfy their core Power of Language - Other.

Other requirements:

- EC 101 or EC 102 will fulfill both the International Business major requirement and the Social Sciences core requirement.
- PS 150 or PS 245 will fulfill both the International Business major requirement and the Non-Western Cultural Heritage core requirement.
- MA 251 will fulfill both the International Business major requirement and the Mathematics core requirement.

Internships are registered in the semester in which they end, therefore cumulative internship experiences (micro, virtual) will be registered when the student achieves the desired 120 hours tracked by the department/program governing the internship discipline.

For a suggested Four-Year Plan for the International Business major, visit www.etown.edu/depts/business/advising/four-year-int-business.aspx.

Marketing (B.S.)

Preparation to become a successful marketer requires both a strong foundation in marketing as well as a broad background in general business topics, a global perspective, a knowledge of the behavioral and social sciences, and the ability to use quantitative techniques in solving problems. The Business core, the Core Program, and specific quantitative and qualitative requirements provide this background. Please refer to the School of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes:

Students will be able to:

- Demonstrate an understanding of fundamental and advanced marketing concepts.
- Integrate and apply marketing concepts.
- Identify the nature and scope of the specific tasks and decisions facing marketing managers.

The Marketing major requires:

- AC 101 - Introduction to Accounting 4.00 credits.
- AC 210 - Cost Management Accounting 4.00 credits.
- BA 101 - Business and Society 4.00 credits.
- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- BA 200 - Strategic Managerial Decision-Making and Critical Analysis Using Excel 2.00 credits.
- BA 265 - Management and Organizational Behavior 4.00 credits.
- BA 330 - Legal Environment of Business 4.00 credits.
- BA 495 - Business Policy and Corporate Strategy 4.00 credits.

- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- FIN 325 - Corporate Finance 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits.

Students must also choose one of the tracks described below:

Category Management Track:

- MKT 311 - Marketing Research 4.00 credits. or
- BA 320 - Introduction to Data Analytics in Business 4.00 credits.
- MKT 312 - Promotions Management 4.00 credits.
- MKT 313 - Retail Marketing 4.00 credits.
- MKT 319 - Consumer Behavior 4.00 credits.
- MKT 396 - Introduction to Category Management and Shopper Insights 4.00 credits.
- Approved Elective course (4 credits)

Advertising and Promotional Management Track:

- MKT 312 - Promotions Management 4.00 credits.
- MKT 315 - Digital Marketing 4.00 credits.
- MKT 319 - Consumer Behavior 4.00 credits.
- COM 130 - Visual Communications 4.00 credits.
- COM 351 - Public Relations 4.00 credits. or
- EN 285 - HUM Business Writing 4.00 credits.
- Approved Elective course (4 credits)

Sales Management Track:

- MKT 313 - Retail Marketing 4.00 credits.
- MKT 314 - Sales and Sales Management 4.00 credits.
- MKT 319 - Consumer Behavior 4.00 credits.
- FBE 380 - Entrepreneurship 4.00 credits. or
- FBE 385 - New Venture Creation 4.00 credits.
- Two approved Elective courses (8 credits total)

Marketing Analytics Track:

- BA 248 - Quantitative Methods/Operations Management (EGR248) 4.00 credits.
- MKT 311 - Marketing Research 4.00 credits.
- BA 320 - Introduction to Data Analytics in Business 4.00 credits.
- DAT 200 - Data Analytics 2.00 credits.
- DAT 300 - Big Data and Statistical Analysis 2.00 credits.
- DAT 320 - Advanced SQL 2.00 credits.
- Approved Elective course (4 credits)

Self-Designed Track:

- MKT 319 - Consumer Behavior 4.00 credits.
- Five Approved Elective courses (20 credits total)

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- AC 101 - Introduction to Accounting 4.00 credits.
- BA 101 - Business and Society 4.00 credits.
- BA 105 - Managerial Communication and Student Career Preparedness 1.00 credit.
- MKT 215 - Principles of Marketing 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- Core course (4 credits)

Notes:

Students are strongly encouraged to complete at least one internship before graduation. Internships are registered in the semester in which they end, therefore cumulative internship experiences (micro, virtual) will be registered when the student achieves the desired 120 hours tracked by the department/program governing the internship discipline.

Mathematical Business (B.S.)

Student Learning Outcomes for Mathematical Business:

Students will be able to:

- Model real-world phenomena mathematically.
- Combine techniques in math, statistics and computer science to solve real world problems.
- Utilize software effectively in problem-solving strategies.
- Combine and apply different strands of learning in a meaningful and substantial way.

Mathematical Business majors are required to take the following mathematics and computer science courses:

- CS 121 - MA Computer Science I 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits.
- MA 122 - Calculus II 4.00 credits.
- MA 201 - Linear Algebra 4.00 credits.
- MA 222 - Calculus III 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MA 252 - Statistical Methods in Research 4.00 credits.
- MA 262 - Financial Mathematics with Excel 2.00 credits.
- MA 331 - Operations Research I 4.00 credits. or
- MA 332 - Operations Research II 4.00 credits.
- MA 463 - Computational Mathematics 2.00 credits.

Mathematical Business majors are also required to take the following business and economics courses:

- AC 101 - Introduction to Accounting 4.00 credits.
- AC 210 - Cost Management Accounting 4.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits. or
- BA 265 - Management and Organizational Behavior 4.00 credits.
- FIN 325 - Corporate Finance 4.00 credits.
- BA 330 - Legal Environment of Business 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits. or
- EC 102 - SSC Principles of Microeconomics 4.00 credits.

12 credits selected from:

- BA 260 - Introduction to Data Visualization 2.00 credits.
- MA 236 - Discrete Mathematics 4.00 credits.
- MA 255 - Financial Mathematics 4.00 credits.
- MA 331 - Operations Research I 4.00 credits.
- MA 332 - Operations Research II 4.00 credits.
- MA 351 - Theory of Probability 4.00 credits.
- MA 352 - Mathematical Statistics 4.00 credits.
- MA 456 - Fundamentals of Actuarial Mathematics 4.00 credits.
- MA 458 - Advanced Long Term Actuarial Mathematics 4.00 credits.
- MA 459 - Advanced Short Term Actuarial Mathematics 4.00 credits.
- MA 470-474 - Internship in Mathematics Variable (0.00 to 8.00) credit(s).
- MA 490 - Research in Mathematics Variable (0.00 to 4.00) credit(s).
- CS 209 - Database Systems 4.00 credits.
- CS 250 - Foundations of AI & Data Science 4.00 credits.
- CS 310 - Web Development 4.00 credits.
- CS 350 - From Data Mining to Deep Learning 4.00 credits.
- CS 354 - Big Data 4.00 credits.
- CS 409 - Database Cloud Computing 4.00 credits.
- Mathematics Special Topics courses

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits. or
- MA 122 - Calculus II 4.00 credits. or
- MA 222 - Calculus III 4.00 credits.
- MA 262 - Financial Mathematics with Excel 2.00 credits.
- AC 101 - Introduction to Accounting 4.00 credits. or
- EC 101 - SSC Principles of Macroeconomics 4.00 credits. or
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- CS 121 - MA Computer Science I 4.00 credits.

Notes:

- A student who achieved a score of 3 or better on the College Board Advanced Placement Calculus AB Examination should be placed in MA 122 in the first semester and MA 222 in the second semester. Credit will be given for MA 121.
- A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus BC Examination should be placed in MA 222 in the first semester consider taking MA 201 in the second semester. Credit will be given for both MA 121 and MA 122.
- All Mathematics majors should take a 4-credit math course every semester, even if they have AP or transfer credit for one or more calculus courses.
- A C- or better is required in ALL prerequisite courses in order to continue in the major.

Mathematics Secondary Education (B.S.)

Student Learning Outcomes for Mathematics Secondary Education concentration:

Students will be able to:

- Use statistical reasoning to formulate and evaluate arguments
- Model real-world phenomena mathematically
- Utilize mathematics effectively in problem-solving strategies
- Combine and apply different strands of learning in a meaningful and substantial way
- Demonstrate a thorough knowledge of mathematics content and pedagogical skills in planning, preparation, and assessment
- Demonstrate an ability to deliver instruction that engaged students in learning by using a variety of instructional strategies, including technology

The **Mathematics Secondary Education** is required for secondary education certification. Students in this program are given a solid foundation in geometry, algebra and statistics essential for effective teaching and analysis of the secondary school mathematics curriculum. The required math courses will satisfy the requirement of two math courses for Education certification.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

To ensure that all students are prepared to apply for formal acceptance, it is recommended that students take a minimum of 16 credit hours per semester.

Progression to Program Completion and Teacher Certification

Students in the Education Department must follow a progression through the teacher preparation program to complete a degree and apply for Pennsylvania Teaching Certification. Candidates typically apply for Provisional Acceptance at the conclusion of year one and Formal Acceptance at the conclusion of year two. It is recommended that Education majors take a minimum of 16 credits per semester. In addition, students will need to maintain a satisfactory rating in Professional Review throughout their candidacy.

Phases of Progression:

Phase One: In year one, teacher preparation candidates are in the pre-service phase. Courses and field experiences are integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Provisional Acceptance to the program. Candidates applying for Provisional Acceptance at the conclusion of year one must earn an overall GPA of 2.80.

Phase Two: In year two, teacher preparation candidates continue with courses and field experiences integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Formal Acceptance to the program. Candidates applying for Formal Acceptance at the end of year two must earn an overall GPA of 3.00.

Professional Phase: In years three and four, teacher preparation candidates are required to demonstrate their knowledge of the teaching profession both in and out of the classroom. Methods and Professional Internship semesters pair rigorous coursework with part- and full-time field experience requirements. During this time, students are required to earn a grade of B or above in all required courses for their major area. This expectation is in preparation for application to Pennsylvania Department of Education for Instructional I certification necessary to teach in the state. As required by PDE, candidates applying for certification at the end of the preparation program must demonstrate an overall GPA of 3.00.

Academic Requirements:

- Candidates will achieve grades of C or better in all 100 and 200 level Education courses.
- Candidates will achieve grades of B or better in all 300 and 400 level Education courses.
- Candidates not meeting grade requirements will be referred to the Professional Review Panel for possible intervention.
- Intervention may include action planning, tutoring, academic counseling, or course repetition.

Provisional Acceptance:

- Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- Verify current clearances on file in the Education Office by August 1 of each year. Clearance Information
- Declare Education as major
- Submit Student Life Clearance
- Complete ED 105 and ED 150/ED 151 in the first year with earned grades of C or better
- Complete ED 161 in the first or second year with an earned grade of C or better
- Demonstrate satisfactory ratings in Professional Review
- Apply for Provisional Acceptance to the Education Department

*Provisional Acceptance is required to enroll in 200-level ED courses.

Formal Acceptance:

- Basic Skills requirements for PDE are met
- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature)
- Complete 54 hours with a cumulative grade point average of 3.00 or higher
- Successfully complete at least three courses with ED prefixes
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information

- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson (see pages 16-18).
- One picture of yourself
- Updated Resume
- Educational Philosophy
- Dates of your clearances and TB test
- Description of your experience working with children
- Writing Sample
- Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Demonstrate satisfactory ratings in Professional Review
- Apply for Formal Acceptance to the Education Department

*Formal Acceptance is required to enroll in 300-level ED courses.

Field Experiences:

Field experiences are a critical facet of teacher preparation, both for gaining practical knowledge in the professional field and for obtaining teacher certification in Pennsylvania. Many Education (ED) and Special Education (SED) courses require field placement. The Education Department Field Experience Manual is linked here, and includes details, policies, assessments, and contacts for all stages of field placement at Elizabethtown College. Please note the following:

- At Elizabethtown College, there are required courses with placements in each year of teacher preparation.
- The Office of Field Placement utilizes a reasonable radius (approximately 20 miles/40 minutes commuting time) from campus to assign placement schools.
- Courses with placements have academic and grading requirements based on the successful completion of each field experience.
- Candidates in the third and fourth year of teacher preparation are required to arrange transportation to and from assigned placements.
- Candidates in placement are required to follow all policies, guidelines, rules, and expectations for the school district or entity of placement. Failure to follow individual district expectations may result in removal from placement, failure of the associated course, and/or expulsion from the Education Department.

Exit from the Programs:

Students seeking an **award of the degree in the major only (without certification) must:**

- Receive approval of the Education Program and any other appropriate Program(s) for completion of their degree plan.
- Satisfy all requirements of the major, except the professional internship and Pennsylvania certification test results, with a cumulative/major grade point average of 2.00 or higher.
- Complete an alternative internship experience of at least six credits, as approved by the Education Program.

Students seeking an **award of the degree in their major and certification must:**

- Satisfy all requirements of the major with the cumulative grade point average of 3.00 or higher.
- Earn a grade of Pass in the professional internship and senior seminar.

Earn passing scores on the Pennsylvania Educator Certification Tests (PECT) and/or Praxis II series as it applies to your certification program. Students completing Early Childhood (PK-4) must take the PECT exam series, Elementary Middle Level (4-8) certifications take the Praxis series in core assessment and subject concentration,

Secondary certification (7-12) take Praxis II in a content area and PK-12 (Music Education, Modern Languages – Spanish Education) must successfully complete the appropriate Fundamental Subjects: Content Knowledge Test and Praxis II in a content area. Graduate candidates in Special Education (PK-12) must take the Praxis exam for Special Education Core Subjects.

Required courses:

- CS 121 - MA Computer Science I 4.00 credits. (should be taken as early as possible)
- MA 121 - MA Calculus I 4.00 credits.
- MA 122 - Calculus II 4.00 credits.
- MA 201 - Linear Algebra 4.00 credits.
- MA 222 - Calculus III 4.00 credits.
- MA 236 - Discrete Mathematics 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MA 301 - Abstract Algebra 4.00 credits.
- MA 341 - Modern Geometry 4.00 credits.
- MA 351 - Theory of Probability 4.00 credits.
- PHY 201 - College Physics I 4.00 credits.
- At least 12 credits of acceptable mathematics electives (MA 252 and above)

Education Courses:

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.
- ED 305 - Methods of Secondary Education 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 497 - Senior Seminar for Secondary Education 4.00 credits.
- Two English courses for Education certification, one literature and one writing
- Two Math courses for Education certification

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits. or
- MA 122 - Calculus II 4.00 credits. or
- MA 222 - Calculus III 4.00 credits.
- Power of Language Core course (4 credits)

Notes:

- A student who achieved a score of 3 or better on the College Board Advanced Placement Calculus AB Examination should be placed in MA 122 in the first semester and MA 222 in the second semester. Credit will be given for MA 121.
- A student who achieved a score of 3 or better on the College Board Advanced Placement Calculus BC Examination should be placed in MA 222 in the first semester consider taking MA 201 in the second semester. Credit will be given for both MA 121 and MA 122.
- PHY 201 is required and will fulfill the Natural and Physical Sciences core requirement. Unless a student has a special interest in PHY 201, students are advised to wait to take PHY 201 until after they have completed MA 222.
- Students considering a Mathematics Secondary Education major should not take MA 105 or MA 117.
- All Mathematics Secondary Education majors should take a math course every semester, even if they have AP or transfer credit for one or more calculus courses.
- A C- or better is required in ALL prerequisite courses in order to continue in the major.
- Education majors may substitute ED 224 for their Western-Cultural Heritage Core.
- ED150 and ED 151 are approved to satisfy Social Science Core.

Minors

Business Administration Minor

Please refer to the School of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

The Business Administration minor requires:

- AC 101 - Introduction to Accounting 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- BA 265 - Management and Organizational Behavior 4.00 credits.
- BA 330 - Legal Environment of Business 4.00 credits.
- Eight elective credits (200-level or above)

Data Analytics Minor

For further information, contact the Data Analytics Minor Advisor, Dr. Hossein Varamini.

Student Learning Outcomes for Data Analytics Minor:

Students will be able to:

- Students will learn to independently apply the appropriate statistical procedure and use technical skills in predicative and prescriptive modeling to support decision-making.
- Students will demonstrate effective communication skills that facilitate the effective presentation of analysis results.
- Students will demonstrate the ability to think critically in making decisions based on data analytics.

The following courses are required:

- BA 260 - Introduction to Data Visualization 2.00 credits.
- DAT 200 - Data Analytics 2.00 credits. or
- CS 209 - Database Systems 4.00 credits.
- DAT 358 - Machine Learning (CS 358) 2.00 credits.
- CS 121 - MA Computer Science I 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MA 252 - Statistical Methods in Research 4.00 credits. or
- EC 410 - Econometrics 4.00 credits.

Economics Minor

Please refer to the School of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

The Economics minor requires 20 credits of course work:

- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- EC 301 - Intermediate Microeconomics 4.00 credits.
- EC 302 - Intermediate Macroeconomics 4.00 credits.
- One Economics elective

Family Business and Entrepreneurship Minor

The focus of the Family Business and Entrepreneurship minor is on entrepreneurial family businesses and new ventures and their use of innovation as the main growth engine. The minor develops the skills needed to lead and perform effectively as a member of a family business and to recognize and capitalize on opportunities to launch new ventures. The program provides students with hands-on skills through internship and externship activities, mentoring and networking opportunities, applied projects and live case studies and guest speaker lectures offered by enterprising families and new ventures. The S. Dale High Center for Family Business at Elizabethtown College strongly supports the minor. Students who plan on pursuing a career in a family business or entrepreneurial sector after graduation are particularly encouraged to enroll. Ultimately, the capabilities learned through the minor are essential for the success of any business regardless of its size and scope. Open to all majors.

For further information, contact the Family Business and Entrepreneurship Program Director, Dr. Petru Sandu.

Student Learning Outcomes for Family Business and Entrepreneurship Minor:

Students will be able to:

- Demonstrate an entrepreneurial mindset that allows them to identify and capitalize on opportunities.
- Identify strategies for turning the unique traits of family businesses into a sustainable competitive advantage.
- Demonstrate knowledge of succession planning, best practices in governing a family business, and effective communication and conflict resolution in family firms.

The Family Business and Entrepreneurship minor requires 20 credits of course work:

The following courses are required:

- FBE 380 - Entrepreneurship 4.00 credits.
- FBE 384 - The Family as Entrepreneur 4.00 credits.
- FBE 385 - New Venture Creation 4.00 credits.
- FBE 494 - Family Business Governance and Succession Planning 4.00 credits.

Choose one of the following:

- AC 101 - Introduction to Accounting 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- BA 265 - Management and Organizational Behavior 4.00 credits.
- BA 330 - Legal Environment of Business 4.00 credits.
- FBE 280 - Global Family Business 4.00 credits.
- FBE 450 - Family Business and Entrepreneurship: A European Trek 4.00 credits.
- FBE 470-474 - Internship in Family Business and Entrepreneurship Variable (0.00 to 4.00) credit(s).
- FBE 530 - Negotiation and Conflict Resolution Strategies 3.00 credits. (Graduate level course, offered online. Please refer to the Cross-Registration Policy)

Finance Minor

The Finance minor requires:

- AC 101 - Introduction to Accounting 4.00 credits.
- FIN 325 - Corporate Finance 4.00 credits.

Choose any four courses from the following:

- FIN 427 - International Financial Management 4.00 credits.
- FIN 412 - Financial Derivatives - Futures and Options 4.00 credits.
- FIN 420 - Financial Institution Management 4.00 credits.
- FIN 424 - Investments 4.00 credits.
- FIN 425 - Advanced Financial Management 4.00 credits.

Marketing Minor

The **marketing minor** is designed to offer students an in-depth exploration of the role the discipline plays across all organizations and in relation to other business functions. Students will develop an understanding of the foundational aspects of marketing, learn how to apply marketing principles, explore the ethical implications of the discipline, and discover the varied career paths available in marketing that may be of interest to those completing other majors.

Course Requirements

The minor curriculum requires the completion of 20 credits.

Foundation Course

- MKT 215 - Principles of Marketing 4.00 credits.

Four electives

A minimum of three courses must be at the 300 or 400-level and designated as marketing within the School of Business. Currently accepted courses include:

- MKT 311 - Marketing Research 4.00 credits.
- MKT 312 - Promotions Management 4.00 credits.
- MKT 313 - Retail Marketing 4.00 credits.
- MKT 314 - Sales and Sales Management 4.00 credits.
- MKT 315 - Digital Marketing 4.00 credits.
- MKT 319 - Consumer Behavior 4.00 credits.
- MKT 416 - Marketing Management 4.00 credits.
- BA 476 - Business Cooperative Variable (5.00-12.00 credits). (a maximum of 4.00 credits count towards the minor)
- MKT 396 - Introduction to Category Management and Shopper Insights 4.00 credits.
- MKT 498 - Seminar in Marketing 4.00 credits. (various topics)

One elective may come from the following:

- COM 130 - Visual Communications 4.00 credits.
- COM 351 - Public Relations 4.00 credits.
- EN 285 - HUM Business Writing 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.

Note:

Business Administration and International Business majors with a marketing concentration cannot simultaneously minor in marketing. If they choose to minor in marketing, then they would have to choose a different concentration than marketing.

Mathematics Minor

The Mathematics minor requirements are:

- MA 121 - MA Calculus I 4.00 credits.
- MA 122 - Calculus II 4.00 credits.
- MA 201 - Linear Algebra 4.00 credits.
- Twelve credits of mathematics electives MA 222 or higher

Note:

A C- or better is required in ALL prerequisite courses in order to continue in the minor.

Courses

AC 101 - Introduction to Accounting

4.00 credits. An introduction to the basic accounting methods, principles and financial statements used for external reporting. This course introduces students to accounting in a way that demonstrates its importance to society and relevance to their future careers. In addition to developing an adequate technical knowledge of accounting principles; critical thinking, communications, organizational, and interpersonal competencies will be developed and reinforced through a combination of class discussion and problems.

AC 205 - Intermediate Accounting I

4.00 credits. A study of generally accepted accounting principles and international standards as applied to asset transactions in the corporate financial reporting environment. Beginning with a brief review of introductory topics including the accounting cycle and financial statements and quickly moving to more challenging and complex topics regarding how to properly record transactions for different types of assets, acceptable alternatives, and the accounting treatment of related income statement transactions. Emphasis on valuation, classification, disclosure and cutoff. **Prerequisite(s):* AC 101.

AC 206 - Intermediate Accounting II

4.00 credits. A continuation of AC 205. The course includes an in-depth examination of the liabilities and stockholder's equity sections of the balance sheet with detailed discussion of how to account for bonds payable, long-term notes, employee pensions and benefits, and the issuance of stock. Calculation of earnings per share, how to correct errors in the financial statements, preparation of the statement of cash flows and deferred income taxes also are discussed. **Prerequisite(s):* AC 205.

AC 210 - Cost Management Accounting

4.00 credits. An understanding of how costs behave - cost-volume and profit analysis; are collected - job costing and process costing; are assigned - activity-based costing; are managed - strategic-based responsibility accounting; are measured - budgets and variance analysis; and are used in decision making - pricing and alternative use of capital. Multinational considerations also are included. **Prerequisite(s):* AC 101.

AC 301 - Introduction to Taxation

4.00 credits. Following the American Institute of Certified Public Accountants (AICPA) recommended Model Tax Curriculum, this course introduces a broad range of tax topics and principles of federal income taxation of individuals, corporations, and partnerships. Understanding various types of taxes in the U.S. system and the basis for the federal income tax system is emphasized. Tax concepts that relate to individual taxpayers, and identifying the similarities and differences of individual taxation items to the taxation of business entities are learned, emphasizing the role of taxation in the business decision-making process, tax law and research, and concepts application. **Prerequisite(s):* AC 101 or permission of instructor.

AC 302 - Advanced Studies in Taxation

4.00 credits. This course follows the American Institute of Certified Public Accountants (AICPA) recommended Model Tax Curriculum. Students will develop advanced technical and technological skills in entity taxation, the tax

effects of multijurisdictional commerce and advanced issues facing individual taxpayers, including retirement, estate/gift issues, and financial planning. Advanced skills with tax research materials are developed, as is an appreciation for the work ethic and professional responsibilities. Emphasis will be placed on learning to employ tax law in various financial and tax-planning techniques. **Prerequisite(s):* AC 301.

AC 304 - Forensic Accounting

4.00 credits. This course introduces students to the specialty practice area of forensic accounting. Students will study the growing role of the forensic accountant, what differentiates forensic accountants from traditional auditors, the causes of fraud, and the perpetrator's motivations. Topics include: money laundering, identity theft, fraudulent investment schemes, litigation support, and the importance of internal controls. Students will examine the ethical issues in accounting, risk assessment and how to investigate and respond to fraud in the workplace. **Prerequisite(s):* AC 206. Spring semester.

AC 307 - International Accounting

2.00 credits. The course examines a variety of accounting and business issues encountered by multi-national organizations. Specific topics include: comparative worldwide accounting diversity, international financial statement analysis, global strategic accounting issues, international corporate governance and social responsibility, international taxation, transfer pricing and auditing. **Prerequisite(s):* AC 206 or permission of instructor.

AC 310 - Accounting Information Systems

4.00 credits. An introduction to the components of an accounting information system and its relationship to the overall management information system. The use of information to support the planning, analysis, and reporting of business activities using fully integrated information systems is discussed. Students are introduced to system design and documentation, including flowcharting and control procedures. The course utilizes practical case problems, contemporary readings, and exercises incorporating accounting software to reinforce classroom theory with hands-on knowledge. All major transaction processing cycles and the effect on the accuracy of accounting information are reviewed. **Prerequisite(s):* AC 206.

AC 405 - Auditing

4.00 credits. A study of auditing theory and standards, professional ethics, auditor's legal liability, and the audit process. Students learn about risk assessment, internal control systems, audit evidence, working papers, quality control, statistical sampling, implications of computer-based systems to the audit process, and the preparation of audit reports. **Prerequisite(s):* AC 310 or permission of instructor. **Signature Learning Experience: Capstone.**

AC 406 - Advanced Accounting

4.00 credits. A study of advanced accounting topics including business combinations, consolidated financial reporting according to US GAAP, worldwide accounting practices and foreign currency transactions, partnerships, and special accounting topics such as business liquidations and reorganizations, joint ventures, and accounting for derivatives. **Prerequisite(s):* AC 206.

AC 471 - Internship in Accounting

Variable (0.00 to 12.00) credit(s). Students gain accounting experience working for either a public accounting firm, a business organization, or a governmental agency. A maximum of four credit hours from AC 471 may count as an accounting elective. Additional credits count as free electives. A total of 12 credits may be earned from internship/co-op courses taken through the School of Business during a student's college career. All Business majors are required to complete an internship experience of 120 hours minimum while at Elizabethtown College. **Prerequisite(s):* Approval of Accounting Director or Dean of the School of Business. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

AC 474 - Volunteer Income Tax Assistance Program

2.00 credits. A hands-on opportunity to apply knowledge that was learned in Accounting 301 by preparing income tax returns under the Volunteer Income Tax Assistance (VITA) Program of the Internal Revenue Service in an experiential-learning environment. Students interact with clients, accumulate their tax information and prepare their federal, state and local income tax returns using tax software. **Prerequisite(s):* AC 301. **Signature Learning Experience: Community-Based Learning.** This course is repeatable for credit for a maximum of 4 credits. Register by Instructor.

AC 480-489 - Independent Study in Accounting

Variable credit. Independent study and research on a problem or topic in the field of accounting. **Prerequisite(s):* Approval of the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

BA 101 - Business and Society

4.00 credits. Managers function within an environment and their actions influence a number of stakeholders who in turn influence managerial decision making. Environmental awareness is increased by describing and analyzing seven sub-environments: stakeholder, economic, political, social, ethical, competitive and ecological. The course provides a context for other courses in the program and acquaints students with the dynamics of managing in the business, public and nonprofit sectors of the U.S. economy. Register by Instructor.

BA 105 - Managerial Communication and Student Career Preparedness

1.00 credit. Students will develop verbal, written, and nonverbal communication skills used in business, including interpersonal communication, public speaking, emails, memorandums, business letters, and presentations. The course also emphasizes using data to support business communication, preparing for internships, and developing professionalism and leadership skills. Students will complete several self-assessment tools, such as the Strong Assessment, Myers-Briggs Step II, the Five Factor Model, and the EQi Emotional Intelligence Assessment, to better understand their strengths and career interests. They also understand the best ways to connect with others. **Prerequisite(s):* This course is restricted to Business majors only and is normally taken in the first year

BA 161 - Career Planning Seminar

1.00 credit. This seminar will provide students the opportunity to assess their strengths and weaknesses in order that they may be better able to determine an appropriate career choice. In addition, they will become acquainted with career opportunities available to them in business and the types of companies with whom they may wish to be

employed. Finally, they will be introduced to career planning techniques that will assist them in creating their own plan. Spring semester.

BA 165 - Personal Financial Planning

2.00 credits. This course provides students with detailed information, methods, and techniques to effectively evaluate alternative courses of action and make informed financial decisions regarding basic personal finance. The course focuses on situations that students will encounter as they become financially independent. Topics include: budgeting, credit and money management, tax basics, purchasing and insurance issues, and basic investment concepts.

BA 197 - Introduction to International Business

4.00 credits. An introduction to the international business environment, including the political, social, economic and cultural dimensions of foreign countries. Introduces theories and practical aspects of international business from both a cultural and functional perspective. Students develop their understanding of the differences between foreign cultures and their own culture and improve the interaction skills necessary to function effectively in the global community. Register by Instructor.

BA 200 - Strategic Managerial Decision-Making and Critical Analysis Using Excel

2.00 credits. This course explores Microsoft Excel as a strategic tool for business analysis and managerial decision making. Students develop intermediate to advanced Excel skills, including formulas, data analysis tools, scenario planning, optimization, and data visualization. Through hands on cases, students learn to turn data into insights that support business decisions. The course also introduces the use of Artificial Intelligence tools to enhance Excel analysis, automate tasks, and support evidence based decision making. **Prerequisite(s):* This course is restricted to Business majors only and is normally taken in the second year.

BA 248 - Quantitative Methods/Operations Management (EGR248)

4.00 credits. Usage of quantitative methods and operations management concepts to optimize business decisions is learned. The quantitative methods covered are forecasting, decision making, decision analysis, and inventory management. The operations management concepts are project management, statistical process control, materials requirement planning, enterprise resource planning, scheduling, reliability, acceptance sampling and learning curves. **Prerequisite(s):* MA 251.

BA 255A - Advanced Ethics: Business (PH 255A)

4.00 credits. Business Ethics is part of a four-course sequence in Applied Ethics. In each course, a theoretical foundation for ethical discourse within the respective field is established. This course then proceeds to a detailed treatment of central ethical dilemmas in the actual practice of business.

BA 257 - Global Logistics

2.00 credits. Focus on the management of flow of goods and services across national borders to enhance the competitiveness of small- and medium-size firms, including market research, agent selection, export financing, government regulation, transportation, insurance and documentation.

BA 260 - Introduction to Data Visualization

2.00 credits. This course provides an introduction to data visualization. It introduces students to design principles for creating meaningful displays of quantitative and qualitative data to facilitate managerial decision-making. The course uses data visualization tools, including Tableau, Power BI and R.

BA 265 - Management and Organizational Behavior

4.00 credits. Critical management issues in planning, organizing, leading and controlling -within the framework of understanding why and how people interact with one another, in groups, and with the organization itself - are examined, with opportunities to enhance communication and interpersonal skills through learning at multiple levels, including individual reading, study and analysis, in-class lectures and exercises, and small discussion groups, in which newly acquired knowledge can be applied to the analysis of real-world scenarios.

BA 320 - Introduction to Data Analytics in Business

4.00 credits. The course will introduce students to a variety of databases, primarily in economics and marketing. Students will extract data necessary for their purpose, and conduct data analysis in Excel and R. They will work in teams on projects and present their findings. The databases of particular interest include IMPLAN (economic impact data), PolicyMap (GIS mapping and demographic data), Bureau of Labor Statistics databases (employment and prices) and Claritas (customer profiles).

BA 330 - Legal Environment of Business

4.00 credits. The study and evaluation of legal, ethical and global issues as they pertain to understanding how a business organization operates in a changing socio-economic environment.

BA 331 - Business and Commercial Law for Accounting/Financial Professionals

4.00 credits. Legal concepts applicable to the formation and execution of contracts for the business environment are studied with examination of the evolution of contract law and the institution of uniform standards to simplify its applications across geographic boundaries.

BA 337 - International Legal and Ethical Environment of Business

4.00 credits. An introduction to the study of international business law, the function and importance of public international law, the role of public and private international organizations, and public policy and ethics in setting standards and guidelines for international business. An understanding of the legal problems associated with economic integration within the European Union and North America is emphasized.

BA 345 - Managing Innovation and Technology

4.00 credits. This course focuses on commercializing technology and creating innovation. Topics covered include the drivers of innovation, technology-driven entrepreneurship, managing different types of innovation, and the construction of technology strategy for a firm or business unit. Students learn how to understand both technology and business perspectives as well as how to formulate a profitable technology strategy. Students should come away from this class with a theoretical understanding of these issues and with practical skills to allow you to use

innovation and technology management to make your organization succeed. Alternate years. **Signature Learning Experience: Internship.**

BA 347 - Global Supply Chain Management (EGR 347)

4.00 credits. This course focuses on the management of supply chain processes and performance.We explore important supply chain metrics, primary tradeoffs in making supply chain decisions, and basic tools for effective and efficient supply chain management, production planning and inventory control, order fulfillment and supply chain coordination. We will also investigate topics such as global supply chain design, logistics, and outsourcing, several other recent supply chain innovations. **Prerequisite(s):* BA 248. Spring semester.

BA 350 - European Union Simulation I (PS 350)

4.00 credits. Study of the principles and theories of European integration; the history of the current European Union (E.U.), from the Treaty of Rome to the present; and the structure and functioning of the European Union, including class participation representing an E.U. Member State in the annual Mid-Atlantic European Union Consortium E.U. Simulation in Washington, D.C. **Signature Learning Experience: Field Experience.** Fall semester.

BA 360 - Washington Institute (PS 360)

4.00 credits. The course highlights relationships between the legislative, executive, independent agencies, and third-party institutions that directly affect how policy is made in the United States. The course exposes students to the mechanism that is used to formulate policy for the United States. The Institute will focus heavily on international policy and the inner workings of the various institutional agents that participate in the process of making policy. Students will observe and develop a critical sense of how to weigh the various interests before policy is ultimately made. Students will learn to examine the purpose of policy and evaluate how it will impact on various industries. **Prerequisite(s):* BA 101. **Signature Learning Experience: Community-Based Learning.** Register by Instructor.

BA 365 - Human Resource Management

4.00 credits. This course discusses best practices for recruiting, selecting, onboarding, developing and managing talent in organizations. You will learn how to create an environment in which employees can realize their full potential and thrive at work, and how to build a strong talent pipeline with a focus on job satisfaction and retention, strategic issues in today's organizations. **Prerequisite(s):* BA 265.

BA 367 - International Management

4.00 credits. An approach to global economy through the analysis of managerial practices in international companies regardless of their sizes, focusing upon the key success factors of managing a company across national boundaries. The students' understanding of the field of international business from a managerial perspective is based on the integration of the learned concepts and tools with real-world applications. **Prerequisite(s):* BA 265.

BA 395 - Strategic Human Resources

4.00 credits. This course emphasizes the strategic role of managing the human assets of an organization and the important role HR managers have in creating competitive advantage. Students will learn how to design and execute HR policies and practices to enhance the value of people and the effectiveness of organizations in the 21st century. This program seeks to build on the student's prior knowledge of the HRM field at an operational level by taking a

strategic perspective that focuses on key overarching themes and imperatives – Strategic Human Resources Management in action. Students will discuss timely and critical topics such as diversity and inclusion, leading through crisis, high-performance work systems, employee relations, HR analytics, talent development, employee engagement, evidence-based HR management, and organizational development and change. **Prerequisite(s):* BA 265.

BA 400 - Senior Project in Business

Variable (0.00 to 4.00) credit(s). Students who have been invited and accepted to participate in the Honors in the Discipline Program may register for this course in the semester in which the research or creative project is completed. Completion of this course does not assure recognition for Honors in the Discipline. **Signature Learning Experience: Supervised Research.** Register by Instructor.

BA 430 - Advanced Legal Issues for Managers

4.00 credits. This course builds on the foundations from Legal Environment of Business by exploring more advanced concepts in the American legal system through a managerial approach with an analytical focus on legal, regulatory, and ethical issues that impact business entities. The advanced course allows students to develop a more sophisticated level of legal acumen and deeper understanding of how managers use the law to add value to the firm in business operations and planning. This course builds on fundamental concepts introduced in the 300-level courses. **Prerequisite(s):* BA 330 or BA 337.

BA 470-474 - Internship in Business

Variable (0.00 to 4.00) credit(s). Combined academic goals, abstract/theoretical and experiential learning through an internship assist in the reflection, analysis and integration of experiences and insights gained through internships with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area. This strengthens students' lifelong-learning skills, professional and public-speaking skills, personal and professional values and ethics, and self-confidence and clarifies personal and career goals. A total of 12 credits may be earned from internship/co-op courses taken through the School of Business during a student's college career. All Business majors are strongly encouraged to complete an internship experience of 120 hours minimum while at Elizabethtown College. Graded Pass/No Pass. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

BA 475 - Business Co-Operative Fellowship

0.00 credits. Business students are eligible to supplement their academic coursework with experiential learning through a business cooperative (co-op) fellowship. The fellowship is normally conducted in a student's junior year and is typically completed within the four-year time frame of a Bachelor's degree. Business co-op fellows work full time (35+ hours/week) at an approved co-op site while still maintaining their status as full time students. During the co-op semester, students are charged an administrative fee. A total of 12 credits may be earned from internship/co-op courses taken through the School of Business during a student's college career. **Signature Learning Experience: Field Experience.** Graded Pass/No Pass. Register by Instructor.

BA 476 - Business Cooperative

Variable (5.00-12.00 credits). Classroom education cannot teach all the elements of knowledge required for a successful career. On-the-job experience can enhance student learning and is a valuable supplement to classroom

instruction. The purpose of this course is to assist students in the learning process of reflection, analysis, and integration of experiences and insights gained through their internships/co-ops with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area. In addition to academic goals, this course combining abstract/theoretical and experiential learning through an internship setting- is intended to further students' lifelong learning skills, professional and public speaking skills, strengthening of personal and professional values and ethics, clarification of personal and career goals, and achievement of self-confidence. Complete between 200-480 hours on the internship assignment satisfactorily over a minimum of 12 weeks. A total of 12 credits may be earned from internship/co-op courses taken through the School of Business during a student's college career. All majors and minors in the School of Business are eligible to apply, junior or senior standing, with at least a GPA of 2.75 in the major. Graded Pass/No Pass. **Signature Learning Experience: Internship.** Register by Instructor.

BA 480-489 - Independent Study in Business

Variable credit. Opportunity for students to engage in independent study in some area of business administration. **Prerequisite(s):* Approval of the Dean and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

BA 490 - Arts Administration Strategy (FPA 490)

2.00 credits. Arts Administration Strategy is a project-based capstone course for the Minor in Arts Administration. It brings together the many strands and themes of the Arts Administration curriculum and gives students the opportunity to synthesize concepts and develop analytical, presentation, professional, and career readiness skills. **Signature Learning Experience: Capstone Project.**

BA 495 - Business Policy and Corporate Strategy

4.00 credits. A comprehensive and integrative course that builds on knowledge acquired in the prior business classes, this class offers the opportunity to integrate the knowledge through a cross-functional approach. The focus is understanding how companies craft and implement strategies that create and enhance sustainable competitive advantage. **Prerequisite(s):* Senior status. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

BA 497 - International Business Seminar

4.00 credits. As a capstone course in international business, the course is designed to provide both the theoretical perspectives and the practical applications of global business. The course integrates concepts, principles and practices from prior courses in accounting, management, finance and marketing to prepare students for a successful career in international business. **Prerequisite(s):* Senior status and International Business majors. **Signature Learning Experience: Capstone Project.**

BA 499 - People Analytics Seminar

4.00 credits. Capstone course in management. We will explore research questions formulated around antecedents of employee engagement, job satisfaction, absenteeism, or turnover. Students will learn to build causal models, collect and analyze data in a systematic way, and interpret results to improve decisions about talent and the organization as a whole. The course focuses on the hard and soft skills necessary in people analytics. **Prerequisite(s):* BA 265 and senior status. **Signature Learning Experience: Capstone Experience.**

DAT 200 - Data Analytics

2.00 credits. An introduction to databases and SQL queries. Topics include how to create, read, and use Structured Query Language (SQL), design, population, query, and use of databases.

DAT 300 - Big Data and Statistical Analysis

2.00 credits. Big Data and Statistical Analysis provides an introduction to the fundamentals of data preparation and management, data mining, and forecasting using SAS® Enterprise Miner. This is an application-driven course allowing students to gain an understanding of Enterprise Miner software environment, statistical basics of data mining and forecasting, and the practical issues involved in applied forecasting in a business setting. Upon completion of this course, students shall be able to independently carry out data analysis and forecasting projects. **Prerequisite(s):* MA 251.

DAT 320 - Advanced SQL

2.00 credits. Get ready to acquire some seriously marketable computer skills! A company's biggest asset is their data and most companies' databases use the Structured Query Language (SQL) to manage data. DAT 200 teaches students to extract data from a database, and DAT 320 adds to this by teaching students to design and build databases with plenty of progressively challenging assignments with the goal of preparing successful students to pass the Oracle® Certification Exam. Oracle is the most popular relational database in the world, and the national average salary for a database administrator is $89,626 (glassdoor.com, November 8, 2017). **Prerequisite(s):* DAT 200.

DAT 358 - Machine Learning (CS 358)

2.00 credits. An overview of machine learning techniques using R. Topics include an introduction to programming in R, the use of nearest neighbor and naive Bayes algorithms, support vector machines, hidden Markov models, and market basket analysis as well as model evaluation and improvement. **Prerequisite(s):* MA 252 and CS 121.

DAT 400 - Data Analytics Capstone

4.00 credits. Under the supervision of a faculty mentor, students use their knowledge of data analytics to complete a project contributing to research in an academic area or to solve a problem for a local business. Projects will involve data collection, data cleaning, data analysis, and reporting results both orally and in writing to a domain expert or business leader. **Prerequisite(s):* Students must have completed 14 credits in the minor. **Signature Learning Experience: Capstone.** Register by Instructor.

FPA 490 - Arts Administration Strategy (BA 490)

2.00 credits. Arts Administration Strategy is a project-based capstone course for the Minor in Arts Administration. It brings together the many strands and themes of the Arts Administration curriculum and gives students the opportunity to synthesize concepts and develop analytical, presentation, professional, and career readiness skills. **Signature Learning Experience: Capstone Project.**

EC 101 - SSC Principles of Macroeconomics

4.00 credits. **(Social Sciences Core Course)**
An introduction to a country's gross domestic product. Topics covered include factors affecting a country's output of goods and services, the role of fiscal policy and monetary policy in dealing with inflation and unemployment, the Federal Reserve system and the goal of price stability, causes and consequences of budget deficits, and factors affecting trade deficits and exchange rates.

EC 102 - SSC Principles of Microeconomics

4.00 credits. **(Social Sciences Core Course)**
Topics covered include the basis for decision-making by economic agents, utility maximization by consumers, the demand curve, profit maximization by firms, diminishing returns and input choice, optimal output and price for a firm in various market structures, market failure, income inequality, and comparative advantage and international trade.

EC 280 - International Organizations Seminar

Variable (2.00 or 3.00) credits. The course deals with the subject of development and the role of international organizations in promoting it around the world. We study the origins of the United Nations, the World Bank, the International Monetary Fund and the World Trade Organization; trace their evolution through the decades; and explore the (changing) role of the multilateral institutions in promoting development. We consider, in particular, the major problems of development facing the world today, and how these organizations can tackle them. **Signature Learning Experience: Community-Based Learning.** Register by Instructor. Spring semester.

EC 301 - Intermediate Microeconomics

4.00 credits. Description of the theory of the consumer and the firm. Topics include analytical treatment of maximization of utility and profits, resource use and allocation, market structures and welfare analysis. **Prerequisite(s):* EC 102.

EC 302 - Intermediate Macroeconomics

4.00 credits. The course describes macroeconomic theories to explain the business cycle. Factors affecting major macroeconomic variables such as gross domestic product, inflation and interest rates. Policies for attaining full employment and price stability. **Prerequisite(s):* EC 101.

EC 307 - International Economics

4.00 credits. The basic concepts of international trade and payments. Impact of globalization. Commercial policy. Role of multilateral institutions. **Prerequisite(s):* EC 101.

EC 309 - Introduction to Mathematical Economics

4.00 credits. The course provides an introduction to techniques of mathematical modeling in economics and business. Linear algebra. Cramer's Rule. Comparative statics. Differential calculus. Unconstrained and constrained optimization. First order and second order conditions for an extremum. Dynamic optimization. Use of mathematical

software. Several applications in microeconomics, macroeconomics, operations management and finance. **Prerequisite(s):* MA 121.

EC 311 - Economic Development

4.00 credits. Theories of international trade and economic growth. Capital flows. Migration. Role of institutions and NGOs. Policies for improving social welfare. Emphasis on developing countries. **Prerequisite(s):* EC 101.

EC 400 - Senior Project in Economics

0.00 credit. Students who have been invited and accepted to participate in the Honors in the Discipline Program may register for this course in the semester in which the research or creative project is completed. Completion of this course does not assure recognition for Honors in the Discipline. See the Dean for additional information. **Prerequisite(s):* Invitation to Honors in the Discipline Program. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass. Register by Instructor.

EC 402 - Game Theory

4.00 credits. A study of strategic interactions game theory offers an extensive toolbox useful for analysis of various competitive and cooperative settings. Course covers static, dynamic as well as different information situations. **Prerequisite(s):* MA 251.

EC 410 - Econometrics

4.00 credits. The course provides an introduction to econometrics, a branch of economics associated with statistical methods and applied data analysis. It provides both theoretical and applied frameworks necessary for data analyses. Both mathematical statistics and basic Stata programing are introduced. Simple and multiple regression models, problems with regression such as causality, heteroskedasticity, multicollinearity and omitted variables are discussed along with time series and instrumental variables. **Prerequisite(s):* MA 251, EC 101, and EC 102. **Signature Learning Experience: Supervised Research.**

EC 480-489 - Independent Study in Economics

Variable credit. Independent study and research on a problem or topic in the field of economics. **Prerequisite(s):* Permission of the Dean and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

FBE 280 - Global Family Business

4.00 credits. This course help students develop an understanding of family businesses in a global marketplace and their cultural differences as an important factor in educating global leaders. As the backbone of the global economy, family businesses are not only vital to the economy, but they are also significant for job creation and sustainable development around the world. It involves a study tour in China. Previous knowledge of Chinese or business background is not necessary to succeed in this course. **Signature Learning Experience: Cross Cultural Experience.** Register by instructor. May term.

FBE 380 - Entrepreneurship

4.00 credits. An assessment and development of entrepreneurial skills, emphasizing a "hands-on" approach based on case studies on entrepreneurial ventures, writing feasibility plans on opportunities identified by students, experiential exercises and executive speakers (entrepreneurs, investors and consultants). In-class topics enable students to understand the entrepreneur's profile, and to acquire the knowledge and skills necessary to create, start, finance, manage and grow a new venture. Fall semester.

FBE 384 - The Family as Entrepreneur

4.00 credits. This course systematically explores the entrepreneurial process within the context of the family. It provides students with an integrated theory and practice approach to the family as entrepreneur. Families who act as entrepreneurs must learn how to pass on the mindset and methods for creating new streams of wealth across many generations rather than simply pass the business to the next generation. Spring semester.

FBE 385 - New Venture Creation

4.00 credits. This class provides students the opportunity to demonstrate the skills necessary to write a business plan for a new venture and to exhibit the capacity to develop sustainable business models on identified entrepreneurial opportunities. The class emphasizes a "hands-on" approach based on class discussion and interaction, a final project, presentations, case studies, experiential exercises, and guest speakers who have gone beyond the "what if…?" stage to actually creating a venture where nothing existed before. Spring semester.

FBE 450 - Family Business and Entrepreneurship: A European Trek

4.00 credits. This course is targeted towards students who plan to become involved with entrepreneurial ventures across the emerging global economy either immediately after graduation, or at some future point in their careers. The course is meant to help students evaluate and analyze international opportunities in their capacity as 1) founders of or early hires in international ventures; and/or 2) investors in, or advisors to, international ventures; and/or 3) Potential partners or acquirers of international ventures. *Pre/Corequisite(s): **Signature Learning Experience: Community-Based Learning.** Register by Instructor.

FBE 470-474 - Internship in Family Business and Entrepreneurship

Variable (0.00 to 4.00) credit(s). Combined academic goals, abstract/theoretical and experiential learning through an internship assist in the reflection, analysis and integration of experiences and insights gained through internships with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area. This strengthens students' lifelong-learning skills, professional and public-speaking skills, personal and professional values and ethics, and self-confidence and clarifies personal and career goals. A total of 12 credits may be earned from internship/co-op courses taken through the School of Business during a student's college career. All Business majors are strongly encouraged to complete an internship experience of 120 hours minimum while at Elizabethtown College. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

FBE 494 - Family Business Governance and Succession Planning

4.00 credits. Family Business Governance and Succession Planning tackles some of the most important issues faced by family companies. The continuity, renewal, and growth of a family business depends on the professionalization of its family business practices. This is an advanced family business course, which addresses topics such as:

navigating generational differences, succession planning, family governance, boards of directors and advisors, family constitution, and inter-generational leadership development. The course is project-based. **Signature Learning Experience: Capstone Experience.** Fall semester.

FBE 530 - Negotiation and Conflict Resolution Strategies

3.00 credits. The combination of family dynamics, shared ownership, and family and non-family management is a powerful strength for family firms. However, it could develop into conflicts the threaten the continuity and growth of the company or even its existence. Every company needs a healthy dose of discussions, debates, and disagreements, that could ensure the continuing improvement of the organization, if managed properly. The course introduces the key negotiation and conflict resolution strategies that mitigate the dramatic outcomes that the business could face. Understanding the nature of conflict and mastering the tools on how to manage it represents one of the most important practical skills that will serve students well beyond a business settings proving valuable in multiple life situations.
Graduate level course. Please refer to Cross-Registration Policy.

FIN 325 - Corporate Finance

4.00 credits. An introduction to fundamental tools and concepts used in short-term and long-term financial decision making. An overview of the major financial markets is provided. Financial statements, discounted cash flow analysis, bond and stock valuation models, risk and return for assets and portfolios, cost of capital, financing decisions, capital budgeting, capital structure of the firm and dividend policy are covered. **Prerequisite(s):* AC 101.

FIN 412 - Financial Derivatives - Futures and Options

4.00 credits. This course introduces derivative markets and their primary instruments with emphasis on real-world applications of theoretical models. The fundamental of derivatives, valuations of typical derivatives such as futures, forwards, swaps, and options, plus using derivatives in risk hedging and speculations will be discussed. At the conclusion of this course, students will gain an understanding of the theoretical underpinnings of derivatives and the practical skills in constructing and evaluating dynamic hedging strategies using futures and options.
**Prerequisite(s):* FIN 325.

FIN 415 - Applied Financial Analysis

2.00 credits. This advanced financial analysis course is specifically designed to engage students in equity research activities before a buy, sell, or hold investment decision is made on an assigned publicly traded company. Students will review the company's SEC filings, gather data on the company's external and internal environment, analyze the company's current financial position, forecast the future profitability and valuation of the company, propose an investment recommendation, and present their analysis to financial professionals. **Prerequisite(s):* FIN 325 and an Intermediate level of Excel skills required.

FIN 420 - Financial Institution Management

4.00 credits. This course seeks to provide students with a solid understanding of: terms, facts, and perspectives useful in financial institutions' management; concepts, tools, and objectives financial institution managers use in framing and resolving various issues; forces shaping the financial service industry environment for financial institution managers, e.g., changes in the information and contracting technologies, changes in the mixture of

domestic and global competitors, and interactions of innovations with rules enforced by self-regulatory organizations and government agencies. **Prerequisite(s):* MA 251 and FIN 325.

FIN 424 - Investments

4.00 credits. This course emphasizes the various classes of investments available to the investor, sources and uses of investment information, and security and capital market valuation. Fundamental concepts, theories and techniques of investing in different assets are provided. Portfolio management is introduced. **Prerequisite(s):* FIN 325.

FIN 425 - Advanced Financial Management

4.00 credits. An advanced course in corporation/business finance, in which major topic areas such as capital budgeting, working capital management, leasing, mergers and financing are examined in depth. Cases, readings and problems are used to illustrate the concepts covered. **Prerequisite(s):* FIN 325. **Signature Learning Experience: Capstone Experience.**

FIN 426 - Student Managed Investment Portfolio

2.00 credits. This course provides real-time management of assets and an introduction to the investment management business. Emphasis is on information analysis, security selection, fund management, teamwork and communication. **Prerequisite(s):* FIN 424.

FIN 427 - International Financial Management

4.00 credits. Development of an understanding of the international financial environments in which economic policy and business decisions are made. Specifically, the course covers the spot and forward exchange markets, the Eurocurrency market and the international capital markets. The impact of exchange rate behavior on corporations, the foreign exchange risk management, and multinational corporations are covered. **Prerequisite(s):* FIN 325.

FIN 470-474 - Internship in Finance

Variable (0.00-4.00) credit(s). Internships lead to a culminating learning experience for students studying in the fields of finance. This experience allows students the opportunity to practice the application of theory and apply the knowledge acquired through academic course work to practical real-world business issues in a formal business setting. Students are able to gain the skills leading to a successful career. Starting from an entry level with broader exposure of business experiences to a higher level in which advanced knowledge and skills are expected, internship experience not only draws on major and minor course offerings in finance, but also allows the integration of course work from other fields of study during the development of professional skills. Ultimately, an internship is an in-depth, supervised, hands-on work and study experience, in which the student has a degree of responsibility for planning, directing, collaborating, and supervising the work of others. The Internship in Finance is designed to stimulate good judgment and sound decision-making while improving problem solving, communication, human development, and relationship building skills. The course is repeatable and can be taken for academic credits varying from 0 to 4 credits depending on the academic work completed and detailed in Section VI of the syllabus. A total of 12 credits may be earned from internship/co-op courses taken through the School of Business during a student's college career. All Business majors are strongly encouraged to complete an internship experience of 120 hours minimum while at Elizabethtown College. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor.

HA 150 - Introduction to Medical Terminology

2.00 credits. This course covers terminology and medical language utilized by healthcare professionals to communicate with one another and relay essential information. Focus will be placed on medical terms and concepts used to understand anatomy and physical examination techniques with lessons organized based on body system. Fall semester.

MA 120 - Foundations for Calculus

4.00 credits. Foundations for Calculus includes the study of polynomial, rational, exponential, logarithmic and trigonometric functions, along with conic sections, coordinate geometry and sigma notation, emphasizing associated skills and properties. Students without a recent math course and/or those with little or no background in trigonometry will benefit from this course. Successful completion of MA120 prepares students for MA121. Students placed into MA 120 must earn a grade of C- or better to continue into MA 121.

MA 121 - MA Calculus I

4.00 credits. **(Mathematics Core Course)**
A thorough introduction to the basic concepts and techniques of the differential and integral calculus of elementary functions, including a study of limits and continuity, with applications to the physical, biological and social sciences are studied in detail. Please refer to the Math Program's placement policy for Calculus.

MA 122 - Calculus II

4.00 credits. A continuation of MA 121 including techniques of integration, parametric equations, polar coordinates, sequences and series, and applications of definite integration. **Prerequisite(s):* Grade of C- or better in MA 121.

MA 201 - Linear Algebra

4.00 credits. In this course, students will explore core concepts in linear algebra, such as vectors, vector spaces, matrices, determinants, systems of linear equations, eigenvectors, linear transformations. **Prerequisite(s):* MA 121.

MA 205 - Mathematics for the Elementary Teacher

4.00 credits. A course designed to educate prospective teachers to teach K-8 math concepts with an emphasis on clear reasoning, multiple representations of concepts, and the creation of alternative algorithms.

MA 222 - Calculus III

4.00 credits. A continuation of MA 122, that completes the topics of the calculus sequence, including three-dimensional analytic geometry, vectors and vector valued functions, and calculus of functions of several variables. **Prerequisite(s):* Grade of C- or better in MA 122.

MA 235 - Introduction to Mathematical Proofs

4.00 credits. Topics include logic, sets, functions, relations, mathematical induction, combinatorics and other counting techniques, graphs and trees. Special emphasis will be given to writing correct mathematical proofs. **Prerequisite(s):* Eight credits of mathematics, MA 121 or higher. Fall semester.

MA 236 - Discrete Mathematics

4.00 credits. This course introduces discrete mathematics with a focus on mathematical reasoning and applications in computer science. Topics include logic, set theory, functions, relations, combinatorics, probability, counting techniques, graphs, trees, and matrices. Students develop problem-solving and analytical skills, preparing them for advanced coursework in applied mathematics, computer science, and related disciplines. **Prerequisite(s):* A strong foundation in high school algebra. Spring Semester.

MA 251 - MA Probability and Statistics

4.00 credits. **(Mathematics Core Course)**
Covers the basic principles of descriptive statistics, experimental design and statistical inference. The primary objective of this course is to introduce students to statistical thinking and methodology, and their use in the natural and social sciences.

MA 252 - Statistical Methods in Research

4.00 credits. A second course in statistics, introducing students to major statistical methods for research in the physical and life sciences, business, economics, and the social sciences. Topics include comparison of means, ANOVA regression, time series, and nonparametric methods. **Prerequisite(s):* MA 251.

MA 255 - Financial Mathematics

4.00 credits. This course introduces the mathematical principles of financial mathematics. Students will explore concepts such as the time value of money, annuities, loans, bonds, general cash flows and portfolios, and immunization. Successful completion of this course equips students for the Financial Mathematics (FM) Exam administered by the Society of Actuaries. **Prerequisite(s):* MA 121. Spring semester.

MA 262 - Financial Mathematics with Excel

2.00 credits. Throughout this course, we will utilize Excel to solve problems in financial mathematics. Topics covered include simple and compound interest, present and future value interest rates, annuities, amortized loans, bonds, yield rates, life contingencies, and financial derivatives. Fall semester.

MA 301 - Abstract Algebra

4.00 credits. A study of algebraic structures, such as groups, rings, integral domains, fields, polynomial rings and ideals. Also included are topics from number theory, divisibility, congruence and construction of number systems. Additionally, selected advanced topics may be explored. **Prerequisite(s):* MA 201 and MA 235. Fall semester, odd-numbered years.

MA 321 - Differential Equations

4.00 credits. A study of analytical and numerical approaches to ordinary differential equations and related topics and applications including complex arithmetic, matrix algebra, first order differential equations, linear differential equations, systems of differential equations, and Laplace transforms. **Prerequisite(s):* Grade of C- or better in MA 122.

MA 331 - Operations Research I

4.00 credits. A study of mathematical techniques and models used to solve problems from business, management, and various other areas. Topics include the structure of linear programming, using the simplex method to solve linear programs, sensitivity analysis, duality and complementary slackness, modeling techniques, blending problems, minimum cost network flow problems, transportation problems, shortest path problems, and integer programming. **Prerequisite(s):* MA 251. **Signature Learning Experience - Capstone.** Fall semester, odd-numbered years.

MA 332 - Operations Research II

4.00 credits. A study of mathematical techniques and models used to solve problems from business, management, and various other areas. Topics include the branch-and-bound method, decision-making under uncertainty, two-person-zero sum games, Markov chains, basic dynamic programming, inventory problems, and queuing theory. **Prerequisite(s):* MA 251. **Signature Learning Experience - Capstone**. Fall semester, even-numbered years.

MA 341 - Modern Geometry

4.00 credits. The concept of geometry as a logical system based upon postulates and undefined elements, along with an appreciation of the historical evolution of geometries. Topics include incidence geometries, congruence, inequalities, parallel postulates, parallel projections, similarities, and circles. **Prerequisite(s):* MA 236. Fall semester, odd-numbered years.

MA 351 - Theory of Probability

4.00 credits. A comprehensive development of the theory of probability. Topics include the basic principles of combinatorial analysis useful in computing probabilities, conditional probability, independence of events, Bayes' rule, discrete and continuous random variables, jointly distributed random variables, expected values and variances, and limit theorems involving sums of independent random variables. Successful completion of this course equips students for the Probability (P) Exam administered by the Society of Actuaries. **Prerequisite(s):* MA 222. Spring semester.

MA 352 - Mathematical Statistics

4.00 credits. A study of principles of statistical inference in the theory of statistics, with an emphasis on estimation and hypothesis testing. The objective of this course is to build a solid undergraduate foundation in statistical theory. **Prerequisite(s):* MA 201 and MA 351. Fall semester, odd-numbered years.

MA 456 - Fundamentals of Actuarial Mathematics

4.00 credits. This course offers a comprehensive examination of the theoretical foundation of essential actuarial models and their application to insurance. Topics covered include insurance and reinsurance coverages, severity, frequency, and aggregate models, parametric estimation, credibility, pricing and reserving for short-term insurance coverages, retirement financial security programs, mortality models, survival estimation, present value random variables for long-term insurance coverages, premium and policy value calculations for long-term insurance coverages, and the fundamentals of option pricing. Successful completion of this course equips students for the Fundamentals of Actuarial Mathematics (FAM) Exam administered by the Society of Actuaries. **Prerequisite(s):* MA 255 and MA 351. Fall semester.

MA 458 - Advanced Long Term Actuarial Mathematics

4.00 credits. A comprehensive development of advanced topics in actuarial science related to long-term insurance. Topics include survival models for multiple state contingent cashflows; estimation in the multiple state model; premium and policy valuation for long-term state-dependent coverages; profit analysis; pension plans and retirement benefits; embedded options in life insurance and annuity products. Successful completion of this course equips students for the Advanced Long-Term Actuarial Mathematics (ALTAM) Exam administered by the Society of Actuaries. **Prerequisite(s):* MA 456. **Signature Learning Experience: Capstone Experience.** Spring semester, odd-numbered years.

MA 459 - Advanced Short Term Actuarial Mathematics

4.00 credits. This course provides an in-depth exploration of advanced topics in actuarial science, focusing on short-term insurance. Topics covered include severity models, frequency models, aggregate models, coverage modifications, the construction and selection of parametric models, credibility, and the pricing and reserving of short-term insurance coverages. Successful completion of this course equips students for the Advanced Short-Term Actuarial Mathematics (ASTAM) Exam administered by the Society of Actuaries. **Prerequisite(s):* MA 456. **Signature Learning Experience: Capstone Experience.**Spring semester, even-numbered years.

MA 463 - Computational Mathematics

2.00 credits. This course uses popular professional software to solve problems in mathematics. Topics include equation-solving, optimization, data analysis, stock option pricing, and asset portfolio management. **Prerequisite(s):* MA 201 and MA 222. Fall semester.

MA 470-474 - Internship in Mathematics

Variable (0.00 to 8.00) credit(s). Opportunity for students to intern in a mathematical setting. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

MA 480-489 - Independent Study in Mathematics

Variable credit. **Prerequisite(s):* Approval of the Dean and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

MA 490 - Research in Mathematics

Variable (0.00 to 4.00) credit(s). An independent research project in mathematics under the close supervision of a faculty member. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

MKT 215 - Principles of Marketing

4.00 credits. An introductory course emphasizing key concepts and issues underlying the marketing process and how it operates in today's dynamic organizations. The marketing mix is examined on a broad scale, with students developing an understanding of how decisions in each element impact and influence the others. Among the topics covered are segmentation, consumer behavior, product development, promotional campaigns, marketing research,

distribution planning and pricing strategies. The course will culminate in a final project or major case study, with students developing and presenting a marketing plan.

MKT 311 - Marketing Research

4.00 credits. An introduction to the theories and techniques behind the development, execution and dissemination of marketing research. Taught through a hands-on approach, students will have the opportunity to explore a variety of research methodologies and techniques, both quantitative and qualitative. **Prerequisite(s):* MKT 215 and MA 251.

MKT 312 - Promotions Management

4.00 credits. An overview of the promotional process from both an agency and client perspective. Students will receive a strong foundation in research and strategy development, the building blocks upon which successful campaigns are built. The course will culminate in a final project encompassing research, strategy, creative and media planning, with results pitched to an actual client. **Prerequisite(s):* MKT 215.

MKT 313 - Retail Marketing

4.00 credits. An introduction to the world of retailing and merchandise management. Students will explore all elements of the retail mix, including types of retailers, multichannel retailing, retail promotional strategies, pricing, store layout and design, merchandising, and Category Management principles. **Prerequisite(s):* MKT 215.

MKT 314 - Sales and Sales Management

4.00 credits. An introduction to the principles of sales from the perspective of relationship-building and how it is practiced across organizations and utilized with various functions and career paths. Topics include an exploration of human behavior, the selling process, developing and making a presentation, and the principles of sales management. **Prerequisite(s):* MKT 215.

MKT 315 - Digital Marketing

4.00 credits. Students in this course will explore the development, production and implementation of digital-marketing delivery methods including, but not limited to, email marketing, web-based marketing, search-engine optimization (SEO), online advertising, and social media. The curriculum will introduce tools to appropriately measure and evaluate the effectiveness of digital-marketing campaigns that are designed to improve the experience of the consumer. New trends, as well as key opportunities for innovation, will also be discussed. **Prerequisite(s):* MKT 215.

MKT 319 - Consumer Behavior

4.00 credits. Development of an understanding of the explanations, based on behavioral sciences, for consumer purchasing activities. Subjects include the consumer's role in society, group influences on consumers, the nature of individual consumers as determinants of buying behavior, and consumer decision-making models. **Prerequisite(s):* MKT 215.

MKT 320 - Sports and Sports-Related Marketing: Career Seminar Series

4.00 credits. This course focuses on the design, implementation, and execution of marketing-related functions across sports and sports-aligned industries. You will explore the different roles marketers play in both collegiate and professional sports, as well as the way sports has been integrated into other industries, from retail to consumer products to advertising. **Prerequisite(s):* MKT 215.

MKT 382 - Entrepreneurial Marketing

4.00 credits. This course provides students the opportunity to assess and develop their entrepreneurial skills. The class emphasizes essential marketing concepts and tools and their real-life application by entrepreneurs. The topics covered in class include innovative and informal marketing approaches, which will enable students to understand the marketing side of a successful entrepreneurial business. This hands-on approach is based on class discussion and interaction, executive speakers (entrepreneurs, investors and consultants), case studies on entrepreneurial ventures, and experiential exercises and applications. **Prerequisite(s):* MKT 215.

MKT 396 - Introduction to Category Management and Shopper Insights

4.00 credits. Successful retail companies today look to their suppliers to act as partners to help them grow their business. Category management is a collaborative process established between buyer and seller where manufacturers and retailers demonstrate an appreciation for the other's business objectives and together leverage business understanding to build customer volume, loyalty, and consumption habits. In consumer packaged goods this practice has become known as category management. **Prerequisite(s):* MKT 215.

MKT 416 - Marketing Management

4.00 credits. Integrating marketing theories and concepts for strategic planning and implementation. This course draws on previous course work in marketing, with special emphasis on the application of marketing theories. Case studies will be primary learning tools. **Prerequisite(s):* MKT 215. **Signature Learning Experience: Capstone Experience.**

MKT 470-474 - Internship in Marketing

Variable (0.00 to 4.00) credit(s). Combined academic goals, abstract/theoretical and experiential learning through an internship assist in the reflection, analysis and integration of experiences and insights gained through internships with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area. This strengthens students' lifelong-learning skills, professional and public-speaking skills, personal and professional values and ethics, and self-confidence and clarifies personal and career goals. A total of 12 credits may be earned from internship/co-op courses taken through the School of Business during a student's college career. All Business majors are strongly encouraged to complete an internship experience of 120 hours minimum while at Elizabethtown College. Graded Pass/No Pass. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

MKT 495 - Category Management Certification

4.00 credits. Successful retailers today look to their suppliers to act as partners to help them grow their business. Category management is a collaborative process where manufacturers and retailers demonstrate an appreciation for the other's business objectives and together leverage business understanding to build customer volume, loyalty, and

consumption habits. In this course, students will deepen their understanding of the category management process as they work to obtain base level certification in category management through the Category Management Association. **Prerequisite(s):* MKT 215 or permission of instructor. **Signature Learning Experience: Capstone.**

MKT 498 - Seminar in Marketing

4.00 credits. Drawing on students' foundational course work in marketing, this course examines current marketing topics in more depth and with more rigor. The text and topics explored in this course are shaped by the instructor's specializations and interests. For details about materials covered during a particular semester, please review the course listing each semester during open registration. Research and/or projects are primary learning tools. **Prerequisite(s):* MKT 215. Since this course may vary in focus, it is repeatable for credit.

Dean of the School of Engineering and Computer Science

Dr. Sara Atwood

Esbenshade Hall, Room 160C

717-361-1434

Faculty: Batista Abreu, Clancy, Daily, DeGoede, Estrada, Leap, Li, Reddig, Scanlin, Silberstein, Wagner, Wang, Wunderlich

For more information, please visit the School's website or check your course syllabi, which are available through the course instructor or JayWeb.

The School of Engineering and Computer Science at Etown emphasizes collaboration, creativity, and societal impact. We enrich a strong technical foundation with collaborative projects, personalized advising, and a long tradition of thinking deeply, analyzing critically, and communicating effectively.

The School of Engineering and Computer Science includes majors in Computer Science, Engineering, and Information Systems.

Honors in the Discipline

The School of Engineering and Computer Science participates in the College Honors in the Discipline Program. For guidelines, visit here.

Bachelor of Science

Computer Science (B.S.)

Student Learning Outcomes for Computer Science:

Students will be able to:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions. (CS specific)

The Computer Science major requirements are:

- CS 121 - MA Computer Science I 4.00 credits.
- CS 122 - Computer Science II 4.00 credits.
- CS 209 - Database Systems 4.00 credits.
- CS 221 - Data Structures 4.00 credits.
- CS 222 - Systems Programming 4.00 credits.
- CS 230 - Computer Architecture 4.00 credits.
- CS 250 - Foundations of AI & Data Science 4.00 credits.
- CS 296 - Professional Development Seminar (EGR 296) 1.00 credit.
- CS 322 - Algorithms 4.00 credits.
- CS 341 - Software Engineering 4.00 credits.
- CS 396 - Industry Speakers and Special Topics 1.00 credit.
- CS 401 - Capstone Project in Computing I 2.00 credits.
- CS 402 - Capstone Project in Computing II 2.00 credits.
- CS 421 - Programming Language Design and Implementation 4.00 credits.
- CS 422 - Operating Systems 4.00 credits.
- CS 470-474 - Internship in Computing Variable credit(s). (minimum one credit)
- EGR 120 - MA Applied Calculus A 4.00 credits.
- EGR 121 - Applied Calculus B 4.00 credits.
- MA 236 - Discrete Mathematics 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- PH 263 - HUM Societal Impacts of Computing, A.I., and Robotics 4.00 credits. or
- PH 265 - HUM Science and Values 4.00 credits. or
- PH 267 - HUM Climate Change: Action, Ethics, and the Future 4.00 credits.

Computer Science majors must also select one of the following concentrations and complete all the courses in it:

AI & Data Science Concentration

- BA 260 - Introduction to Data Visualization 2.00 credits.
- CS 350 - From Data Mining to Deep Learning 4.00 credits.
- CS 354 - Big Data 4.00 credits.
- CS 358 - Machine Learning (DAT 358) 2.00 credits.
- MA 252 - Statistical Methods in Research 4.00 credits.

Cybersecurity Concentration

- CS 261 - Ethical Hacking 2.00 credits.
- CS 262 - Digital Forensics 2.00 credits.
- CS 342 - Computer Networking 4.00 credits.
- CS 363 - Computer Security 4.00 credits.
- CS 364 - Network Security 4.00 credits.

Hardware Concentration

- EGR 330 - Digital Design and Embedded Systems 4.00 credits.
- EGR 430 - Parallel Processing 4.00 credits.
- EGR 434 - Robotics and Machine Intelligence 4.00 credits.

Software Development concentration:

- Complete 12 credits at or above the 200-level of CS or specified EGR (EGR 330, EGR 430, EGR 434) courses listed under the other concentrations.

Web & Application Design Concentration

- ART 103 - Graphic Design I 4.00 credits.
- ART 325 - Designing for the Web and Social Media 4.00 credits.
- CS 310 - Web Development 4.00 credits.
- CS 312 - Application Development 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- CS 121 - MA Computer Science I 4.00 credits.
- CS 122 - Computer Science II 4.00 credits.
- EGR 120 - MA Applied Calculus A 4.00 credits.
- EGR 121 - Applied Calculus B 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.

Notes:

1. CS 121 and CS 122 are prerequisites to upper-level courses in Computer Science and must be taken before upper-level course can be attempted. Placement above CS 121/CS 122 for incoming students is done through discussion with the course instructor and the Dean.
2. MA121 and MA 251 are required of Computer Science majors, and should be taken in the first year, if possible. Math courses in the first semester are determined by the College's Math Placement Policy. A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus AB Examination will be given credit for MA 121.
3. A C- or better is required in ALL prerequisite courses to continue in the major.
4. Students whose majors require EGR120, EGR 121, and EGR 122 may use these courses in place of MA121(EGR121) and MA122 (EGR122).

Engineering (B.S.)

Student Learning Outcomes for Engineering:

Students will be able to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Communicate effectively with a range of audiences.
- Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

The Engineering major is a rigorous program designed to lead to a technical career in industry or graduate school in engineering. The Engineering degree with concentrations in **Biomedical, Civil, Computer, Electrical, Environmental, Industrial and Systems, Integrated, Mechanical,** and **Mechatronics** Engineering is accredited by the Engineering Accreditation Commission of ABET, under the commission's General Criteria and Program Criteria for Engineering.

The Engineering Program's principal goal is to prepare graduating students to successfully enter desired professional positions or graduate programs. This is achieved by challenging our students with a holistic education in engineering, the sciences, and the liberal arts. Our programs are born of a sense of cooperation between professors and students, and between student peers. In this supportive environment, we guide students to become increasingly self-aware of their strengths and to develop teamwork and communication skills. While theoretical and applied competence is the bedrock of our students' competitiveness, students also develop distinctive traits of caring and collaboration to move the world toward peace, non-violence, human dignity and social justice.

Our Engineering program is designed around attention to the needs of individual students and a breadth of engineering knowledge and skills. The Program Education Objectives encapsulate the values and goals of Elizabethtown College within the current and emerging needs of industry and society:

1. Our Elizabethtown graduates become industry and civic leaders, framing and defining the challenges of the 21st century. Our graduates apply curiosity and critical thinking skills developed in a broad liberal arts context to collaborate, communicate, and codesign emerging solutions across and beyond engineering disciplines.
2. Prepared for a lifelong career, Elizabethtown engineers will thrive in a constantly changing world. Graduates embrace, persist through, and learn from challenges.
3. Our graduates use their multidisciplinary engineering science foundation to move beyond conventional solutions to design, develop, and implement sustainable and innovative solutions. They utilize their personal and professional strengths and ethical reasoning to meet the needs of their local communities and our shared global community, creating social and economic value.

For engineering majors, PHY 201 satisfies the Natural and Physical Science Core requirement. For engineering majors, Calculus I satisfies the Mathematics Core requirement. For engineering majors, any one of the following courses satisfies the Humanities Core requirement: PH 263 – Societal Impacts of Computing, A.I., and Robotics; PH 265 – Science and Values; or PH 267 – Climate Change: Action, Ethics, and the Future. Students may take up to 20 credits in up to three semesters at Elizabethtown without paying a credit overload fee, upon approval of the Overload Petition.

BS Engineering students who earn a 3 or higher on the AP Computer Science A exam will be awarded CS170, which fulfills the CS121 requirement for the Engineering major. Other AP credit for Chemistry, Biology, and Environmental Science may be used toward Engineering major requirements by submitting a Notification of Exception/Substitution form. Approved substitutions do not imply course equivalency for prerequisites or minors outside of the Engineering program.

Students must complete a minimum of 125 credits to graduate. Depending on the concentration selected, completion of the Core Program and Engineering major requirements alone may not satisfy the 125-credit minimum. Students should work with their advisor to select additional elective coursework as needed. Engineering electives are strongly encouraged to broaden technical knowledge and support preparation for professional practice.

Engineering majors are required to take:

- PHY 201 - College Physics I 4.00 credits.
- PHY 202 - College Physics II 4.00 credits.
- EGR 120 - MA Applied Calculus A 4.00 credits. If placed beyond EGR 120, must take 3-4 credit Math or Science Elective, for STEM majors (*Cannot be satisfied by an NPS Core course for non-science majors)
- EGR 121 - Applied Calculus B 4.00 credits.
- EGR 122 - Applied Calculus C 4.00 credits.
- EGR 190 - Engineering Fabrication Lab 1.00 credit.
- EGR 191 - Introduction to Engineering I 1.00 credit.
- EGR 192 - Introduction to Engineering II 2.00 credits.
- EGR 196 - Engineering Drawings 1.00 credit.
- EGR 201 - Community-Based Project 2.00 credits.
- EGR 210 - Circuit Analysis 4.00 credits.
- EGR 260 - Statics 3.00 credits.
- EGR 295 - MATLAB for Engineers 1.00 credit.
- EGR 296 - Professional Development Seminar (CS 296) 1.00 credit.
- EGR 301 - Engineering Design and Junior Project 2.00 credits.
- EGR 310 - Signals and Systems 3.00 credits.
- EGR 355 - Sustainable Resource Engineering and Design 3.00 credits.
- EGR 360 - Dynamics 3.00 credits.
- EGR 395 - Industry Speakers and Special Topics Seminar 1.00 credit.
- EGR 470-474 - Internship in Engineering Variable credits. (minimum one credit)
- EGR 401 - Senior Project in Engineering I 2.00 credits.
- EGR 402 - Senior Project in Engineering II 2.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CS 121 - MA Computer Science I 4.00 credits.
- MA 222 - Calculus III 4.00 credits.
- PH 263 - HUM Societal Impacts of Computing, A.I., and Robotics 4.00 credits. or
- PH 265 - HUM Science and Values 4.00 credits. or

- PH 267 - HUM Climate Change: Action, Ethics, and the Future 4.00 credits.

Engineering majors must also select one of the following concentrations and complete all the courses in it:

Biomedical Concentration:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- EGR 264 - Mechanics of Materials 4.00 credits.
- EGR 323 - Biomechanics of Human Movement 3.00 credits.
- EGR 324 - Structural Aspects of Biomaterials 3.00 credits.
- EGR 328 - Bio-Electric Signals in Engineering 3.00 credits.
- EGR 368 - Fluid Mechanics and Hydrology 3.00 credits.
- EGR 410 - Control Systems 4.00 credits.
- MA 321 - Differential Equations 4.00 credits.

Civil Concentration:

- EGR 251 - Introduction to Environmental Engineering 3.00 credits.
- EGR 256 - Environmental Site Engineering and Design 3.00 credits.
- EGR 257 - Surveying Laboratory 1.00 credit.
- EGR 264 - Mechanics of Materials 4.00 credits.
- EGR 353 - Green Architectural Engineering 3.00 credits.
- EGR 364 - Structural Engineering 3.00 credits.
- EGR 366 - Steel and Reinforced Concrete Design 3.00 credits.
- MA 321 - Differential Equations 4.00 credits.

Computer Concentration:

- CS 122 - Computer Science II 4.00 credits.
- CS 222 - Systems Programming 4.00 credits.
- CS 341 - Software Engineering 4.00 credits.
- CS 422 - Operating Systems 4.00 credits.
- EGR 330 - Digital Design and Embedded Systems 4.00 credits.
- EGR 430 - Parallel Processing 4.00 credits.
- MA 236 - Discrete Mathematics 4.00 credits.

Electrical Concentration:

- EGR 311 - Electronics 4.00 credits.
- EGR 312 - Electromagnetism 3.00 credits.
- EGR 315 - Telecommunication Systems 3.00 credits.
- EGR 318 - AC Circuits, Power, and Machines 3.00 credits.
- EGR 328 - Bio-Electric Signals in Engineering 3.00 credits.
- EGR 410 - Control Systems 4.00 credits.
- MA 321 - Differential Equations 4.00 credits.

Environmental Concentration:

- EGR 251 - Introduction to Environmental Engineering 3.00 credits.
- EGR 256 - Environmental Site Engineering and Design 3.00 credits.
- EGR 257 - Surveying Laboratory 1.00 credit.
- EGR 351 - Water and Wastewater Engineering 4.00 credits.
- EGR 353 - Green Architectural Engineering 3.00 credits.
- EGR 368 - Fluid Mechanics and Hydrology 3.00 credits.
- EGR 467 - Thermodynamics 3.00 credits.
- MA 321 - Differential Equations 4.00 credits.

Industrial and Systems Concentration:

- EGR 248 - Quantitative Methods/Operations Management (BA 248) 4.00 credits.
- EGR 341 - Industrial and Systems Engineering Methods 3.00 credits.
- EGR 345 - Fundamentals of Process Improvement 3.00 credits.
- EGR 347 - Global Supply Chain Management (BA 347 & OSC 547) 4.00 credits.
- EGR 348 - Introduction to Manufacturing Processes 3.00 credits.
- EGR 410 - Control Systems 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.

Integrated Concentration:

- Choose any six engineering courses (3-4 credits each) and one math course listed under the other concentrations.

Mechanical Concentration:

- EGR 264 - Mechanics of Materials 4.00 credits.
- EGR 348 - Introduction to Manufacturing Processes 3.00 credits.
- EGR 368 - Fluid Mechanics and Hydrology 3.00 credits.
- EGR 410 - Control Systems 4.00 credits.
- EGR 463 - Analytical Mechanics and Vibrations 3.00 credits.
- EGR 467 - Thermodynamics 3.00 credits.
- MA 321 - Differential Equations 4.00 credits.

Mechatronics Concentration:

- CS 122 - Computer Science II 4.00 credits.
- EGR 311 - Electronics 4.00 credits.
- EGR 330 - Digital Design and Embedded Systems 4.00 credits.
- EGR 410 - Control Systems 4.00 credits.
- EGR 434 - Robotics and Machine Intelligence 4.00 credits.
- EGR 463 - Analytical Mechanics and Vibrations 3.00 credits.
- MA 321 - Differential Equations 4.00 credits.

First Year Suggested Courses:

- CS 121 - MA Computer Science I 4.00 credits.
- EGR 120 - MA Applied Calculus A 4.00 credits. If placed beyond EGR 120, must take 3-4 credit Math or Science Elective, for STEM majors (*Cannot be satisfied by an NPS Core course for non-science majors)
- EGR 121 - Applied Calculus B 4.00 credits.
- EGR 190 - Engineering Fabrication Lab 1.00 credit.
- EGR 191 - Introduction to Engineering I 1.00 credit.
- EGR 192 - Introduction to Engineering II 2.00 credits.
- EGR 196 - Engineering Drawings 1.00 credit.
- EN 100 - PLE First Year Writing 4.00 credits.
- FYS 100 - First-Year Seminar 4.00 credits.
- PHY 201 - College Physics I 4.00 credits. (NPS for Engineering students)
- PHY 202 - College Physics II 4.00 credits.

Note:

- Math courses in the first semester are determined by the College's math placement policy, found at (https://etown.edu/schools/school-of-business/math-placement.aspx).
- Engineering majors should not take HUM, or SSC core in their first year.
- All Engineering majors should take CS 121 by the fall of second year, if possible.
- A C- or better is required in ALL prerequisite courses in order to continue in the major.

Additional Opportunities

Engineering students are also eligible to complete their degree under a co-op option. The Co-Op Program extends the 4-year degree into a 5-year program. Under this option, the students typically complete two 7-month co-op rotations. During these rotations the students work full-time at an approved co-op site, also maintaining their status as enrolled students at Elizabethtown College. During co-op semesters, students are charged $500 administrative fee and are registered for a zero credit, EGR 475 - Engineering Co-Op.

Scholarships and grants are deferred during co-op semesters. Financial aid is not awarded during co-op semesters. Any student participating in the co-op program should notify the Financial Aid Office as soon as possible. Students may choose to live on campus with standard room and board fees during co-op rotations but must live in off-campus housing during the 5th year.

Information Systems (B.S.)

Student Learning Outcomes for Information Systems:

Students will be able to:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.

- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Support the delivery, use, and management of information systems within an information systems environment. (IS Specific)

The Information System major requirements are:

- CS 121 - MA Computer Science I 4.00 credits.
- CS 122 - Computer Science II 4.00 credits.
- CS 205 - Introduction to Information Systems 2.00 credits.
- CS 209 - Database Systems 4.00 credits.
- CS 230 - Computer Architecture 4.00 credits.
- CS 250 - Foundations of AI & Data Science 4.00 credits.
- CS 261 - Ethical Hacking 2.00 credits.
- CS 262 - Digital Forensics 2.00 credits.
- CS 296 - Professional Development Seminar (EGR 296) 1.00 credit.
- CS 310 - Web Development 4.00 credits.
- CS 341 - Software Engineering 4.00 credits.
- CS 342 - Computer Networking 4.00 credits.
- CS 396 - Industry Speakers and Special Topics 1.00 credit.
- CS 401 - Capstone Project in Computing I 2.00 credits.
- CS 402 - Capstone Project in Computing II 2.00 credits.
- CS 409 - Database Cloud Computing 4.00 credits.
- CS 470-474 - Internship in Computing Variable credit(s). (minimum one credit)
- EC 101 - SSC Principles of Macroeconomics 4.00 credits. or
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- PH 263 - HUM Societal Impacts of Computing, A.I., and Robotics 4.00 credits. or
- PH 265 - HUM Science and Values 4.00 credits. or
- PH 267 - HUM Climate Change: Action, Ethics, and the Future 4.00 credits.

Information Systems majors must also:

- Complete ONE of the following three concentrations, or
- Earn the degree without a concentration by completing 16 credits at or above the 200-level of CS or specified EGR (EGR 330, EGR 430, EGR 434) courses.

Data Engineering Concentration

- BA 260 - Introduction to Data Visualization 2.00 credits.
- CS 350 - From Data Mining to Deep Learning 4.00 credits.
- CS 354 - Big Data 4.00 credits.
- CS 358 - Machine Learning (DAT 358) 2.00 credits.
- MA 252 - Statistical Methods in Research 4.00 credits.

Cybersecurity Concentration

- CJ 100 - WCH Introduction to Criminal Justice 4.00 credits.
- CJ 110 - SSC Criminology 4.00 credits.
- CS 363 - Computer Security 4.00 credits.
- CS 364 - Network Security 4.00 credits.

Management Concentration

- AC 101 - Introduction to Accounting 4.00 credits.
- BA 265 - Management and Organizational Behavior 4.00 credits.
- BA 330 - Legal Environment of Business 4.00 credits.
- COM 120 - Intro to Communications 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- CS 121 - MA Computer Science I 4.00 credits.
- CS 122 - Computer Science II 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- CS 205 - Introduction to Information Systems 2.00 credits. (if Spring, even)
  or
- CS 261 - Ethical Hacking 2.00 credits.
  and
- CS 262 - Digital Forensics 2.00 credits. (if Spring, odd)

Note:

- CS 121 and CS 122 are prerequisites to upper-level courses in Computer Science and must be taken before upper-level courses can be attempted. Placement above CS 121/CS 122 for incoming students is done through discussion with the course instructor and the Dean.
- MA 251 is required of Information Systems majors, and should be taken in the first year, if possible.
- A C- or better is required in ALL prerequisite courses in order to continue in the major.

Minors

Computer Science Minor

The Computer Science minor requirements are:

- CS 121 - MA Computer Science I 4.00 credits.
- CS 122 - Computer Science II 4.00 credits.
- CS 221 - Data Structures 4.00 credits.
- CS 222 - Systems Programming 4.00 credits.

- At least two Computer Science courses (6 credits minimum) from the Computer Science major requirements at or above the 200-level.

Note:

A C- or better is required in ALL prerequisite courses in order to continue in the minor.

Information Systems Minor

The Information Systems minor requirements are:

- CS 121 - MA Computer Science I 4.00 credits.
- CS 122 - Computer Science II 4.00 credits.
- CS 205 - Introduction to Information Systems 2.00 credits.
- CS 209 - Database Systems 4.00 credits.
    - Two Computer Science electives (8 credits minimum) from the Information Systems major requirements at or above the 200-level.

Note:

A C- or better is required in ALL prerequisite courses in order to continue in the minor.

Physics Minor

Physics minors are required to take:

- EGR 120 - MA Applied Calculus A 4.00 credits. and
- EGR 121 - Applied Calculus B 4.00 credits. and
- EGR 122 - Applied Calculus C 4.00 credits.
  or
- MA 121 - MA Calculus I 4.00 credits. and
- MA 122 - Calculus II 4.00 credits.
- EGR 312 - Electromagnetism 3.00 credits.
- EGR 360 - Dynamics 3.00 credits.
- PHY 201 - College Physics I 4.00 credits.
- PHY 202 - College Physics II 4.00 credits.

Note:

A C- or better is required in ALL prerequisite courses in order to continue in the minor.

Technical Design Minor

Students will learn to solve complex real-world problems on multidisciplinary teams.

Technical Design Minors are required to take:

- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.
- PHY 102 - General Physics II 4.00 credits. or
- PHY 202 - College Physics II 4.00 credits.
- EGR 191 - Introduction to Engineering I 1.00 credit. and
- EGR 196 - Engineering Drawings 1.00 credit.
  or
- PHY 105 - NPS How Things Work 4.00 credit.
- EGR 190 - Engineering Fabrication Lab 1.00 credit.
- EGR 192 - Introduction to Engineering II 2.00 credits.
- EGR 301 - Engineering Design and Junior Project 2.00 credits.
- EGR 296 - Professional Development Seminar (CS 296) 1.00 credit.
- EGR 395 - Industry Speakers and Special Topics Seminar 1.00 credit.
- EGR 401 - Senior Project in Engineering I 2.00 credits.
- EGR 402 - Senior Project in Engineering II 2.00 credits.
- EGR 201 - Community-Based Project 2.00 credits. or
- EGR 200 - Engineering Research/Project Variable credits.

Note:

A C- or better is required in ALL prerequisite courses in order to continue in the minor.

Courses

CS 102 - Computing and Careers

2.00 credits. This course is an introduction to the basics of computing and associated careers. Students will engage in the fundamentals of code, graphics, games, web development, databases, and cybersecurity. A culminating project in small teams will demonstrate a hands-on understanding of the fundamentals. Students will be exposed to computer science careers through weekly guest speakers, professional development activities, and industry site visits. Register by Instructor. Offered only during summer term to participants of the Momentum Coding Academy.

CS 113 - NPS The Power and Beauty of Computing

4.00 credits. **(Natural and Physical Sciences Core Course)**
A broad introduction to the discipline of computer science is given with a focus on its deep concepts and powerful impact. An emphasis is placed on seven "big ideas" developed by the CS Principles initiative: creativity, abstraction, data, algorithms, programming, the Internet, and impact. Examples and problems are drawn from other scientific fields and include DNA processing, particle simulation, and projectile motion. Programming projects are done in the introductory Scratch language and Python. Offered occasionally, as able.

CS 121 - MA Computer Science I

4.00 credits. **(Mathematics Core Course)**
The fundamental concepts of computer organization, machine-level representation of data, algorithmic development and structured programming are presented with an emphasis on the syntactic and execution characteristics of an object-oriented programming language, including data types; arithmetic operators and assignment; input/output, selection and iteration constructs; elementary data structures; and procedural abstraction.

CS 122 - Computer Science II

4.00 credits. A continuation of the presentation of the computer software essentials. The course surveys fundamental data structures for information processing and corresponding algorithm construction. The implementation of these data structures is considered. Additional topics include recursion, file processing, classes and advanced object-oriented programming techniques. **Prerequisite(s):* CS 121.

CS 205 - Introduction to Information Systems

2.00 credits. This course is an introduction to information systems. This course provides the groundwork for future studies and deep dives into database systems, cyber security, networking, and the potential for entry level work in IT. This course covers many areas of information systems terminology. Students will gain an understanding of the steps and processes taken by companies to create their information infrastructure. Two company case studies will provide hands-on application of skills gained in class. **Prerequisite(s):* CS 121. Spring semester, even-numbered years.

CS 209 - Database Systems

4.00 credits. An introduction to concepts of databases and database management systems including the storage, processing, evaluation, display and security of data. The course represents a study of the database logical and physical design; of the basic management techniques using the most popular data languages, SQL and QBE; and of

the different methodologies for database development - the relational approach and the object-oriented approach. Practical skills to create concrete databases and the corresponding information systems using some of the most used software products (Oracle, MS SQL Server, MySQL and MS Access) are considered. **Prerequisite(s):* CS 121. Fall Semester.

CS 221 - Data Structures

4.00 credits. The design of algorithms for handling abstract data types, including stacks, queues, linked lists, trees and graphs is coupled with an introduction to complexity analysis, storage allocation and management. **Prerequisite(s):* CS 122. Fall semester.

CS 222 - Systems Programming

4.00 credits. This course covers advanced programming and machine representation of data and data structures, including dynamic structures and files. Topics include memory allocation, run-time data organization, function linkage and parameter passing, interrupt processing and the relationship between high level and machine language. **Prerequisite(s):* CS 122. Spring semester.

CS 230 - Computer Architecture

4.00 credits. An introduction to the foundational principles of computer architecture, including the design and organization of processors, memory hierarchies, input/output systems and multiple CPU systems. Learn the core components that make up modern computer systems, including the CPU, GPU, memory, buses, and storage. Learn how to optimize performance, analyze trade-offs, and appreciate the historical and societal context of computing. **Prerequisite(s):* CS 121. Spring semester.

CS 250 - Foundations of AI & Data Science

4.00 credits. This hands-on, project-based course offers a foundational introduction to the interdisciplinary realm of AI and data science, emphasizing not only their technical facets but also their socio-cultural and ethical dimensions. These fields utilize computer science and statistics to draw insights from vast datasets spanning numerous domains, from business and biology to political and social sciences. As students engage with the prominent Python AI and data science toolkit, they will delve into analytical models, encompassing regression, classification, clustering, and dimensionality reduction. Concurrently, they will be guided through the ethical considerations and societal implications of these technologies. The course ensures a holistic understanding, fostering both the technical skills to implement foundational AI algorithms and the critical perspective to ensure their responsible application in real-world scenarios. **Prerequisite(s):* CS 121 and any one from the following, EGR 121, MA 236, or MA 251. Fall semester.

CS 261 - Ethical Hacking

2.00 credits. This course is an introduction to the basics of hacking in an ethical manner to protect others. The fundamentals of system defense including logins, server configurations, and permissions are covered. Standard software used to prevent unauthorized system access will be used. Students will participate in simple labs and "capture the flag" contests (CTF) to gain a hands-on understanding of the fundamentals. **Prerequisite(s):* CS 121. Spring semester, odd-numbered years.

CS 262 - Digital Forensics

2.00 credits. This course is an introduction to computer forensics and investigation. Students will gain an understanding of how to conduct investigations after a cyber-crime has been committed. Students will participate in labs to gather, analyze, and present digital evidence to both business and legal audiences, using the tools to locate and analyze digital evidence on a variety of devices. Using knowledge of computer science, mathematics, and logical reasoning students will participate in two Lab Crime Case simulations. **Prerequisite(s):* CS 121. Spring semester, odd-numbered years.

CS 296 - Professional Development Seminar (EGR 296)

1.00 credit. Professional skill development in areas such as resumes, cover letters, networking, interviewing and searching for a job or internship in engineering, computer science, and related fields. Fall or Spring semester.

CS 310 - Web Development

4.00 credits. A study of the architecture and functionality of the Internet and the World Wide Web is followed by an in-depth study of website design, including comprehensive coverage of HTML, XML, and other tools needed to establish an interactive website with a database back-end. Client-side programming will be done in JavaScript. Server-side programming will be done in a variety of languages that may include PHP, JSP, ASP.NET, or frameworks such as Rails. **Prerequisite(s):* CS 122. Fall semester, even-numbered years.

CS 312 - Application Development

4.00 credits. This course provides an in-depth exploration of creating applications for Android and iOS platforms. Students gain proficiency in programming languages for mobile app development, engaging in hands-on projects to design, develop, and deploy functional mobile applications. The course balances theoretical knowledge with practical exercises, preparing students for careers in the dynamic field of mobile app development. **Prerequisite(s):* CS 122. Fall semester, odd-numbered years.

CS 322 - Algorithms

4.00 credits. This course provides an introduction to theoretical computer science with an emphasis on algorithm design and analysis. Divide-and-conquer approaches, dynamic programming, NP-completeness, and graph algorithms are covered. Techniques including asymptotic analysis, solving recurrence relations, and amortized analysis are discussed. The final section of the course is dedicated to theory of computation, including regular expressions and finite automata, context-free grammars, Turing machines, and decidability. **Prerequisite(s):* CS 221. Spring semester.

CS 341 - Software Engineering

4.00 credits. An introduction to software development methodologies including requirements specification, design, testing, maintenance, and documentation. Students will participate in a large team-based software development project using version control software. **Prerequisite(s):* CS 122. **Signature Learning Experience: Capstone.** Fall semester.

CS 342 - Computer Networking

4.00 credits. Theory and knowledge of computer networks, the operation of the network, the characteristics of network architecture as it relates to the ISO model and administration, and the security and management of networks are provided. Other topics include network hardware requirements, such as routers, repeaters, gateways, interface cards, file servers, network topology options, and the Internet. **Prerequisite(s):* CS 122. Fall semester, odd-numbered years.

CS 350 - From Data Mining to Deep Learning

4.00 credits. This hands-on, project-centered course delves into the intricacies of data exploration. The journey begins with the Data Mining Lifecycle, which covers the stages of data understanding, preprocessing, warehousing, modeling, and interpretation/evaluation. Advanced mining techniques are explored next, exploring machine learning models that include lasso regression, random forest, association rules, DBSCAN, and more. The course then transitions into the realm of Deep Learning explorations, uncovering cutting-edge methods like CNNs, RNNs, and transformer models. A final exploration of generative AI techniques is presented, showcasing their implementation in modern frameworks like PyTorch and Tensorflow. **Prerequisite(s):* CS 209 and CS 250. Fall semester, even-numbered years.

CS 354 - Big Data

4.00 credits. This course delves into the techniques essential for collecting, storing, analyzing, and visualizing big data, focusing on scalable machine learning applications. Emphasizing the MapReduce paradigm, students will be introduced to Hadoop for traditional MapReduce operations and Pig for scripting over Hadoop. Apache Spark will be highlighted as a premier tool for distributed data processing, machine learning, and streaming analysis. Both batch and real-time data analyses will address machine learning challenges like clustering, regression, and classification. Relational SQL and NoSQL databases will be compared, with discussions on their specific use cases. The course also offers a deep dive into natural language processing as a representative big data application. **Prerequisite(s):* CS 209 and CS 250. Spring semester, odd-numbered years.

CS 358 - Machine Learning (DAT 358)

2.00 credits. An overview of machine learning techniques using R. Topics include an introduction to programming in R, the use of nearest neighbor and naive Bayes algorithms, support vector machines, hidden Markov models, and market basket analysis as well as model evaluation and improvement. **Prerequisite(s):* CS 121 and MA 252. Spring semester, even-numbered years.

CS 361 - Computer Graphics

4.00 credits. This course gives an overview of the fundamentals of computer graphics with an emphasis on the real-time rendering done in modern video games. Key topics include the rendering pipeline, transformations, texturing, shading, lighting, hidden surface removal, and other advanced techniques. Related material in geometry and linear algebra will be reviewed as needed. **Prerequisite(s):* CS 221. Spring semester, odd-numbered years.

CS 363 - Computer Security

4.00 credits. This course introduces the student to the fundamentals of computer security. Foundational concepts such as confidentiality, integrity, and availability are discussed in the context of both designing systems and

evaluating existing systems for vulnerabilities. Cryptography is explored as a tool that can be applied to many aspects of computer security. Theoretical discussions of security principles are enriched by examples from real world systems and protocols. **Prerequisite(s):* CS 122. Fall semester, odd-numbered years.

CS 364 - Network Security

4.00 credits. This course introduces the student to the fundamentals of computer security. Foundational concepts such as confidentiality, integrity, and availability are discussed in the context of both designing systems and evaluating existing systems for vulnerabilities. Cryptography is explored as a tool that can be applied to many aspects of computer security. Theoretical discussions of security principles are enriched by examples from real world systems and protocols. **Prerequisite(s):* CS 342. Spring semester, even-numbered years.

CS 396 - Industry Speakers and Special Topics

1.00 credit. Seminar series with weekly presentations of topics of current interest in computer science and related fields. Speakers include practicing computer scientists and researchers from industry or other academic institutions, Elizabethtown faculty, and invited campus-wide speakers from a variety of disciplines. Spring semester.

CS 400 - Projects in Computing

Variable (0.00 - 4.00) credits. A directed project or study requiring faculty acceptance of a proposal with a final report and defense of work. **Prerequisite(s):* Senior status, or permission of the instructor. **Signature Learning Experience: Supervised Research.** Register by Instructor. May be repeated for a maximum of four credits.

CS 401 - Capstone Project in Computing I

2.00 credits. A demanding computing project performed in a team and under the supervision of computer science faculty. Students will design, implement, and evaluate a computing-based solution to meet a given set of computing requirements. Students work in groups of 3-5 and will follow the Agile SCRUM project management methodology. All projects are unstructured with no predetermined solution. The scope includes proposing a project, identifying computing and user requirements, and prototyping a solution. A proposal, progress reports, and a public seminar are required. **Prerequisite(s):* CS 341 and senior status. Hours: lecture 1 and project work. Fall semester. Register by Instructor.

CS 402 - Capstone Project in Computing II

2.00 credits. A demanding computing project performed in a team and under the supervision of computer science faculty. Students will design, implement, and evaluate a computing-based solution to meet a given set of computing requirements. Students work in groups of 3-5 students and will follow the Agile SCRUM project management methodology. All projects are unstructured with no predetermined solution. Progress reports, a final report and a public seminar are required. **Prerequisite(s):* CS 401. **Signature Learning Experience: Capstone Experience.** Hours: lecture 1 and project work. Spring semester. Register by Instructor.

CS 409 - Database Cloud Computing

4.00 credits. A study of advanced database systems, data warehousing, and data mining. The XML language is considered as a data exchange tool. Security and privacy aspects in databases are discussed. The World Wide Web is used as a database application platform to create web-driven databases working with different visual environments

and commercial DBMSs. Practical skills in the design and development of information systems and their application are involved. **Prerequisite(s):* CS 209. Spring semester, even-numbered years.

CS 421 - Programming Language Design and Implementation

4.00 credits. Design and construction of system software such as compilers, interpreters and assemblers. Topics include command and statement parsing techniques, symbol tables, code generation and code optimization. A project involving design and construction of a working systems program is assigned. **Prerequisite(s):* CS 221 or CS 222. Fall semester.

CS 422 - Operating Systems

4.00 credits. Principles and theories behind the design of operating systems and their practical implementation, including executives and monitors, task handlers, scheduling algorithms, file handlers, device drivers and interrupt handlers, theories of resource allocation and sharing, multiprocessing and interprocess communication. **Prerequisite(s):* CS 222. Spring semester.

CS 470-474 - Internship in Computing

Variable credit(s). Opportunity for students to explore computer science, apply knowledge, and develop relevant Development through supervised professional experiences. Students are expected to invest a minimum of 40 hours per credit. **Prerequisite(s):* CS 296. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for a maximum of 12 credits.

CS 480-489 - Independent Study in Computer Science

Variable (0.00 - 4.00) credit(s). Independent study and research on a problem or topic in the field of computer science. **Prerequisite(s):* Approval of the Independent Study Committee. Register by Instructor. This course is repeatable for credit. Maximum of 12 credits of Independent Study can be applied toward graduation.

CS 490 - Honors Projects in Computing

Variable (0.00 to 4.00) credits. The course consists of the development of an intensive individual project that must involve computing topics not covered in regular course offerings. The project should be approved and guided by a faculty member. Students must prepare a written report describing original exposition, research, and/or computing applications. Oral presentation of the results is also required. Restrictive acceptance for taking this course applies. Completion of this course does not assure recognition for Honors in the Discipline. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for a maximum of four credits.

EGR 120 - MA Applied Calculus A

4.00 credits. **(Mathematics Core Course)**
Applied Calculus A introduces foundational concepts in limits, continuity, and derivatives with a strong emphasis on real-world problem solving and applications in engineering, physics, and computing. Students learn to interpret, model, and analyze change using graphical, numerical, and symbolic approaches. Topics include functions, limits, continuity, derivatives of polynomial and rational functions, and optimization problems relevant to engineering and applied science.

EGR 121 - Applied Calculus B

4.00 credits. Applied Calculus B extends the study of calculus to include exponential and logarithmic functions, integration, and introductory differential equations, with emphasis on real-world applications in engineering, computing, and physical systems. Students learn integration techniques, interpret accumulation and rate-of-change models, and apply calculus to the analysis of motion, energy, and system behavior. Topics include exponential and logarithmic functions and their derivatives, antiderivatives, definite integrals, basic differential equations, and modeling using computational tools such as Excel and WeBWorK. **Prerequisite(s):* EGR 120.

EGR 122 - Applied Calculus C

4.00 credits. Applied Calculus C begins with a review of integration and its applications to work, volume, and probability, then extends the study of calculus into advanced topics central to engineering, computing, and physical systems. Students explore differential equations, infinite series, Taylor and Maclaurin expansions, and Fourier series through symbolic, numerical, and computational approaches. Emphasis is placed on modeling and interpreting system behavior—including oscillations, heat transfer, and signal processing—using analytical and computational tools. The course reinforces connections between calculus and modern engineering practice through applied projects and visualization-based problem solving. **Prerequisite(s):* EGR 121.

EGR 190 - Engineering Fabrication Lab

1.00 credit. An introduction to prototyping. Students are trained for the general safe use of the Bollman Fabrication Laboratory while being introduced to the specific prototyping tools and equipment available in our facility. This course covers specific techniques and knowledge required for the proper use of the tools, materials and equipment in the lab including 3D printing and CNC machining. Pass/No Pass. Register by Instructor. Fall semester.

EGR 191 - Introduction to Engineering I

1.00 credit. Introduction to the engineering profession. Students will learn how to think like engineers to identify and solve problems, understand many roles engineers fill, and learn about different engineering concentrations, connecting to their interests and the curriculum. Students will engage in a human-centered design process and reflect on how mindset is critical to engineering work. Finally, students will discuss the engineering professional code of ethics and case studies to reflect as students, professionals, and global citizens. **Corequisite(s):* EGR 190. Register by Instructor. Fall semester.

EGR 192 - Introduction to Engineering II

2.00 credits. Collaborative problem solving through the application of the engineering design process in a semester-long project. This course focuses on project management, problem definition, product design specifications, conceptual design, decision making, fabrication, testing and redesign. Discussion of engineering ethics, moral dilemmas and issues encountered in academic and professional settings. Effective oral technical communication. **Prerequisite(s):* Permission by instructor. Spring semester.

EGR 196 - Engineering Drawings

1.00 credit. Introduction to computer-aided drawing with emphasis on two-dimensional sketching, three-dimensional part modeling, assembly construction, component dimensioning, circuit diagram drawing, and shop

drawing production. This course explores fundamentals of engineering graphics and technical communication through the use of modern tools used in engineering practice. Fall semester.

EGR 200 - Engineering Research/Project

Variable credits. A student may participate in an ongoing research or design project for academic credit. Registration for this course must be approved by the supervising faculty member and the Dean. Can be taken Pass/No Pass. Register by Instructor. This course may be repeated for a maximum of 12 credits.

EGR 201 - Community-Based Project

2.00 credits. Engineering projects performed in small teams to meet the requirements of community-based clients, under the supervision of a faculty mentor. Progress reports and a final report and presentation are required. **Prerequisite(s):* EGR 192 or permission by instructor. **Signature Learning Experience: Community-Based Learning.** Spring semester.

EGR 210 - Circuit Analysis

4.00 credits. Introduction to linear circuit analysis and fundamental electric circuit components. Topics covered include both analytical (by hand calculation) and computational (by computer model) analysis of direct current (DC) circuits and transient circuits containing resistors, inductors, and capacitors. **Prerequisite(s):* EGR 121 and PHY 202. **Corequisite(s):* EGR 210L. Hours: lecture 3, laboratory 2. Fall semester.

EGR 248 - Quantitative Methods/Operations Management (BA 248)

4.00 credits. Usage of quantitative methods and operations management concepts to optimize business decisions is learned. The quantitative methods covered are forecasting, decision making, inventory management, and linear programming. The operations management concepts are project management, statistical process control, materials requirement planning, enterprise resource planning, scheduling, reliability, acceptance sampling and learning curves. **Prerequisite(s):* MA 251.

EGR 251 - Introduction to Environmental Engineering

3.00 credits. Introduction to environmental chemistry, chemical and biological kinetics, chemical process engineering, and risk assessment. Design and analysis of water, wastewater, solid waste, and air quality treatment systems. **Prerequisite(s):* EGR 121. Fall semester, even-numbered years.

EGR 256 - Environmental Site Engineering and Design

3.00 credits. The theory and application of geophysical imaging methods to the investigation of subsurface materials and structures that are likely to have significant engineering and environmental implications. A wide variety of methods including seismic reflection, seismic refraction, electromagnetic, ground-penetrating radar, potential fields, electrical resistivity, and borehold logging will be introduced and examined. Natural and man-made disasters will be discussed. Includes a surveying and soil laboratory. **Prerequisite(s):* EGR 260. Spring semester.

EGR 257 - Surveying Laboratory

1.00 credit. This laboratory provides a solid foundation in surveying fundamentals, and sufficient practice to develop the necessary skills to determine the position of, and the distance and angles between natural and man-made objects. It also explores methods to compute and depict surfaces using traditional and modern surveying equipment, field procedures and software. Fall semester.

EGR 260 - Statics

3.00 credits. Equilibria of particles and rigid bodies subject to concentrated and distributed forces with practical applications to the design of mechanical structures. Topics include structural analysis of trusses and frames, internal forces in beams, friction, and machines. **Prerequisite(s):* EGR 121 and PHY 201. Fall semester.

EGR 264 - Mechanics of Materials

4.00 credits. Behavior of solids under pure (axial, torsional, flexural, shear) and combined loading. Formulation and application of equilibrium, kinematic and constitutive relations to determine forces, stresses, strains and deformations. Analysis of statically-indeterminate systems. Member strength and stability assessment. Includes a two-hour weekly lab. **Prerequisite(s):* EGR 260 and EGR 122. **Corequisite(s):* EGR 264L. Fall semester.

EGR 295 - MATLAB for Engineers

1.00 credit. A course covering the fundamentals of MATLAB® in preparation for upper-level engineering courses. Using online resources to troubleshoot, debug, and find useful functions will be emphasized. Students will apply MATLAB® to solve complex mathematical problems using numerical techniques and matrices. They will learn to extract, analyze, filter and plot data. They will learn to use control-flow structures. **Prerequisite(s):* CS 121. Fall or Spring semesters.

EGR 296 - Professional Development Seminar (CS 296)

1.00 credit. Professional skill development in areas such as resumes, cover letters, networking, interviewing and searching for a job or internship in engineering, computer science, and related fields. Fall or Spring semester.

EGR 301 - Engineering Design and Junior Project

2.00 credits. This course explores design methodology and practice under the supervision of a team of faculty. Progress reports including a final report and presentation are required. For this course, the scope of the project typically includes problem definition, development of requirements, and preliminary design work. Students work in groups of 3-5 students. Progress reports, a final report and a public seminar are required. **Prerequisite(s):* EGR 192 or permission by instructor. Hours: lecture 1 and project work. Spring semester.

EGR 310 - Signals and Systems

3.00 credits. Analysis of continuous-time linear systems, discrete-time linear systems, and methods of signal sampling and reconstruction. Applications of Fourier Series, Fourier Transform and Laplace Transform. Exploration of digital signal processing using Matlab programming. **Prerequisite(s):* EGR 122 and PHY 202. Fall semester.

EGR 311 - Electronics

4.00 credits. Practical and theoretical study of fundamental components and circuits, including transistors, diodes, integrated circuits, power supplies, filters, amplifiers, control circuits and some digital electronics. **Prerequisite(s):* EGR 210. **Corequisite(s):* EGR 311L. Hours: lecture 3, laboratory 2. Spring semester, odd-numbered years.

EGR 312 - Electromagnetism

3.00 credits. An intermediate course in electromagnetism including vector calculus in Cartesian, cylindrical, and spherical coordinates, electrostatics, dielectrics, Laplace's equation, and Poisson's equation. **Prerequisite(s):* PHY 202. Spring semester, odd-numbered years.

EGR 315 - Telecommunication Systems

3.00 credits. An introduction to the broad area of telecommunication systems including the analysis and transmission of signals, modulation and demodulation, sampling and analog-to-digital conversion, and an introduction to both digital data transmission and wireless communications. **Prerequisite(s):* EGR 310. Spring semester, even-numbered years.

EGR 317 - Physics of Semiconductor Devices

3.00 credits. An introduction to semiconductor crystals and their properties; carrier modeling and action; fundamentals of carrier generation, transport, recombination and storage in semiconductors; principles of operation of p-n junction diodes, bipolar junction transistors, MOS field-effect transistors, MOS capacitors and some semiconductor photonic/optoelectronic devices. Device modeling is performed at a level that addresses basic physical principles and, at the same time, provides notions useful for integrated circuit analysis and design. **Prerequisite(s):* PHY 202. Offered as needed.

EGR 318 - AC Circuits, Power, and Machines

3.00 credits. Course includes an introduction to alternating current circuits, power electronics, and electric machines. Among the topics covered in the course: phasor notation of electrical signals, analysis of AC circuits, transformers, three-phase circuits; introduction to power; generation, transmission, and distribution of electricity; motors and generators **Prerequisite(s):* EGR 210. Spring semester, even-numbered years.

EGR 323 - Biomechanics of Human Movement

3.00 credits. An introduction to the theory and practice of Biomechanics. Topics include functional anatomy and kinesiology; dynamics of muscle and tendon; models of muscle contraction; analysis of human movement, including gait, running, jumping and lifting; computer simulations of human movement, and exploration of clinical and experimental measurement techniques. **Prerequisite(s):* Junior standing, CS 121 and EGR 360. Spring semester, even-numbered years.

EGR 324 - Structural Aspects of Biomaterials

3.00 credits. The structure and mechanical functions of biological materials and their replacements, biocompatibility of biomaterials and host response, material selection for load bearing applications including reconstructive surgery, orthopedics, dentistry, and cardiology. Mechanical design for longevity including topics of fatigue, wear, and

fracture are addressed through case studies that examine failures of devices. **Prerequisite(s):* EGR 264. Spring semester, odd-numbered years.

EGR 328 - Bio-Electric Signals in Engineering

3.00 credits. This course surveys the types of electrical signals produced by the human body and how those signals are useful for medical diagnosis, clinical treatment and scientific research. Using bio-electric signals, students will gain hands on experience proposing and answering scientific questions and applying principles of engineering to medicine and physiology. Previous experience with MATLAB will be very useful, but not required. *Pre/Corequisite(s): EGR 310. Spring semester, even-numbered years.

EGR 330 - Digital Design and Embedded Systems

4.00 credits. Design of combinational and sequential digital logic circuits, and their use in computer architectures. Introduction to machine instructions and assembly language programming. Lectures include design of embedded systems, microcontrollers, and microprocessors. Laboratory use of Field Programmable Gate Arrays (FPGAs), Programmable Logic Controllers (PLCs), Rasberry Pi's and Arduinos. Custom lab manuals. **Prerequisite(s):* CS 121 or permission of the instructor. Hours: lecture 3, laboratory 3. Fall semester, even-numbered years.

EGR 341 - Industrial and Systems Engineering Methods

3.00 credits. Production management with emphasis on process improvement, cost reduction, incentives and ergonomics. Students also conduct preliminary work for their senior project. **Prerequisite(s):* MA 251. Fall semester, even-numbered years.

EGR 345 - Fundamentals of Process Improvement

3.00 credits. This course introduces current approaches to improve work processes and establish effective control systems for ensuring the quality of process outputs. The six sigma methodology for reduction of process variability is explored. The use of financial management systems, engineering economics, and change management principles are introduced to measure improvement, make informed decisions, and encourage organizational change. Students use statistical software to achieve incremental and breakthrough improvement on a semester project. **Prerequisite(s):* MA 251. Fall semester, odd-numbered years.

EGR 347 - Global Supply Chain Management (BA 347 & OSC 547)

4.00 credits. This course focuses on the management of supply chain processes and performance. We explore important supply chain metrics, primary tradeoffs in making supply chain decisions, and basic tools for effective and efficient supply chain management, production planning and inventory control, order fulfillment and supply chain coordination. We will also investigate topics such as global supply chain design, logistics, and outsourcing, several other recent supply chain innovations. **Prerequisite(s):* BA 248/EGR 248 or MA 251. Spring semester, odd-numbered years.

EGR 348 - Introduction to Manufacturing Processes

3.00 credits. This course explores subtractive and additive manufacturing processes with a primary focus on solidification processes, metal forming and sheet metalworking, material removal processes, property enhancing and

surface processing operations, and joining and assembly processes. Students will specify manufacturing process for both low and high-volume production in a semester project. **Prerequisite(s):* PHY 201. Fall semester.

EGR 351 - Water and Wastewater Engineering

4.00 credits. Engineering approaches to water quality including the design of water and wastewater treatment facilities. Theory and conceptual design of treatment processes are discussed as well as process kinetics, reactor theory, and energy considerations. Physical, chemical, and biological treatment processes are presented including sedimentation, filtration, biological treatment, disinfection, and membrane processes. Measurement, analysis, and interpretation of water quality data. **Prerequisite(s):* EGR 260. Hours: Lecture 3.0, Lab 1.5. Fall semester, odd-numbered years.

EGR 353 - Green Architectural Engineering

3.00 credits. Green architectural engineering methods for residential, commercial, and industrial architectures and land development in industrialized countries. Green building design methods for active and passive heating and cooling including solar design. Natural day-lighting. Illumination engineering. Acoustical engineering. LEED standards for green buildings and neighborhoods. Regional and College Master plans. Case studies from the US, EU, and Asia. Related thermodynamic, fluid mechanics, optics, and acoustical fundamentals. Spring semester, even-numbered years.

EGR 355 - Sustainable Resource Engineering and Design

3.00 credits. Engineering and design practices to make use of natural resources such that environmental impacts are minimized and benefits to human civilizations are maximized. Design of renewable energy systems. Social justice cost-benefit analysis of sustainability solutions on global and local communities. **Prerequisite(s):* EGR 201 or permission of instructor. A student must be a minimum of junior standing in the program. Spring semester.

EGR 360 - Dynamics

3.00 credits. Newtonian mechanics of rigid bodies in fixed and moving reference frames in two and three dimensions. Topics also include kinematics, energy and momentum analyses, inelastic collisions, non-constant mass systems, computer simulation, and the simple oscillator. **Prerequisite(s):* EGR 122 and PHY 201. Fall semester.

EGR 364 - Structural Engineering

3.00 credits. Idealization, discretization and analysis of structures using the Principle of Virtual Work, Direct Stiffness Method and influence lines. Introduction to the Finite Element Method and computational analysis using open-source and commercial software. Overview of iconic structures around the world. **Prerequisite(s):* EGR 264. It is recommended to take MA 321 before EGR 364. Spring semester, odd-numbered years.

EGR 366 - Steel and Reinforced Concrete Design

3.00 credits. Design of structural steel (tension members, compression members, beams and simple connections) and reinforced concrete (columns, beams, slabs, footings). Discussion of material properties, design philosophies and load combinations, and application of current standard specifications and building codes. Design of structural systems and open-ended design projects. Discussion of case studies on structural failure. **Prerequisite(s):* EGR 264. Spring semester, even-numbered years.

EGR 368 - Fluid Mechanics and Hydrology

3.00 credits. Topics include fluid properties, fluid statics, control volume analysis, steady and unsteady Bernoulli equation, and introduction to differential analysis of fluid flow. Laminar and turbulent flow in pipes and channels and in external flow. The boundary layer concept, lift and drag. Runoff and catchment. **Prerequisite(s):* EGR 260 and MA 222. Spring semester.

EGR 395 - Industry Speakers and Special Topics Seminar

1.00 credit. Seminar series with weekly presentations of topics of current interest in engineering and related fields. Speakers include practicing engineers and researchers from industry or other academic institutions, Elizabethtown faculty, and invited campus-wide speakers from a variety of disciplines. Fall semester.

EGR 400 - Engineering Portfolio

1.00 credit. The portfolio will provide students with a vehicle for documenting their achievements and competencies in engineering. **Signature Learning Experience: Developmental Portfolio.** Graded Pass/No Pass.

EGR 401 - Senior Project in Engineering I

2.00 credits. A demanding, and perhaps original, engineering project performed under the supervision of a team of faculty. For this course, the scope of the project typically includes detail and final design work and construction or a working prototype. Students work in groups of 3-5 students. Progress reports, a final report and a public seminar are required. **Prerequisite(s):* EGR 301 or permission by instructor. Fall semester.

EGR 402 - Senior Project in Engineering II

2.00 credits. A demanding, and perhaps original, engineering project performed under the supervision of a team of faculty. For this course, the scope of the project typically includes testing, analysis and redesign, with the potential fabrication of an improved prototype or preliminary scaled manufacturing process design. Students work in groups of 3-5 students. Progress reports, a final report and a public seminar are required. **Prerequisite(s):* EGR 401 or permission by instructor. **Signature Learning Experience: Capstone Experience.** Spring semester.

EGR 410 - Control Systems

4.00 credits. Design and analysis of continuous time-domain control systems using system modeling techniques and simulation software for control algorithms. Evaluation of control system performance and design criteria including feedback, stability, sensitivity, time and frequency response. Introduction to similar topics in the discrete-time domains. Includes a two-hour laboratory each week applying the theory to physical systems. **Prerequisite(s):* EGR 310. **Corequisite(s):* EGR 410L. Spring semester.

EGR 430 - Parallel Processing

4.00 credits. Lectures include cache designs, parallel processing topics, instruction set designs, neurocomputer, and supercomputer designs. Major digital design laboratory projects require students to design, build, test, and demonstrate prototype computer hardware. Custom lab manuals. **Prerequisite(s):* EGR 330. Hours: lecture 3, laboratory 3. Spring semester, odd-numbered years.

EGR 434 - Robotics and Machine Intelligence

4.00 credits. Cutting-edge innovations in robotics, automation, and machine intelligence, and their ethical impacts in global, economic, environmental, and societal contexts. Various forms of machine intelligence including symbolic AI and artificial neural networks. Mobile-robot and robotic-arm theory, applications, simulations, real-time control, and path-planning. Human Computer Interactions (HCI). Periodic creation of large mobile robots. **Prerequisite(s):* CS 121 and EGR 121. Fall semester, odd-numbered years.

EGR 463 - Analytical Mechanics and Vibrations

3.00 credits. Lagrangian formulations for the two and three-dimensional motion of particles and rigid bodies. Linear free and forced responses of one and multi degree of freedom systems and simple continuous systems. Introduction to vibration control/absorption and experimental analysis and modeling of oscillatory systems. **Prerequisite(s):* EGR 360. It is recommended to take MA 321 before EGR 463. Spring semester, odd-numbered years.

EGR 467 - Thermodynamics

3.00 credits. Properties of ideal gases and liquid-vapor mixes and the laws of thermodynamics applied to analysis of closed and open systems, including power and refrigeration cycles, psychrometrics and combustion. Emphasis on macroscopic thermodynamics and engineering applications. **Prerequisite(s):* EGR 260 and MA 222. Spring semester.

EGR 468 - Heat Transfer

3.00 credits. This course introduces the three modes of heat transfer - conduction, convection, and radiation. These concepts will be applied to analyze problems of practical interest including fins and heat exchangers. There will be a strong emphasis placed on deriving the governing equations. Since it is difficult to obtain analytical solutions to most practical heat transfer problems and numerical solution methods. **Prerequisite(s):* EGR 368, EGR 467, and MA 321. Offered as able.

EGR 470-474 - Internship in Engineering

Variable credits. Opportunity for students to explore engineering, apply knowledge, and develop relevant Development through supervised professional experiences. Students are expected to invest a minimum of 40 hours per credit. **Prerequisite(s):* EGR 296. **Signature Learning Experience: Internship.** Graded Pass / No Pass. Register by Instructor. This course is repeatable for a maximum of 12 credits.

EGR 475 - Engineering Co-Op

0.00 credits. Students with an engineering major are eligible to complete their degree under a Co-Op Program. The Co-Op Program extends the 4-year degree into a 5-year program. Under this option, students typically complete one or two seven-month co-op rotations: Spring/Summer and Summer/Fall. For more information, please refer to the School's page outlining the Engineering Program in the online catalog. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

EGR 480-489 - Independent Study in Engineering

Variable credits. Study and experimentation in an area of interest to the student and faculty member. **Prerequisite(s):* Approval of the Independent Study Committee. Register by Instructor. This course is repeatable for credit. A maximum of 12 credits can apply toward graduation.

EGR 495 - Architectural Design Studio I (ART 495)

2.00 credits. Architectural design studio course with rotating architectural case studies and lectures taught by full-time faculty and visiting architectural professionals. Course content is repeated no less than every four years so that students in Studio I and Studio II can participate in the same lectures. Professional documentation, drawings, and oral defense of architectural designs. Register by Instructor. Fall semester.

EGR 496 - Architectural Design Studio II (ART 496)

2.00 credits. Architectural design studio course with rotating architectural case studies and lectures taught by full-time faculty and visiting architectural professionals. Course content is repeated no less than every four years so that students in Studio I and Studio II can participate in the same lectures. Professional documentation, drawings, and oral defense of architectural designs. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Spring semester.

ES 113 - NPS Earth in Space: Evolution of a Planet

4.00 credits. **(Natural and Physical Science Core Course)**
A broad introduction to Earth System Science that integrates basic topics in geology and astronomy as a means to understand the origin and evolution of planet Earth. Dramatic events and processes that shaped Earth's history, such as big bang cosmology, stellar evolution, planetary formation, plate tectonics, the rock cycle, crustal deformation and mountain building, the evolution of continents and ocean basins, earthquakes and volcanism are explored. Includes discovery-oriented exercises, including field trips to local geological sites, the local planetarium and several stargazing sessions for firsthand study of materials containing evidence for the processes and events studied in class. **Corequisite(s):* ES 113L. Hours: lecture 3, laboratory 2. Fall semester.

ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere

4.00 credits. **(Natural and Physical Science Core Course)**
Introduction to geology and meteorology, presenting Earth as an intricately coupled system that makes life possible. Landscapes, plate tectonics, oceans and atmosphere, chaos and weather prediction, climates and patterns of change, and landscape modification by the hydrologic system. Discovery-oriented lab includes field trips to geological sites. **Corequisite(s):* ES 114L. Hours: lecture 3, laboratory 2. Spring semester.

ES 216 - Physical Geography

3.00 credits. Introduction to the physical bases for geography, including earth/sun relationships, map projections, weather patterns, climates and landforms. Register by Instructor. Offered as able.

ES 217 - Earth and Climate

4.00 credits. This course explores the science of climate change and its impact on past and future civilizations. Students will learn how the Earth's climate system works; the factors responsible for climate change and how those factors interact; the impact of past climate changes on civilizations; climate models, observations, and hypotheses utilized to predict future climate. Finally, the course examines the connection between human activity and the current warming trend and the potential environmental, economic, and social consequences of climate change.

PH 105 - WCH Introduction to Philosophy

4.00 credits. **Western Cultural Heritage Core Course.**
A historical overview and a topical introduction to the Western philosophical tradition, the course concentrates on the most fundamental existential questions that confront us, and examines some of the great Western philosophers' answers to these questions throughout history. Great historical figures in Western philosophy such as Plato, Aquinas, Descartes and Hume are covered. Course topics and questions include: philosophy of religion, epistemology, metaphysics and ethics.

PH 115 - HUM Ethics

4.00 credits. **(Humanities Core Course)**
A study of the nature, origin and development of ethical theories from both a historical and contemporary perspective and their relevance to significant current moral dilemmas such as abortion, euthanasia, capital punishment and environmental issues. Special attention is given to the exploration of enduring moral concerns, such as moral realism versus relativism, egoism, altruism, the role of reason in ethics, and the nature of responsible moral decision making.

PH 201 - WCH History of Western Philosophy I

4.00 credits. **(Western Cultural Heritage Core Course)**
Engagement in an in-depth survey of the central issues and thinkers in Western Philosophy in ancient, medieval and early modern periods. Special emphasis is placed on the works of major figures such as Plato, Aristotle, Augustine, Aquinas, Ockham and Descartes with a view toward exploring their respective positions on critical questions in epistemology, metaphysics, ethics, politics and aesthetics.

PH 202 - WCH History of Western Philosophy II

4.00 credits. **(Western Cultural Heritage Core Course)**
This course engages in an in-depth survey of the central issues and thinkers in the modern and contemporary periods. Special emphasis is placed on major figures such as Kant, Locke, Hume, Hegel, Nietzsche, Wittgenstein and Heidegger with a view toward exploring their respective positions in regard to epistemology, metaphysics, ethics, politics and aesthetics.

PH 205 - WCH Western Political Heritage (PS 205)

4.00 credits. **(Western Cultural Heritage Core Course)**
A critical assessment of the ideas and selected original works of leading Western social and political thinkers since Plato. Justice, equality, war and peace, rights, freedom, order and community are among some of the ideas to be examined from a variety of critical and historical perspectives.

PH 234 - HUM Justice Through the Ages

4.00 credits. **(Humanities Core Course)**
This seminar addresses the subject of justice as it has appeared in classical literature. Many of the readings involve the contest between positive law, enacted by the state, and what has been labeled natural or eternal law. The course begins with readings from the ancient world and concludes with modern-day readings on the subject. It also includes films that eloquently address the perennial problems associated with defining justice.

PH 235 - HUM Bioethics

4.00 credits. **(Humanities Core Course)**
***A Guided Writing and Research Course.**
Rapid development of technology during the 20th century has allowed biologists to gather, process, and manipulate animal and plant tissue at a rate faster than any other time in human history. In this course we will investigate the ethical issues surrounding the use of this technology in the medical, research, and agricultural fields by drawing upon a variety of disciplinary perspectives including biology, ethics, history, law, literature, political science, psychology, and religion. **Prerequisite(s):* EN 100.

PH 255A - Advanced Ethics: Business (BA 255A)

4.00 credits. Business Ethics is part of a four-course sequence in Applied Ethics. In each course, a theoretical foundation for ethical discourse within the respective field is established. This course then proceeds to a detailed treatment of central ethical dilemmas in the actual practice of business.

PH 255B - Advanced Ethics: Medicine

4.00 credits. Medical Ethics is part of a four-course sequence in Applied Ethics. In each course, a theoretical foundation for ethical discourse within the respective field is established. This course then proceeds to a detailed treatment of central ethical dilemmas in the actual practice of medicine.

PH 255C - Advanced Ethics: Legal

4.00 credits. Legal Ethics is part of a four-course sequence in Applied Ethics. In each course, a theoretical foundation for ethical discourse within the respective field is established. This course then proceeds to a detailed treatment of central ethical dilemmas in the actual practice of law.

PH 255D - Advanced Ethics: Environmental

4.00 credits. This ethics course explores the novel biocentric point of view, based on ecological principles, and its expansive sense of community. We will investigate the thinking of pioneering ecologists like Aldo Leopold and Rachel Carson to answer challenging moral questions like: Do we have a responsibility to the natural world? Do non-humans have rights? Do trees have legal standing? These and other questions will be asked from the vantage point of what is now called the Anthropocene, the geological epoch in which human activity has appreciably altered natural processes. The course culminates in the exploration of case studies of environmental disasters and the policies and regulations which followed.

PH 263 - HUM Societal Impacts of Computing, A.I., and Robotics

4.00 credits. **(Humanities Core Course)**
This is a course about the ethical, social, and political implications and consequences of computing, AI, and robotics. It will be shown in detail how such algorithms greatly exacerbate prejudice and discrimination of every variety including racism, sexism, ethnicity-based, gender-based, and class-based. Importantly, we will also devote time in this course to discussing how we might responsibly use computing, AI, and robotics by making us the users and our policies more ethical and humane, and how possibly to teach the machines and algorithms themselves to make better ethical decisions. Fall semester.

PH 265 - HUM Science and Values

4.00 credits. **(Humanities Core Course)**
Many people now recognize that for both good and ill, science is value-laden, e.g., scientists are influenced by ethical and political values when they do science. Scientists are people, just like the rest of us. The truth is that values shape research methods, agendas, and applications of scientific knowledge. More controversially, it maybe that even theory choice and theory testing are value-laden. So all this raises questions, how can we inform our consciences and pursue implementations of scientific and technological developments that are just and respectful of human dignity? What is the responsibility of the scientist or engineer for the uses their work is put to? By what means, in which respects, and to what extent does science change our world and does the world change science? Which of these changes are morally positive and which are not? To answer these questions we need an approach to science that integrates the history, philosophy, anthropology, psychology, sociology, and economics of science and scientists into a comprehensive analysis. This course will introduce the student to foundational ethical theories and principles, and then apply them to various case studies in the area of science and values.

PH 267 - HUM Climate Change: Action, Ethics, and the Future

4.00 credits. **(Humanities Core Course)**
This course has four main components. The first is to understand historically and systemically global climate change, the basic science involved, and its principal effects now and in the future. The second is to learn what must be done, by who, and by when to solve the climate crisis. The third part examines major ethical issues relating to climate change. The fourth part will explore various theories about how we might get more people at every scale and in every sector of society involved in fighting climate change. All of this constitutes a profound sociological, psychological, and political problem as well as a scientific and engineering one.

PH 275 - HUM Introduction to UAP/UFO Studies

4.00 credits. **(Humanities Core Course)**
Through a series of engaging group projects and dynamic, student-centered classroom discussions, which will include guest speakers chosen from among the most important scholars, government officials, and journalists working on the topic today, this course will take a deep dive into the interrelated aspects of the UFO as myth, mystery and reality. Students will also engage the scholarly and popular literature on the subject of UFOs in an effort to gain a critical and meaningful context for these strange political and cultural events. Spring semester.

PH 290 - Introduction to Cognitive Science (CSC 290)

4.00 credits. Cognitive science is an interdisciplinary science that integrates elements of philosophy, psychology, neuroscience, and computer science into a unified field of study. As a required course for the Cognitive Science

Minor, Introduction to Cognitive Science provides exposure to a variety of disciplines, with particular focus on how they cooperate to study cognition, consciousness, and behavior. Fall semester.

PH 305 - Philosophy of Law (PS 305)

4.00 credits. An analysis of the major underlying philosophical issues of both criminal and civil law. Special attention is given to natural law theory, legal positivism, epistemological foundations of legal reasoning and interpretation, and the moral foundations of retributive and distributive justice.

PH 315 - Cognitive Neuroscience (CSC 315)

4.00 credits. Philosophers of Mind have been exploring the human mind for centuries. Cognitive Psychologists have been exploring the human mind through behavioral studies for over fifty years. In parallel, neuroscientists have built-up our understanding of the human brain. Cognitive Neuroscience lies at the intersection of these fields. This course will provide a big picture, theoretical, up to date introduction to twenty-first century Cognitive Neuroscience. The student will also learn how this key discipline fits into the larger field known as Cognitive Science.

PH 320 - Philosophy of Religion (REL 320)

4.00 credits. A study of the various rational efforts to establish the validity of the religious perspective. Topics will include: the nature of religious experience, the relationship between faith and reason, the arguments for the existence of God, the problem of evil, the possibility of miracles and immortality, and the relationship between religion and ethics, and religion and science.

PH 350 - Animal Minds (CSC 350)

4.00 credits. There is a growing consensus that many non-human animals are conscious and much more intelligent than previously believed. Throughout this interdisciplinary course, we will try to answer the question what, if anything, makes humans unique with regard to cognitive abilities and conscious experience? We will explore similarities and differences between humans and other animals for a variety of cognitive abilities such as perception, attention, learning, memory, reasoning, tool use, and language using primary scientific evidence and an evolutionary framework. We will explore particular debates in current animal cognition research.

PH 355 - Public Policy Ethics

4.00 credits. This course explores how ethics, morality, religion, and culture influence the policy making process. Students learn to apply principles of moral reasoning to contemporary policy debates. Fall semester.

PH 480-489 - Independent Study in Philosophy

4.00 credits. Advanced students have the opportunity to study specialized areas not otherwise included in the curriculum. **Prerequisite(s):* Approval of the Dean and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

PH 495 - Film Studies Capstone

4.00 credits. An analysis of selected perennial issues in philosophy through the media of film and literature. Areas of investigation will include: the nature of Self and Reality, the nature of Knowledge, as well as issues in moral and

political philosophy. **Prerequisite(s):* COM 261 and a minimum of 16 earned credits in the minor or permission of instructor. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

PHY 101 - General Physics I

4.00 credits. A study of the principles of physics, specifically that are required to be successful on the MCAT, including Newtonian mechanics (motion, work, energy, and static equilibrium), vibrational motion, mechanical waves, gases, fluids, and thermodynamics. **Prerequisite(s):* Placement of MA 121 or completion of Math Core requirement. Students who have credit for PHY 201 may not enroll in this course for credit. **Corequisite(s):* PHY 101L. Hours: lecture 3, laboratory 2. Fall semester.

PHY 102 - General Physics II

4.00 credits. Continuation of PHY 101. Topics include electricity (charge, force, energy, E-fields, and circuits) magnetism, geometric optics (reflection, refraction, mirrors, and lenses), wave optics, electromagnetic waves, quantum optics, atomic physics, and nuclear physics. **Prerequisite(s):* PHY 101. Students who have credit for PHY 202 may not enroll in this course for credit. **Corequisite(s):* PHY 102L. Hours: lecture 3, laboratory 2. Spring semester.

PHY 105 - NPS How Things Work

4.00 credit. **(Natural and Physical Science Core Course)**
Based on activities experienced in daily life, students will learn several physical concepts. By experiencing science at work students will become more comfortable with it and will understand the predictable nature of the universe and dispel the "magic" of science and technology. Students learn how various technologies work and will develop their physical intuition of the world. Topics may include: amusement park rides, bicycles, baseball, human movement, automobiles, clocks, musical instruments, audio amplifiers, radio, lasers, cameras, computers, copiers, power generation and distribution, and nuclear reactors. Course will include a laboratory component each week. **Corequisite(s):* PHY 105L. Hours: lecture 3, laboratory 1.5. Typically offered online summer and winter terms, as able.

PHY 120 - Introductory Mathematics for Physics

4.00 credits. This course covers the applied mathematics needed to complete the calculus-based introductory physics sequence. Topics include functions, graphs, coordinate systems, series representations, trigonometry, vectors, matrices, systems of equations, differentiation, integration, and differential equations. Fall semester.

PHY 201 - College Physics I

4.00 credits. Calculus-based introduction to the basic concepts of classical mechanics, to include kinematics and dynamics (linear and rotational motion, work and energy, impulse and momentum), friction, statics, universal gravitation, and relativity. Students will write several MATLAB programs. **Corequisite(s):* PHY 201L and EGR 120 or EGR 121. Students who have credit for PHY 101 may not enroll in this course for credit. Hours: combined lecture/discussion 4, laboratory 2. Fall semester. This course fulfills the Natural and Physical Science – Lab Science area of understanding for programs where PHY 201 is a required course within the academic program.

PHY 202 - College Physics II

4.00 credits. A continuation of PHY 201. Calculus-based introduction to the basic concepts of electricity and magnetism to include electrostatics, magnetostatics, electrostatic, potential, current, resistance, capacitance, inductance, direct current circuits, alternating current circuits, Maxwell's equations, electromagnetic radiation, and quantum mechanics. Students will write several MATLAB programs. **Prerequisite(s):* EGR 120. Students who have credit for PHY 102 may not enroll in this course for credit. **Corequisite(s):* PHY 202L and EGR 121. Hours: combined lecture/discussion 4, laboratory 2. Spring semester.

PHY 203 - College Physics III

4.00 credits. Calculus-based introduction to oscillations, fluids, thermodynamics, atomic and nuclear physics, solid state physics, and optics. Students will write several MATLAB programs. **Prerequisite(s):* EGR 121. **Corequisite(s):* PHY 203L. Hours: combined lecture/discussion 4, laboratory 2. Offered as needed.

PHY 361 - Applied Quantum Mechanics/Advanced Topics in Applied Physics

4.00 credits. Students will reproduce theoretical and experimental analyses published in journals such as American Journal of Physics, Physical Review Letters, and Nature Communications. Topics include the measurement problem, entanglement, quantum nonlocality, Bell inequalities, principles of quantum mechanics, Hilbert spaces, interaction-free measurement, quantum liar paradox, quantum eraser, weak values, Wigner's Friend, Popescu-Rohrlich corrections, Tsirelson bound, no-signaling condition, and interpretations of quantum mechanics. Students will write several MATLAB and Mathematica programs. **Prerequisite(s):* PHY 202. Offered as needed.

PHY 480-489 - Independent Study in Physics

Variable (0.00 - 4.00) credit(s). Study and experimentation in an area of interest to the student and faculty member. **Prerequisite(s):* Approval of the Independent Study Committee. Register by Instructor. This course is repeatable for credit. A maximum of 12 credits can apply toward graduation.

Dean of the School of Public Service

Dr. April Kelly

Nicarry Hall, Room 236

717-361-1285

Faculty: Aronson, Gibson, Gillis, Helb, Johnson, Kanagy, Kelly, Lang, McClellan, Ozkanca, G. Ricci, Silberstein

For more information, please visit the School's website or check your course syllabi, which are available through the course instructor or JayWeb.

Mission

The School of Public Service is grounded in the mission of Elizabethtown College - educate for service. We believe that education is most noble when used to benefit others. Our programs empower students to use their knowledge, expertise, and communication skills to solve pressing problems in their communities and around the globe.

Graduates for our program are leaders who pursue meaningful careers within all levels of government, non-profit agencies, the legal community, non-governmental organizations (NGOs), media organizations, and other places where they can make a difference. They shape public policy, lead community organizations, inform public discourse, build positive community relations, and design programs and initiatives to serve the public interest.

The School of Public Service includes programs in Criminal Justice, Communications - Digital Media Production, Communications - Journalism, Communications - Public Relations, Education, Legal Studies, Political Science, Public Health (BA and BS), and Social Work.

Honors in the Discipline

The School of Public Service participates in the College Honors in the Discipline Program. For guidelines, students should consult their advisor for individual program requirements.

Bachelor of Arts

Communications - Digital Media Production (B.A.)

Student Learning Outcomes for Digital Media Production:

Students will be able to:

- Write effective communication materials for a variety of contexts.
- Effectively demonstrate competencies in oral communication.
- Demonstrate competencies in media production.
- Use critical thinking skills in the application of communication theories.
- Plan and implement communication productions that address organizational challenges.
- Demonstrate leadership abilities through effective program and production management including independent, experiential learning, and collaborative endeavors.
- Conduct all work in an ethical manner.

The Communications - Digital Media Production major requires:

- COM 120 - Intro to Communications 4.00 credits.
- COM 130 - Visual Communications 4.00 credits.
- COM 210 - Presentation Skills 4.00 credits.
- COM 211 - Multimedia Journalism 4.00 credits.
- COM 220 - Audio Production 4.00 credits.
- COM 230 - Video Production 4.00 credits.
- COM 248 - Communication Law and Ethics 4.00 credits.
- COM 310 - New Media Production 4.00 credits.
- COM 316 - Broadcast News 4.00 credits.
- COM 333 - Organizational Communication 4.00 credits.
- COM 410 - Advanced Production 4.00 credits.
- COM 495 - Communications Capstone 4.00 credits.

Two elective courses from the following:

- COM 224 - CE Script and Screenwriting 4.00 credits.
- COM 252 - HUM Multi-Cultural Communications 4.00 credits.
- COM 261 - HUM Film Studies 4.00 credits.
- COM 282 - Health Communication 4.00 credits.
- COM 312 - Introduction to Media Analytics 4.00 credits.
- COM 314 - Feature Writing 4.00 credits.
- COM 320 - Advanced Multimedia Journalism 4.00 credits.
- COM 351 - Public Relations 4.00 credits.
- COM 355 - PR Writing 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- COM 120 - Intro to Communications 4.00 credits.
- COM 130 - Visual Communications 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- COM 210 - Presentation Skills 4.00 credits.
- COM 211 - Multimedia Journalism 4.00 credits.

Notes:

Students must declare a major of study by the beginning of their sophomore year (second year) and transfer students (internal or from other institutions) must declare a major of study. Declaring the major late could result in students taking additional semesters of study to complete course work in proper sequence. Prerequisite courses must be taken in advance of courses, NOT as co-requisites. Although not required, a minor course of study is recommended by the Communications Program.

Program Opportunities

Program facilities and the Media Center are located in the Steinman Center for Communications and Fine Arts. This Center contains modern equipment in audio and video studios, and graphics and multi-image laboratories. The student-operated media stations, WWEC 88.3 FM and ECTV Channel 40 are housed in the Center.

The curriculum is complemented by a number of programmatic organizations: WWEC-FM radio, the Jay Firm (student public relations agency), ECTV-40, and others. The Etownian, the student-run newspaper, provides excellent journalism experiences for majors.

Internships

Internships may be elected by majors and minors at the sophomore level and above and are available for zero to three credits with on- or off-campus sponsors. Internship experiences are repeatable to a maximum of four credits and may count only as general elective credit. Additionally, the internship option requires an overall 2.70 grade point average and a 3.00 grade point average in the major. The Program's "Guide to the Preparation of Internships" serves as an outline of procedures and requirements for an internship. Students are permitted to seek their own positions or to apply for one from the many opportunities already listed with communications organizations and the College's Career Development Center.

GPA Requirement

All students must have a 2.00 grade point average to declare the major or minor and enroll in any courses above the 100 level.

Communications - Journalism (B.A.)

Student Learning Outcomes for the Communications - Journalism major:

Students will be able to:

- Write effective communication materials for a variety of contexts.
- Effectively demonstrate competencies in oral communication.
- Demonstrate competencies in media production.
- Use critical thinking skills in the application of communication theories.
- Plan and implement communication productions that address organizational challenges.
- Develop leadership abilities through effective program and production management including independent, experiential learning, and collaborative endeavors.
- Conduct all work in an ethical manner.

The Communications - Journalism major requirements include:

- COM 120 - Intro to Communications 4.00 credits.
- COM 130 - Visual Communications 4.00 credits.
- COM 210 - Presentation Skills 4.00 credits.
- COM 211 - Multimedia Journalism 4.00 credits.
- COM 230 - Video Production 4.00 credits.
- COM 248 - Communication Law and Ethics 4.00 credits.
- COM 310 - New Media Production 4.00 credits.

- COM 314 - Feature Writing 4.00 credits.
- COM 316 - Broadcast News 4.00 credits.
- COM 320 - Advanced Multimedia Journalism 4.00 credits.
- COM 333 - Organizational Communication 4.00 credits.
- COM 495 - Communications Capstone 4.00 credits.

Two electives from the following courses:

- COM 224 - CE Script and Screenwriting 4.00 credits.
- COM 252 - HUM Multi-Cultural Communications 4.00 credits.
- COM 261 - HUM Film Studies 4.00 credits.
- COM 282 - Health Communication 4.00 credits.
- COM 312 - Introduction to Media Analytics 4.00 credits.
- COM 351 - Public Relations 4.00 credits.
- COM 355 - PR Writing 4.00 credits.
- COM 410 - Advanced Production 4.00 credits.

First Year Suggested Courses

- FYS 100 - First-Year Seminar 4.00 credits.
- COM 120 - Intro to Communications 4.00 credits.
- COM 130 - Visual Communications 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- COM 210 - Presentation Skills 4.00 credits.
- COM 211 - Multimedia Journalism 4.00 credits.

Program Opportunities

Program facilities and the Media Center are located in the Steinman Center for Communications and Fine Arts. This Center contains modern equipment in audio and video studios, and graphics and multi-image laboratories. The student-operated media stations, WWEC 88.3 FM and ECTV Channel 40 are housed in the Center.

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GPA Requirement

All students must have a 2.00 grade point average to declare the major or minor and enroll in any courses above the 100 level.

Communications - Public Relations (B.A.)

Student Learning Outcomes for Communications - Public Relations major:

Students will be able to:

- Write effective communication materials for a variety of contexts.
- Effectively demonstrate competencies in oral communication.
- Demonstrate competencies in media production.
- Use critical thinking skills in the application of communication theories.
- Plan and implement communication productions that address organizational challenges.
- Demonstrate leadership abilities through effective program and production management including independent, experiential learning, and collaborative endeavors.
- Conduct all work in an ethical manner.

The Communications - Public Relations major requires:

- COM 120 - Intro to Communications 4.00 credits.
- COM 130 - Visual Communications 4.00 credits.
- COM 210 - Presentation Skills 4.00 credits.
- COM 211 - Multimedia Journalism 4.00 credits.
- COM 230 - Video Production 4.00 credits.
- COM 248 - Communication Law and Ethics 4.00 credits.
- COM 310 - New Media Production 4.00 credits.
- COM 333 - Organizational Communication 4.00 credits.
- COM 351 - Public Relations 4.00 credits.
- COM 355 - PR Writing 4.00 credits.
- COM 495 - Communications Capstone 4.00 credits.

Three electives from the following list of courses:

- COM 224 - CE Script and Screenwriting 4.00 credits.
- COM 252 - HUM Multi-Cultural Communications 4.00 credits.
- COM 261 - HUM Film Studies 4.00 credits.
- COM 282 - Health Communication 4.00 credits.
- COM 312 - Introduction to Media Analytics 4.00 credits.
- COM 314 - Feature Writing 4.00 credits.
- COM 316 - Broadcast News 4.00 credits.
- COM 410 - Advanced Production 4.00 credits.
- COM 412 - Advanced Public Relations 4.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- COM 120 - Intro to Communications 4.00 credits.
- COM 130 - Visual Communications 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- COM 210 - Presentation Skills 4.00 credits.
- COM 211 - Multimedia Journalism 4.00 credits.

Notes:

Students must declare a major of study by the beginning of their sophomore year (second year) and transfer students (internal or from other institutions) must declare a major of study. Declaring the major late could result in students taking additional semesters of study to complete course work in proper sequence. Prerequisite courses must be taken in advance of courses, NOT as co-requisites. Although not required, a minor course of study is recommended by the Program advisors.

Program Opportunities

Program facilities and the Media Center are located in the Steinman Center for Communications and Fine Arts. This Center contains modern equipment in audio and video studios, and graphics and multi-image laboratories. The student-operated media stations, WWEC 88.3 FM and ECTV Channel 40 are housed in the Center.

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Internships may be elected by majors and minors at the sophomore level and above and are available for zero to three credits with on- or off-campus sponsors. Internship experiences are repeatable to a maximum of four credits and may count only as general elective credit. Additionally, the internship option requires an overall 2.70 grade point average and a 3.00 grade point average in the major. The Program's "Guide to the Preparation of Internships" serves as an outline of procedures and requirements for an internship. Students are permitted to seek their own positions or to apply for one from the many opportunities already listed with communications organizations and the College's Career Development Center.

GPA Requirement

All students must have a 2.00 grade point average to declare the major or minor and enroll in any courses above the 100 level.

Criminal Justice (B.A.)

Student Learning Outcomes for Criminal Justice:

Students will be able to:

- Identify, describe, and differentiate the functions of the four major components of the criminal justice system.
- Conceptualize and apply criminological theories to understand causes and consequences of criminal behavior.
- Explain the importance and application of social justice and culture within the criminal justice system.
- Create clear, concise, and supported verbal and written forms of communications using criminal justice resources.
- Demonstrate the analytical skills and knowledge to create a quality criminal justice research design.
- Integrate quality criminal justice course material with experiential learning opportunities to develop a career plan.

The Criminal Justice Program prepares students by offering quality courses, hands-on faculty mentorship, and real-world experiences in policing, courts, corrections, and victim services that will enhance student understanding of the criminal justice system in both college courses and criminal justice careers. These opportunities will create highly respected and educated professionals to succeed in the field of criminal justice or in pursuit of graduate education.

The **Criminal Justice major** consists of 36 required credits and 16 credits of approved electives.

The Criminal Justice major requires:

- CH 109 - NPS Introduction to Forensic Science 4.00 credits.
- CJ 100 - WCH Introduction to Criminal Justice 4.00 credits.
- CJ 110 - SSC Criminology 4.00 credits.
- CJ 200 - Policing in America 4.00 credits.
- CJ 220 - Corrections in America 4.00 credits.
- CJ 230 - Victimology 4.00 credits.
- CJ 495 - Senior Seminar in Criminal Justice 4.00 credits.
- LS 110 - WCH Introduction to Law 4.00 credits.
- PS 230 - Research Methods 4.00 credits.

Elective Courses (16 credits):

- BIO 363 - Forensic Anthropology 4.00 credits.
- CJ 240 - SSC Mental Health in the Criminal Justice System 4.00 credits.
- CJ 300 - Crime Scene Investigation 4.00 credits.
- CJ 320 - Community Corrections 4.00 credits.
- CJ 352 - Juvenile Justice System 4.00 credits.
- CJ 470-474 - Internship in Criminal Justice Variable (0.00 - 8.00) credits. *
- EN 283 - Legal Writing 4.00 credits.
- ENV 225 - Geographic Information Systems: Fundamentals and Applications 4.00 credits.
- LS 310 - Criminal Law and Procedure 4.00 credits.

- PH 115 - HUM Ethics 4.00 credits.
- PS 290 - Judicial Process and Politics 4.00 credits.
- PS 303 - Constitutional Law I: Institutions 4.00 credits.
- PS 304 - Constitutional Law II: Rights and Liberties 4.00 credits.
- PS 340 - Terrorism and Counterterrorism 4.00 credits.
- PSY 250 - Psychopathology 4.00 credits.
- REL 103 - HUM Religion and Nonviolence 4.00 credits.
- SO 101 - SSC Discovering Society 4.00 credits.
- SW 366 - Addiction and Society 4.00 credits.
  * CJ 470-474 may be taken for up to eight credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- CJ 100 - WCH Introduction to Criminal Justice 4.00 credits.
- CJ 110 - SSC Criminology 4.00 credits.
- CJ 200 - Policing in America 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- PH 115 - HUM Ethics 4.00 credits.

Notes:

- The successful completion of **PS 230 - Research Methods** is approved by Core Committee to satisfy the Mathematics Area of Understanding in the Core Program for Criminal Justice majors.
- Students may take up to 8 credits of non-criminal justice electives with the same prefix.

Legal Studies (B.A.)

Student Learning Outcomes for Legal Studies:

Students will be able to:

- Demonstrate logical reasoning skills through application of rules and conditions to hypothetical cases.
- Critically analyze the reasoning and arguments of others.
- Communicate effectively and fluently in speech and writing.
- Conduct independent, original research, demonstrating the ability to gather, organize, and present evidence, data, or information from a variety of primary and secondary sources.
- Apply theories of law to explain the relationship between law, government, and society.
- Evaluate the quality of legal research, whether it employs social scientific methods (quantitative or qualitative) or legal research methods.

For students who are interested in law school, a strong advisory component in terms of proper course work, relevant extracurricular activities and preparation for the Law School Admissions Test (LSAT) examination is offered.

The advisor for this major is Dr. April Kelly.

The Legal Studies major requires the following courses:

- CJ 352 - Juvenile Justice System 4.00 credits.
- EN 283 - Legal Writing 4.00 credits.
- LS 110 - WCH Introduction to Law 4.00 credits.
- LS 210 - Logic and Legal Reasoning Variable (0.00 or 4.00) credits.
- LS 301 - Mock Trial I 0.00 - 2.00 credits.
- LS 302 - Mock Trial II 0.00 - 2.00 credits.
- LS 495 - Senior Seminar in Legal Studies 4.00 credits.
- PS 303 - Constitutional Law I: Institutions 4.00 credits. or
- PS 304 - Constitutional Law II: Rights and Liberties 4.00 credits.
- PS 363 - American Domestic Policy 4.00 credits.

Three electives from the following courses (not taken as a requirement):

- BA 330 - Legal Environment of Business 4.00 credits.
- BA 331 - Business and Commercial Law for Accounting/Financial Professionals 4.00 credits.
- BA 337 - International Legal and Ethical Environment of Business 4.00 credits.
- CJ 110 - SSC Criminology 4.00 credits.
- CJ 220 - Corrections in America 4.00 credits.
- COM 248 - Communication Law and Ethics 4.00 credits.
- LS 310 - Criminal Law and Procedure 4.00 credits.
- LS 470-474 - Internship in Legal Studies Variable (0.00-8.00) credits.
- PH 115 - HUM Ethics 4.00 credits.
- PS 290 - Judicial Process and Politics 4.00 credits.
- PS 303 - Constitutional Law I: Institutions 4.00 credits.
- PS 304 - Constitutional Law II: Rights and Liberties 4.00 credits.
- PS 332 - Model United Nations (INT 332) 4.00 credits.
- PS 350 - European Union Simulation I (BA 350) 4.00 credits.
- PS 364 - Health Policy and Law (PBH 364) 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- LS 110 - WCH Introduction to Law 4.00 credits.
- 100-200 level LS elective
- Core or 2nd major courses

Political Science (B.A.)

Student Learning Outcomes for Political Science:

Students will be able to:

- Explain the major theories, concepts, and methods of political analysis – empirical, normative, and policy-oriented.
- Apply theories, concepts, and methods used in the study of politics to political ideas, institutions, and practices.
- Exercise critical judgment, analyze, and synthesize relevant information and construct reasoned argument.
- Communicate effectively and fluently in speech and in writing.
- Conduct independent, original research, demonstrating the ability to gather, organize, and present evidence, data, and information from a variety of primary and secondary sources.
- Be involved in matters of public concern locally, nationally, and globally.

The Political Science major requires the following courses:

- PS 101 - WCH Foundations of American Government 4.00 credits.
- PS 150 - NCH Introduction to Comparative Politics 4.00 credits.
- PS 211 - SSC Political Psychology (PSY 211) 4.00 credits.
- PS 230 - Research Methods 4.00 credits.
- PS 245 - NCH International Relations 4.00 credits.
- PS 303 - Constitutional Law I: Institutions 4.00 credits. or
- PS 304 - Constitutional Law II: Rights and Liberties 4.00 credits.
- PS 361 - Public Administration 4.00 credits. or
- PS 363 - American Domestic Policy 4.00 credits.
- PS 495 - Senior Seminar in Political Science 4.00 credits.
  An additional 16 credits of political science courses or other approved electives

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- PS 101 - WCH Foundations of American Government 4.00 credits.
- PS 150 - NCH Introduction to Comparative Politics 4.00 credits.

Notes:

The Political Science major has no modern or ancient language requirement beyond the Power of Language - Other requirement in the core program. However, students are encouraged to develop competency in a modern language, particularly if they are interested in study abroad.

Political Science majors satisfy the Mathematics Area of Understanding in the Core Program upon successful completion of PS 230.

If a student has received AP credit for PS 101 and is interested in taking sophomore-level courses in political science, she/he should consult with the Dean first. PS 205or PS 245 are good choices.

For information about the Washington Center Internship Program, students should contact the Study Abroad Office. For internship opportunities in Harrisburg through the School's Capital Semester Internship Program (PS 417), students should contact Dr. April Kelly.

Public Health (B.A.)

Student Learning Outcomes for Public Health (B.A.):

Students will be able to:

- Explain how social environments impact decisions and behaviors affecting public health
- Explain the legislative process and demonstrate the ability to conduct analysis of bills, policies and laws related to public health
- Complete an independent research project analyzing an issue related to public health
- Explain the processes by which public health issues are administered or managed within an organization

Required Courses

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- COM 282 - Health Communication 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- PBH 111 - NPS Principles of Public Health 4.00 credits.
- PBH 211 - Introduction to Global Health 4.00 credits.
- PBH 311 - Public Health Interventions 4.00 credits.
- PBH 330 - Determinants of Health and Health Equity 4.00 credits.
- PBH 335 - Epidemiology 4.00 credits.
- PBH 474 - Public Health Field Instruction Variable (0.00 - 4.00 credits).
- PBH 495 - Public Health Senior Seminar 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.
- PH 235 - HUM Bioethics 4.00 credits. or
- PH 255B - Advanced Ethics: Medicine 4.00 credits.

One Course in Social Determinants of Health

- PSY 220 - Health Psychology 4.00 credits.
- SW 366 - Addiction and Society 4.00 credits.
- SO 235 - Medical Sociology 4.00 credits.

One Course in Public Policy Analysis

- PS 363 - American Domestic Policy 4.00 credits.
- SW 380 - Social Policy 4.00 credits.

One Public Health Elective

- PS 361 - Public Administration 4.00 credits.
- SO 331 - Statistical Analysis 4.00 credits.

- CJ 355 - Emergency Operations in Disaster Response 4.00 credits.
- SW 344 - Aging: Social Response and Implications 4.00 credits.
    - Any additional electives from Public Policy Analysis, Social Determinants of Health, or Administration of Public Services

Bachelor of Science

Biology Secondary Education (B.S.)

Student Learning Outcomes for Biology Secondary Education major:

Students will be able to:

- Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry, and/or physics.
- Effectively research, synthesize, and communicate scientific information.
- Design and carry out experiments to address biological questions.
- Critically analyze and formulate logical conclusions from data.
- Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.
- Plan and design appropriate instructional and assessment activities.
- Create, organize, and maintain an effective classroom environment conducive to learning and development
- Develop and apply instructional methodologies appropriate to the grade and developmental level of students.
- Design and implement successful interventions responsive to the needs of children with special needs.

The **Secondary Education major** (Biology Education) prepares the student for receipt of Pennsylvania Secondary Education Certification within the framework of the Biology major. This program provides a strong background in the biological sciences, while simultaneously fulfilling the requirements for secondary teaching certification. The required math courses will satisfy the requirement of two math courses for Education certification.

Students interested in this concentration should consult Dr. Peter Licona.

The Biology Program has a prerequisite for entry into BIO 211 and upper-level classes contingent upon an average grade of C- or better in BIO 111 and BIO 112.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature and Composition courses) can be found in the EDUCATION MANUAL.

To ensure that all students are prepared to apply for formal acceptance, it is recommended that students take a minimum of 16 credit hours per semester.

Progression to Program Completion and Teacher Certification

Students in the Education Department must follow a progression through the teacher preparation program to complete a degree and apply for Pennsylvania Teaching Certification. Candidates typically apply for Provisional Acceptance at the conclusion of year one and Formal Acceptance at the conclusion of year two. It is recommended that Education majors take a minimum of 16 credits per semester. In addition, students will need to maintain a satisfactory rating in Professional Review throughout their candidacy.

Phases of Progression:

Phase One: In year one, teacher preparation candidates are in the pre-service phase. Courses and field experiences are integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Provisional Acceptance to the program. Candidates applying for Provisional Acceptance at the conclusion of year one must earn an overall GPA of 2.80.

Phase Two: In year two, teacher preparation candidates continue with courses and field experiences integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Formal Acceptance to the program. Candidates applying for Formal Acceptance at the end of year two must earn an overall GPA of 3.00.

Professional Phase: In years three and four, teacher preparation candidates are required to demonstrate their knowledge of the teaching profession both in and out of the classroom. Methods and Professional Internship semesters pair rigorous coursework with part- and full-time field experience requirements. During this time, students are required to earn a grade of B or above in all required courses for their major area. This expectation is in preparation for application to Pennsylvania Department of Education for Instructional I certification necessary to teach in the state. As required by PDE, candidates applying for certification at the end of the preparation program must demonstrate an overall GPA of 3.00.

Academic Requirements:

- Candidates will achieve grades of C or better in all 100 and 200 level Education courses.
- Candidates will achieve grades of B or better in all 300 and 400 level Education courses.
- Candidates not meeting grade requirements will be referred to the Professional Review Panel for possible intervention.
- Intervention may include action planning, tutoring, academic counseling, or course repetition.

Provisional Acceptance:

- Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Declare Education as major
- Submit Student Life Clearance
- Complete ED 105 and ED 150/ED 151 in first year with earned grades of C or better
- Complete ED 161 in first or second year with earned grade of C or better
- Demonstrate satisfactory ratings in Professional Review
- Apply for Provisional Acceptance to the Education Department

*Provisional Acceptance is required to enroll in 200-level ED courses.

Formal Acceptance:

- Basic Skills requirements for PDE are met
- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature)
- Complete 54 hours with a cumulative grade point average of 3.00 or higher
- Successfully complete at least three courses with ED prefixes

- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson (see pages 16-18).
  - One picture of yourself
  - Updated Resume
  - Educational Philosophy
  - Dates of your clearances and TB test
  - Description of your experience working with children
  - Writing Sample
  - Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Demonstrate satisfactory ratings in Professional Review
- Apply for Formal Acceptance to the Education Department

*Formal Acceptance is required to enroll in 300-level ED courses.

Field Experiences:

Field experiences are a critical facet of teacher preparation, both for gaining practical knowledge in the professional field and for obtaining teacher certification in Pennsylvania. Many Education (ED) and Special Education (SED) courses require field placement. The Education Department Field Experience Manual is linked here, and includes details, policies, assessments, and contacts for all stages of field placement at Elizabethtown College. Please note the following:

- At Elizabethtown College, there are required courses with placements in each year of teacher preparation.
- The Office of Field Placement utilizes a reasonable radius (approximately 20 miles/40 minutes commuting time) from campus to assign placement schools.
- Courses with placements have academic and grading requirements based on the successful completion of each field experience.
- Candidates in the third and fourth year of teacher preparation are required to arrange transportation to and from assigned placements.
- Candidates in placement are required to follow all policies, guidelines, rules, and expectations for the school district or entity of placement. Failure to follow individual district expectations may result in removal from placement, failure of the associated course, and/or expulsion from the Education Department.

Exit from the Programs:

Students seeking **award of the degree in the major only (without certification) must:**

- Receive approval of the Education Program and any other appropriate Program(s) for completion of their degree plan.
- Satisfy all requirements of the major, except the professional internship and Pennsylvania certification test results, with a cumulative/major grade point average of 2.00 or higher.
- Complete an alternative internship experience of at least six credits, as approved by the Education Program.

Students seeking **award of the degree in their major and certification must:**

- Satisfy all requirements of the major with the cumulative grade point average of 3.00 or higher.
- Earn a grade of Pass in the professional internship and senior seminar.

Earn passing scores on the Pennsylvania Educator Certification Tests (PECT) and/or Praxis II series as it applies to your certification program. Students completing Early Childhood (PK-4) must take the PECT exam series, Elementary Middle Level (4-8) certifications take the Praxis series in core assessment and subject concentration, Secondary certification (7-12) take Praxis II in a content area and PK-12 (Music Education, Modern Languages – Spanish Education) must successfully complete the appropriate Fundamental Subjects: Content Knowledge Test and Praxis II in a content area. Graduate candidates in Special Education (PK-12) must take the Praxis exam for Special Education Core Subjects.

The specific requirements are:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- BIO 313 - General Ecology 3.00 credits. and
- BIO 313L - General Ecology Laboratory 1.00 credit.
  or
- BIO 317 - Aquatic Ecology 4.00 credits.
- BIO 324 - General Physiology 3.00 credits.
- BIO 324L - General Physiology Laboratory 1.00 credit.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- One Earth Science course
- At least 11 credits of upper-level Biology classes with at least two laboratories
- MA 121 - MA Calculus I 4.00 credits. or
- MA 251 - MA Probability and Statistics 4.00 credits. and
- One additional Mathematics course
- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.

Education Courses:

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.
- ED 305 - Methods of Secondary Education 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 497 - Senior Seminar for Secondary Education 4.00 credits.
- Two English courses for Education certification, one literature and one writing
- Two Math courses for Education certification

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.

Notes:

ED150 and ED 151 are approved to satisfy Social Science Core.

Accreditation

Elizabethtown College is in compliance with Title II of the Higher Education Act and disclosure reporting. Requests for disclosure information – i.e., teacher preparation programs, successes on passing state licensing and certification examinations, and job placement – may be obtained by contacting the Dean.

Chemistry Secondary Education (B.S.)

Student Learning Outcomes for Secondary Education:

Students will be able to:

- Explain fundamental chemistry concepts.
- Communicate chemical knowledge.
- Research a chemical problem or concept.
- Design, execute, and interpret experiments to solve chemical problems.
- Draw connections to other fields of study.
- Work as a member of a team.
- Envision and pursue multiple paths for purposeful life work.

The **Secondary Education curriculum** (Chemistry Education) prepares students for high school teaching. The required math courses will satisfy the requirement of two math courses for Education certification.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature and Composition courses) can be found in the EDUCATION MANUAL.

To ensure that all students are prepared to apply for formal acceptance, it is recommended that students take a minimum of 16 credit hours per semester.

Progression to Program Completion and Teacher Certification

Students in the Education Department must follow a progression through the teacher preparation program to complete a degree and apply for Pennsylvania Teaching Certification. Candidates typically apply for Provisional Acceptance at the conclusion of year one and Formal Acceptance at the conclusion of year two. It is recommended that Education majors take a minimum of 16 credits per semester. In addition, students will need to maintain a satisfactory rating in Professional Review throughout their candidacy.

Phases of Progression:

Phase One: In year one, teacher preparation candidates are in the pre-service phase. Courses and field experiences are integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Provisional Acceptance to the program. Candidates applying for Provisional Acceptance at the conclusion of year one must earn an overall GPA of 2.80.

Phase Two: In year two, teacher preparation candidates continue with courses and field experiences integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Formal Acceptance to the program. Candidates applying for Formal Acceptance at the end of year two must earn an overall GPA of 3.00.

Professional Phase: In years three and four, teacher preparation candidates are required to demonstrate their knowledge of the teaching profession both in and out of the classroom. Methods and Professional Internship semesters pair rigorous coursework with part- and full-time field experience requirements. During this time, students are required to earn a grade of B or above in all required courses for their major area. This expectation is in preparation for application to Pennsylvania Department of Education for Instructional I certification necessary to teach in the state. As required by PDE, candidates applying for certification at the end of the preparation program must demonstrate an overall GPA of 3.00.

Academic Requirements:

- Candidates will achieve grades of C or better in all 100 and 200 level Education courses.
- Candidates will achieve grades of B or better in all 300 and 400 level Education courses.
- Candidates not meeting grade requirements will be referred to the Professional Review Panel for possible intervention.
- Intervention may include action planning, tutoring, academic counseling, or course repetition.

Provisional Acceptance:

- Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Declare Education as major
- Submit Student Life Clearance
- Complete ED 105 and ED 150/ED 151 in first year with earned grades of C or better
- Complete ED 161 in first or second year with earned grade of C or better
- Demonstrate satisfactory ratings in Professional Review
- Apply for Provisional Acceptance to the Education Department

*Provisional Acceptance is required to enroll in 200-level ED courses.

Formal Acceptance:

- Basic Skills requirements for PDE are met
- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature)
- Complete 54 hours with a cumulative grade point average of 3.00 or higher
- Successfully complete at least three courses with ED prefixes

- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson (see pages 16-18).
- One picture of yourself
- Updated Resume
- Educational Philosophy
- Dates of your clearances and TB test
- Description of your experience working with children
- Writing Sample
- Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Demonstrate satisfactory ratings in Professional Review
- Apply for Formal Acceptance to the Education Department

*Formal Acceptance is required to enroll in 300-level ED courses.

Field Experiences:

Field experiences are a critical facet of teacher preparation, both for gaining practical knowledge in the professional field and for obtaining teacher certification in Pennsylvania. Many Education (ED) and Special Education (SED) courses require field placement. The Education Department Field Experience Manual is linked here, and includes details, policies, assessments, and contacts for all stages of field placement at Elizabethtown College. Please note the following:

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- Courses with placements have academic and grading requirements based on the successful completion of each field experience.
- Candidates in the third and fourth year of teacher preparation are required to arrange transportation to and from assigned placements.
- Candidates in placement are required to follow all policies, guidelines, rules, and expectations for the school district or entity of placement. Failure to follow individual district expectations may result in removal from placement, failure of the associated course, and/or expulsion from the Education Department.

Exit from the Programs:

Students seeking **award of the degree in the major only (without certification) must:**

- Receive approval of the Education Program and any other appropriate Program(s) for completion of their degree plan.
- Satisfy all requirements of the major, except the professional internship and Pennsylvania certification test results, with a cumulative/major grade point average of 2.00 or higher.
- Complete an alternative internship experience of at least six credits, as approved by the Education Program.

Students seeking **award of the degree in their major and certification must:**

- Satisfy all requirements of the major with the cumulative grade point average of 3.00 or higher.
- Earn a grade of Pass in the professional internship and senior seminar.

Earn passing scores on the Pennsylvania Educator Certification Tests (PECT) and/or Praxis II series as it applies to your certification program. Students completing Early Childhood (PK-4) must take the PECT exam series, Elementary Middle Level (4-8) certifications take the Praxis series in core assessment and subject concentration, Secondary certification (7-12) take Praxis II in a content area and PK-12 (Music Education, Modern Languages – Spanish Education) must successfully complete the appropriate Fundamental Subjects: Content Knowledge Test and Praxis II in a content area. Graduate candidates in Special Education (PK-12) must take the Praxis exam for Special Education Core Subjects.

The Secondary Education curriculum requires:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 214 - Chemical Instrumentation 4.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- CH 323 - Biochemistry I 3.00 credits.
- CH 326 - Techniques of Biochemistry 2.00 credits. or
- CH 455 - Integrated Chemistry Laboratory I 2.00 credits.
- CH 343 - Physical Chemistry 3.00 credits.
- CH 395 - Chemistry Seminar I 1.00 credit.
- CH 396 - Chemistry Seminar II 1.00 credit.
- One additional Chemistry course, excluding internship or research
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits.
- MA 122 - Calculus II 4.00 credits.
- PHY 201 - College Physics I 4.00 credits.
- PHY 202 - College Physics II 4.00 credits.

Education Courses:

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.
- ED 305 - Methods of Secondary Education 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 497 - Senior Seminar for Secondary Education 4.00 credits.
- Two English courses for Education certification, one literature and one writing
- Two Math courses for Education certification

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits.
- MA 122 - Calculus II 4.00 credits.

Notes:

These courses begin a highly structured program coordinated among several programs, and if not completed in the first year, lead to delayed graduation or extraordinary difficulties for subsequent advisors.

There is a strong correlation between students' performance on the math portion of the SAT/ACT and CH 105, likely a result of quantitative thinking and analytical reasoning skills. To promote student success, when a student has very poor entrance exam scores, it may be advisable to delay BIO 111 rather than enrolling the student in both CH 105 and BIO 111 during the first semester. These students are encouraged to meet with the Dean to discuss a modified four-year plan.

Math placement will be determined by the Mathematical Sciences Program. Competency must be through the MA 122 level. MA 121 is a necessary prerequisite for PHY 201 which is normally taken in the spring semester of the sophomore year.

If not completed in the fall, EN 100 must be completed during the spring semester.

A grade of C- or better must be earned in CH 105 in order to advance to CH 113

Students should plan on taking ED 105 and ED 151 early in their college careers. All other Education courses require these two as prerequisites.

Education majors may substitute ED150 and ED 151 to satisfy Social Science Core.

Accreditation

Elizabethtown College is in compliance with Title II of the Higher Education Act and disclosure reporting. Requests for disclosure information – i.e., teacher preparation programs, successes on passing state licensing and certification examinations, and job placement – may be obtained by contacting the Dean.

Early Childhood Education (B.S.)

Student Learning Outcomes for Early Childhood Education:

Students will be able to:

- Plan, design, and implement research-based instructional and assessment practices appropriate for children between preschool and fourth grade.
- Develop and apply instructional methodologies, including the use of technology, appropriate for children between preschool and fourth grade.
- Critically apply content knowledge and skills to facilitate student learning appropriate for children between 0 and 9 years.
- Create, organize, and maintain an effective and safe classroom environment conducive to learning and development.
- Design and implement successful interventions responsive to the needs of learners in pre-kindergarten through grade four.
- Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher.
- Demonstrate an ongoing commitment to continued professional development and service.

Candidates for certification in **Early Childhood Education** must complete a major that consists of two key elements. The first element emphasizes critical concepts and ideas important to one's general education and academic preparation for teaching. The second emphasis stresses a professional core organized in five areas: 1) Early Childhood Development, Cognition and Learning, 2) Subject Matter Pedagogy Content (Pre-kindergarten through Fourth), 3) Assessment, 4) Family and Community Partnerships, and 5) Professionalism. Content requirements are based on national standards for early childhood education as well as Pennsylvania's curriculum standards.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature and Composition courses) can be found in the EDUCATION MANUAL.

To ensure that all students are prepared to apply for formal acceptance, it is recommended that students take a minimum of 16 credit hours per semester.

Progression to Program Completion and Teacher Certification

Students in the Education Department must follow a progression through the teacher preparation program to complete a degree and apply for Pennsylvania Teaching Certification. Candidates typically apply for Provisional Acceptance at the conclusion of year one and Formal Acceptance at the conclusion of year two. It is recommended that Education majors take a minimum of 16 credits per semester. In addition, students will need to maintain a satisfactory rating in Professional Review throughout their candidacy.

Phases of Progression:

Phase One: In year one, teacher preparation candidates are in the pre-service phase. Courses and field experiences are integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Provisional Acceptance to the program. Candidates applying for Provisional Acceptance at the conclusion of year one must earn an overall GPA of 2.80.

Phase Two: In year two, teacher preparation candidates continue with courses and field experiences integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Formal Acceptance to the program. Candidates applying for Formal Acceptance at the end of year two must earn an overall GPA of 3.00.

Professional Phase: In years three and four, teacher preparation candidates are required to demonstrate their knowledge of the teaching profession both in and out of the classroom. Methods and Professional Internship semesters pair rigorous coursework with part- and full-time field experience requirements. During this time, students are required to earn a grade of B or above in all required courses for their major area. This expectation is in preparation for application to Pennsylvania Department of Education for Instructional I certification necessary to teach in the state. As required by PDE, candidates applying for certification at the end of the preparation program must demonstrate an overall GPA of 3.00.

Academic Requirements:

- Candidates will achieve grades of C or better in all 100 and 200 level Education courses.
- Candidates will achieve grades of B or better in all 300 and 400 level Education courses.
- Candidates not meeting grade requirements will be referred to the Professional Review Panel for possible intervention.
- Intervention may include action planning, tutoring, academic counseling, or course repetition.

Provisional Acceptance:

- Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Declare Education as major
- Submit Student Life Clearance
- Complete ED 105 and ED 150/ED 151 in first year with earned grades of C or better
- Complete ED 161 in first or second year with earned grade of C or better
- Demonstrate satisfactory ratings in Professional Review
- Apply for Provisional Acceptance to the Education Department

*Provisional Acceptance is required to enroll in 200-level ED courses.

Formal Acceptance:

- Basic Skills requirements for PDE are met
- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature)
- Complete 54 hours with a cumulative grade point average of 3.00 or higher
- Successfully complete at least three courses with ED prefixes
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson (see pages 16-18).
- One picture of yourself
- Updated Resume
- Educational Philosophy

- Dates of your clearances and TB test
- Description of your experience working with children
- Writing Sample
- Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Demonstrate satisfactory ratings in Professional Review
- Apply for Formal Acceptance to the Education Department

*Formal Acceptance is required to enroll in 300-level ED courses.

Field Experiences:

Field experiences are a critical facet of teacher preparation, both for gaining practical knowledge in the professional field and for obtaining teacher certification in Pennsylvania. Many Education (ED) and Special Education (SED) courses require field placement. The Education Department Field Experience Manual is linked here, and includes details, policies, assessments, and contacts for all stages of field placement at Elizabethtown College. Please note the following:

- At Elizabethtown College, there are required courses with placements in each year of teacher preparation.
- The Office of Field Placement utilizes a reasonable radius (approximately 20 miles/40 minutes commuting time) from campus to assign placement schools.
- Courses with placements have academic and grading requirements based on the successful completion of each field experience.
- Candidates in the third and fourth year of teacher preparation are required to arrange transportation to and from assigned placements.
- Candidates in placement are required to follow all policies, guidelines, rules, and expectations for the school district or entity of placement. Failure to follow individual district expectations may result in removal from placement, failure of the associated course, and/or expulsion from the Education Department.

Exit from the Programs:

Students seeking **award of the degree in the major only (without certification) must:**

- Receive approval of the Education Program and any other appropriate Program(s) for completion of their degree plan.
- Satisfy all requirements of the major, except the professional internship and Pennsylvania certification test results, with a cumulative/major grade point average of 2.00 or higher.
- Complete an alternative internship experience of at least six credits, as approved by the Education Program.

Students seeking **award of the degree in their major and certification must:**

- Satisfy all requirements of the major with the cumulative grade point average of 3.00 or higher.
- Earn a grade of Pass in the professional internship and senior seminar.

Earn passing scores on the Pennsylvania Educator Certification Tests (PECT) and/or Praxis II series as it applies to your certification program. Students completing Early Childhood (PK-4) must take the PECT exam series, Elementary Middle Level (4-8) certifications take the Praxis series in core assessment and subject concentration, Secondary certification (7-12) take Praxis II in a content area and PK-12 (Music Education, Modern Languages – Spanish Education) must successfully complete the appropriate Fundamental Subjects: Content Knowledge Test and

Praxis II in a content area. Graduate candidates in Special Education (PK-12) must take the Praxis exam for Special Education Core Subjects.

Early Childhood:

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 150 - Early Childhood Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- ED 212 - Children/Adolescent Literature 2.00 credits.
- ED 250 - Language and Literacy Development in Early Childhood 4.00 credits.
- ED 258 - Educational Assessment and Evaluation 4.00 credits.
- ED 317 - Assessing Student Literacies in Grades PK-8 4.00 credits.
- ED 325 - Methods for Teaching Science and Health in Early Childhood 4.00 credits.
- ED 335 - Methods for Teaching Mathematics in Early Childhood 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 345 - Methods for Teaching Reading and Writing in Early Childhood 4.00 credits.
- ED 360 - CE Integrated Strategies for Creative Expression in Early Childhood 4.00 credits.
- ED 365 - Methods for Teaching Social Studies in Early Childhood 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 495 - Senior Seminar for Early Childhood 4.00 credits.
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.

Additional Required Courses for Education Certification

- Math Core course
- MA 205 - Mathematics for the Elementary Teacher 4.00 credits. or other eligible Math course
- Two English courses for Education certification, one literature and one writing

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits. or
- ED 150 - Early Childhood Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- MA 205 - Mathematics for the Elementary Teacher 4.00 credits.
- One Non-Cultural Heritage Core course (4 credits)
- One Power of Language: Other Core course (4 credits)

Notes:

Students who enter the program in their first year **must be scheduled** for ED 105 and ED 150 in the first two semesters. Completing both before the sophomore year is critical. Students that transfer into the program will work with their academic advisor to ensure these courses are completed on an alternative schedule.

ED 150 or 151 will satisfy the Social Science core requirement for all Education majors.

All Education majors must complete two English courses (one writing and one literature) and two Math courses (MA prefix) prior to formal acceptance, typically by the end of their sophomore year.

Accreditation

Elizabethtown College is in compliance with Title II of the Higher Education Act and disclosure reporting. Requests for disclosure information – i.e., teacher preparation programs, successes on passing state licensing and certification examinations, and job placement – may be obtained by contacting the Dean.

Early Childhood Education with Special Education Certification (B.S.)

Student Learning Outcomes for Early Childhood Education with Special Education Certification:

Students will be able to:

- A thorough knowledge of the content and pedagogical skills in planning, preparation, and assessment in the fields of early childhood elementary and special education.
- An ability to establish and maintain a purposeful and equitable environment for learning.
- An ability to deliver instruction that engages students in learning by using a variety of instructional strategies, including technology.
- Qualities and dispositions that characterize a professional person in aspects that occur in and beyond the classroom/building.
- An awareness of, and adherence to, the professional, ethical, and legal responsibilities of being a PK-8 certified teacher.
- An ongoing commitment to lifelong learning and professional development through field-related clubs, conferences, and organizations.
- Teaching and advocacy for principles of social justice and civic competence.

Candidates for certification in Early Childhood Education with Special Education Certification must complete a major that consists of two key elements. The first element emphasizes critical concepts and ideas important to one's general education and academic preparation for teaching. The second emphasis stresses a professional core organized in five areas: 1) Early Childhood Development, Cognition and Learning, 2) Subject Matter Pedagogy Content (Pre-kindergarten through Fourth), 3) Assessment, 4) Family and Community Partnerships, and 5) Professionalism. Content requirements are based on national standards for early childhood education as well as Pennsylvania's curriculum standards.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature and Composition courses) can be found in the EDUCATION MANUAL.

To ensure that all students are prepared to apply for formal acceptance, it is recommended that students take a minimum of 16 credit hours per semester.

Progression to Program Completion and Teacher Certification

Students in the Education Department must follow a progression through the teacher preparation program to complete a degree and apply for Pennsylvania Teaching Certification. Candidates typically apply for Provisional Acceptance at the conclusion of year one and Formal Acceptance at the conclusion of year two. It is recommended

that Education majors take a minimum of 16 credits per semester. In addition, students will need to maintain a satisfactory rating in Professional Review throughout their candidacy.

Phases of Progression:

Phase One: In year one, teacher preparation candidates are in the pre-service phase. Courses and field experiences are integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Provisional Acceptance to the program. Candidates applying for Provisional Acceptance at the conclusion of year one must earn an overall GPA of 2.80.

Phase Two: In year two, teacher preparation candidates continue with courses and field experiences integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Formal Acceptance to the program. Candidates applying for Formal Acceptance at the end of year two must earn an overall GPA of 3.00.

Professional Phase: In years three and four, teacher preparation candidates are required to demonstrate their knowledge of the teaching profession both in and out of the classroom. Methods and Professional Internship semesters pair rigorous coursework with part- and full-time field experience requirements. During this time, students are required to earn a grade of B or above in all required courses for their major area. This expectation is in preparation for application to Pennsylvania Department of Education for Instructional I certification necessary to teach in the state. As required by PDE, candidates applying for certification at the end of the preparation program must demonstrate an overall GPA of 3.00.

Academic Requirements:

- Candidates will achieve grades of C or better in all 100 and 200 level Education courses.
- Candidates will achieve grades of B or better in all 300 and 400 level Education courses.
- Candidates not meeting grade requirements will be referred to the Professional Review Panel for possible intervention.
- Intervention may include action planning, tutoring, academic counseling, or course repetition.

Provisional Acceptance:

- Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Declare Education as major
- Submit Student Life Clearance
- Complete ED 105 and ED 150/ED 151 in first year with earned grades of C or better
- Complete ED 161 in first or second year with earned grade of C or better
- Demonstrate satisfactory ratings in Professional Review
- Apply for Provisional Acceptance to the Education Department

*Provisional Acceptance is required to enroll in 200-level ED courses.

Formal Acceptance:

- Basic Skills requirements for PDE are met
- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature)
- Complete 54 hours with a cumulative grade point average of 3.00 or higher
- Successfully complete at least three courses with ED prefixes
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson (see pages 16-18).
- One picture of yourself
- Updated Resume
- Educational Philosophy
- Dates of your clearances and TB test
- Description of your experience working with children
- Writing Sample
- Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Demonstrate satisfactory ratings in Professional Review
- Apply for Formal Acceptance to the Education Department

*Formal Acceptance is required to enroll in 300-level ED courses.

Field Experiences:

Field experiences are a critical facet of teacher preparation, both for gaining practical knowledge in the professional field and for obtaining teacher certification in Pennsylvania. Many Education (ED) and Special Education (SED) courses require field placement. The Education Department Field Experience Manual is linked here, and includes details, policies, assessments, and contacts for all stages of field placement at Elizabethtown College. Please note the following:

- At Elizabethtown College, there are required courses with placements in each year of teacher preparation.
- The Office of Field Placement utilizes a reasonable radius (approximately 20 miles/40 minutes commuting time) from campus to assign placement schools.
- Courses with placements have academic and grading requirements based on the successful completion of each field experience.
- Candidates in the third and fourth year of teacher preparation are required to arrange transportation to and from assigned placements.
- Candidates in placement are required to follow all policies, guidelines, rules, and expectations for the school district or entity of placement. Failure to follow individual district expectations may result in removal from placement, failure of the associated course, and/or expulsion from the Education Department.

Exit from the Programs:

Students seeking **award of the degree in the major only (without certification) must:**

- Receive approval of the Education Program and any other appropriate Program(s) for completion of their degree plan.

- Satisfy all requirements of the major, except the professional internship and Pennsylvania certification test results, with a cumulative/major grade point average of 2.00 or higher.
- Complete an alternative internship experience of at least six credits, as approved by the Education Program.

Students seeking **award of the degree in their major and certification must:**

- Satisfy all requirements of the major with the cumulative grade point average of 3.00 or higher.
- Earn a grade of Pass in the professional internship and senior seminar.

Earn passing scores on the Pennsylvania Educator Certification Tests (PECT) and/or Praxis II series as it applies to your certification program. Students completing Early Childhood (PK-4) must take the PECT exam series, Elementary Middle Level (4-8) certifications take the Praxis series in core assessment and subject concentration, Secondary certification (7-12) take Praxis II in a content area and PK-12 (Music Education, Modern Languages – Spanish Education) must successfully complete the appropriate Fundamental Subjects: Content Knowledge Test and Praxis II in a content area. Graduate candidates in Special Education (PK-12) must take the Praxis exam for Special Education Core Subjects.

Early Childhood Education major with Special Education Certification requires:

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 150 - Early Childhood Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- ED 212 - Children/Adolescent Literature 2.00 credits.
- ED 250 - Language and Literacy Development in Early Childhood 4.00 credits.
- ED 258 - Educational Assessment and Evaluation 4.00 credits.
- ED 325 - Methods for Teaching Science and Health in Early Childhood 4.00 credits.
- ED 335 - Methods for Teaching Mathematics in Early Childhood 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 345 - Methods for Teaching Reading and Writing in Early Childhood 4.00 credits.
- ED 360 - CE Integrated Strategies for Creative Expression in Early Childhood 4.00 credits.
- ED 365 - Methods for Teaching Social Studies in Early Childhood 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 495 - Senior Seminar for Early Childhood 4.00 credits.
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.
- SED 224 - Methods of Teaching Students with High Incidence Disabilities 4.00 credits.
- SED 230 - Methods of Teaching Students with Low Incidence Disabilities 4.00 credits.
- SED 333 - Assessment in Special and Inclusive Education 4.00 credits.
- SED 342 - Effective Instruction for Students with ASD and/or EBD 4.00 credits.
- SED 344 - Intensive Reading, Writing, and Mathematics Intervention 4.00 credits.

Additional Required Courses for Education Certification

- Math Core course
- MA 205 - Mathematics for the Elementary Teacher 4.00 credits. or other eligible Math course
- English literature course

- English writing course

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 150 - Early Childhood Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- MA 205 - Mathematics for the Elementary Teacher 4.00 credits.
- Non-Cultural Heritage Core course (4 credits)
- Power of Language: Other Core course (4 credits)
- Humanities Core course (4 credits)

Notes:

ED 150 or 151 will satisfy the Social Science core requirement for all Education majors.

Accreditation

Elizabethtown College is in compliance with Title II of the Higher Education Act and disclosure reporting. Requests for disclosure information – i.e., teacher preparation programs, successes on passing state licensing and certification examinations, and job placement – may be obtained by contacting the Dean.

Elementary/Middle Level Education (B.S.)

Student Learning Outcomes for Elementary/Middle Level Education:

Students will be able to:

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

Candidates for certification in **Elementary/Middle Level Education** must select an emphasis in one of four academic content areas and be a generalist in each of the other three academic content areas. The academic emphasis requires completion of a minimum of 30 credit hours in one of the following four content areas: 1) Mathematics, 2) Science, 3) English/Language Arts and Reading, or 4) Social Studies.

In addition to the one academic emphasis, candidates also are expected to generalize in the remaining three content areas by completing 12 credit hours in each. Students also complete a professional core organized into five areas: 1) Early Adolescent and Adolescent Development, Cognition and Learning; 2) Subject Matter Pedagogy Content (Grades Four through Eight); 3) Assessment; 4) Family and Community Partnerships; and 5) Professionalism. Content requirements are based on national standards for Elementary/Middle Level Education as well as Pennsylvania's curriculum standards. Candidates will have 190 hours of field experiences prior to student teaching.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature and Composition courses) can be found in the EDUCATION MANUAL.

To ensure that all students are prepared to apply for formal acceptance, it is recommended that students take a minimum of 16 credit hours per semester.

Progression to Program Completion and Teacher Certification

Students in the Education Department must follow a progression through the teacher preparation program to complete a degree and apply for Pennsylvania Teaching Certification. Candidates typically apply for Provisional Acceptance at the conclusion of year one and Formal Acceptance at the conclusion of year two. It is recommended that Education majors take a minimum of 16 credits per semester. In addition, students will need to maintain a satisfactory rating in Professional Review throughout their candidacy.

Phases of Progression:

Phase One: In year one, teacher preparation candidates are in the pre-service phase. Courses and field experiences are integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Provisional Acceptance to the program. Candidates applying for Provisional Acceptance at the conclusion of year one must earn an overall GPA of 2.80.

Phase Two: In year two, teacher preparation candidates continue with courses and field experiences integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Formal Acceptance to the program. Candidates applying for Formal Acceptance at the end of year two must earn an overall GPA of 3.00.

Professional Phase: In years three and four, teacher preparation candidates are required to demonstrate their knowledge of the teaching profession both in and out of the classroom. Methods and Professional Internship semesters pair rigorous coursework with part- and full-time field experience requirements. During this time, students are required to earn a grade of B or above in all required courses for their major area. This expectation is in preparation for application to Pennsylvania Department of Education for Instructional I certification necessary to teach in the state. As required by PDE, candidates applying for certification at the end of the preparation program must demonstrate an overall GPA of 3.00.

Academic Requirements:

- Candidates will achieve grades of C or better in all 100 and 200 level Education courses.
- Candidates will achieve grades of B or better in all 300 and 400 level Education courses.
- Candidates not meeting grade requirements will be referred to the Professional Review Panel for possible intervention.
- Intervention may include action planning, tutoring, academic counseling, or course repetition.

Provisional Acceptance:

- Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Declare Education as major
- Submit Student Life Clearance
- Complete ED 105 and ED 150/ED 151 in first year with earned grades of C or better
- Complete ED 161 in first or second year with earned grade of C or better
- Demonstrate satisfactory ratings in Professional Review
- Apply for Provisional Acceptance to the Education Department

*Provisional Acceptance is required to enroll in 200-level ED courses.

Formal Acceptance:

- Basic Skills requirements for PDE are met
- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature)
- Complete 54 hours with a cumulative grade point average of 3.00 or higher
- Successfully complete at least three courses with ED prefixes
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson (see pages 16-18).
- One picture of yourself
- Updated Resume
- Educational Philosophy
- Dates of your clearances and TB test
- Description of your experience working with children
- Writing Sample
- Any additional items to support of your application
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- Demonstrate satisfactory ratings in Professional Review
- Apply for Formal Acceptance to the Education Department

*Formal Acceptance is required to enroll in 300-level ED courses.

Field Experiences:

Field experiences are a critical facet of teacher preparation, both for gaining practical knowledge in the professional field and for obtaining teacher certification in Pennsylvania. Many Education (ED) and Special Education (SED) courses require field placement. The Education Department Field Experience Manual is linked here, and includes

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- Candidates in the third and fourth year of teacher preparation are required to arrange transportation to and from assigned placements.
- Candidates in placement are required to follow all policies, guidelines, rules, and expectations for the school district or entity of placement. Failure to follow individual district expectations may result in removal from placement, failure of the associated course, and/or expulsion from the Education Department.

Exit from the Programs:

Students seeking **award of the degree in the major only (without certification) must:**

- Receive approval of the Education Program and any other appropriate Program(s) for completion of their degree plan.
- Satisfy all requirements of the major, except the professional internship and Pennsylvania certification test results, with a cumulative/major grade point average of 2.00 or higher.
- Complete an alternative internship experience of at least six credits, as approved by the Education Program.

Students seeking **award of the degree in their major and certification must:**

- Satisfy all requirements of the major with the cumulative grade point average of 3.00 or higher.
- Earn a grade of Pass in the professional internship and senior seminar.

Earn passing scores on the Pennsylvania Educator Certification Tests (PECT) and/or Praxis II series as it applies to your certification program. Students completing Early Childhood (PK-4) must take the PECT exam series, Elementary Middle Level (4-8) certifications take the Praxis series in core assessment and subject concentration, Secondary certification (7-12) take Praxis II in a content area and PK-12 (Music Education, Modern Languages – Spanish Education) must successfully complete the appropriate Fundamental Subjects: Content Knowledge Test and Praxis II in a content area. Graduate candidates in Special Education (PK-12) must take the Praxis exam for Special Education Core Subjects.

Elementary/Middle Level Education – Language Arts/Reading/English emphasis consists of:

Professional Education Courses (46 credits):

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- ED 250 - Language and Literacy Development in Early Childhood 4.00 credits.
- ED 258 - Educational Assessment and Evaluation 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 496 - Senior Seminar for Elementary/ Middle Level 4.00 credits.
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.

Reading/English Content Courses (32 credits):

- ED 317 - Assessing Student Literacies in Grades PK-8 4.00 credits.
- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level 4.00 credits.
- Five Program-approved English electives
- EN 100 - PLE First Year Writing 4.00 credits. or

Required Mathematics Sequence (12 credits):

- MA 205 - Mathematics for the Elementary Teacher 4.00 credits. or
- MA 251 - MA Probability and Statistics 4.00 credits.
- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level 4.00 credits.
- One Program-approved Mathematics elective

Required Science Sequence (12 credits):

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level 4.00 credits.
- Two Program-approved Science electives

Required Social Studies Sequence (12 credits):

- SO 204 - SSC Population and Global Issues 4.00 credits. or
- PS 342 - Pennsylvania Politics and Policy 4.00 credits.
- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level 4.00 credits.
- One Program-approved Social Studies elective

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- MA 205 - Mathematics for the Elementary Teacher 4.00 credits.
- Natural and Physical Science Core course (4 credits)
- Power of Language: Other Core course (4 credits)

Elementary/Middle Level Education – Mathematics emphasis consists of:

Professional Education Courses (50 credits):

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- ED 250 - Language and Literacy Development in Early Childhood 4.00 credits.
- ED 258 - Educational Assessment and Evaluation 4.00 credits.

- ED 317 - Assessing Student Literacies in Grades PK-8 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 496 - Senior Seminar for Elementary/ Middle Level 4.00 credits.
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.

Required Mathematics Sequence (32 credits):

- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level 4.00 credits.
- One Program-approved introductory Mathematics elective
- EGR 120 - MA Applied Calculus A 4.00 credits.
- EGR 121 - Applied Calculus B 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- Three Program-approved advanced Mathematics electives

Required Reading/English Sequence (12 credits):

- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level 4.00 credits.
- One English writing course
- One Program-approved English literature course

Required Science Content Courses (12 credits):

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level 4.00 credits.
- Two Program-approved Science electives

Required Social Studies Sequence (12 credits):

- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level 4.00 credits.
- Two Program-approved Social Studies electives

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- EGR 120 - MA Applied Calculus A 4.00 credits.
- Non-Cultural Heritage Core Course (4 credits)
- Humanities Core Course (4 credits)

Elementary/Middle Level Education – Science emphasis consists of:

Professional Education Courses (50 credits):

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- ED 250 - Language and Literacy Development in Early Childhood 4.00 credits.
- ED 258 - Educational Assessment and Evaluation 4.00 credits.
- ED 317 - Assessing Student Literacies in Grades PK-8 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 496 - Senior Seminar for Elementary/ Middle Level 4.00 credits.
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.

Required Science Content Courses (32 credits):

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level 4.00 credits.
- ES 113 - NPS Earth in Space: Evolution of a Planet 4.00 credits. or
- ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 101 - NPS General Chemistry: Practical Principles 4.00 credits. or
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits. or
- CH 109 - NPS Introduction to Forensic Science 4.00 credits.
- PHY 101 - General Physics I 4.00 credits. or
- PHY 105 - NPS How Things Work 4.00 credit.
- Eight credits of 200- or 300- level Biology electives

Required Mathematics Sequence (12 credits):

- MA 205 - Mathematics for the Elementary Teacher 4.00 credits. or
- MA 251 - MA Probability and Statistics 4.00 credits.
- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level 4.00 credits.
- One Program-approved Mathematics elective

Required Reading/English Sequence (12 credits):

- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level 4.00 credits.
- One English writing course
- One Program-approved English literature course

Required Social Studies Sequence (12 credits):

- SO 204 - SSC Population and Global Issues 4.00 credits.
- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level 4.00 credits.
- One Program-approved Social Studies elective

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- MA 205 - Mathematics for the Elementary Teacher 4.00 credits.
- Non-Western Cultural Heritage Core course (4 credits)

Elementary/Middle Level Education – Social Studies emphasis consists of:

Professional Education Courses (50 credits):

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- ED 250 - Language and Literacy Development in Early Childhood 4.00 credits.
- ED 258 - Educational Assessment and Evaluation 4.00 credits.
- ED 317 - Assessing Student Literacies in Grades PK-8 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 496 - Senior Seminar for Elementary/ Middle Level 4.00 credits.
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.

Required Social Studies Sequence (32 credits):

- SO 204 - SSC Population and Global Issues 4.00 credits.
- PS 342 - Pennsylvania Politics and Policy 4.00 credits.
- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- HI 101 - HUM United States History to 1877 4.00 credits.
- HI 102 - HUM United States History Since 1877 4.00 credits.
- HI 114 - WCH Western Civilization I 4.00 credits. or
- HI 115 - WCH Western Civilization II 4.00 credits.
- One Program-approved Social Studies elective

Required Mathematics Sequence (12 credits):

- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level 4.00 credits.
- MA 205 - Mathematics for the Elementary Teacher 4.00 credits. or
- MA 251 - MA Probability and Statistics 4.00 credits.
- One Program-approved Mathematics elective

Required Reading/English Sequence (12 credits):

- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level 4.00 credits.
- One English writing course
- One Program-approved English literature course

Required Science Content Courses (12 credits):

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level 4.00 credits.
- Two Program-approved Science electives

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- HI 101 - HUM United States History to 1877 4.00 credits.
- HI 102 - HUM United States History Since 1877 4.00 credits.
- MA 205 - Mathematics for the Elementary Teacher 4.00 credits.

Notes:

Students must be scheduled for ED 105 in the fall and ED 151 in the spring, before the end of their first year. Completing both before the sophomore year is critical.

All Education majors must complete two English courses (one writing and one literature) and two Math courses (MA prefix) by the end of their sophomore year.

ED 150 or 151 will satisfy the Social Science core requirement for all Education majors.

Accreditation

Elizabethtown College is in compliance with Title II of the Higher Education Act and disclosure reporting. Requests for disclosure information – i.e., teacher preparation programs, successes on passing state licensing and certification examinations, and job placement – may be obtained by contacting the Dean.

Public Health (B.S.)

Student Learning Outcomes for Public Health (B.S.)

Students will be able to:

- Explain the biological basis of health and disease
- Using data analyses (i.e., statistical, spatial, etc.), explain how individual health and social care systems affect global health
- Complete an independent research project analyzing an issue related to public health
- Communicate the processes by which public health is an interdisciplinary field of health and illness in both individuals and populations

Required Courses for BS in Public Health

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- COM 282 - Health Communication 4.00 credits.
- ENV 225 - Geographic Information Systems: Fundamentals and Applications 4.00 credits.
- HE 210 - Global Health Care Systems 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- MA 252 - Statistical Methods in Research 4.00 credits.
- PBH 111 - NPS Principles of Public Health 4.00 credits.
- PBH 211 - Introduction to Global Health 4.00 credits.
- PBH 335 - Epidemiology 4.00 credits.
- PBH 474 - Public Health Field Instruction Variable (0.00 - 4.00 credits).
- PBH 495 - Public Health Senior Seminar 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.
- PH 235 - HUM Bioethics 4.00 credits. or
- PH 255B - Advanced Ethics: Medicine 4.00 credits.

One Course in Social or Behavioral Science

- PBH 330 - Determinants of Health and Health Equity 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- PSY 220 - Health Psychology 4.00 credits.
- PSY 235 - Social Psychology 4.00 credits.
- PSY 250 - Psychopathology 4.00 credits.
- BIO 328 - Behavioral Endocrinology 3.00 credits.
- CSC 315 - Cognitive Neuroscience (PH 315) 4.00 credits.
- NEU 125 - Introduction to Neuroscience 4.00 credits.

Two Courses in Science Electives

- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 200 - NPS Human Anatomy and Physiology: The Basics 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- BIO 220 - Nutrition 3.00 credits.

- BIO 235 - General Microbiology 4.00 credits.
- BIO 324 - General Physiology 3.00 credits.
- BIO 336 - Pathogenic Microbiology 3.00 credits.
- BIO 352 - Developmental Biology 3.00 credits.
- BIO 362 - Ecotoxicology 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- ENV 113 - NPS Introduction to Environmental Science 4.00 credits.

Social Studies Education (B.S.)

Student Learning Outcomes for Social Studies Education certification:

Students will be able to:

- Plan, design, and implement research-based instructional and assessment practices appropriate for students between seventh and twelve grades.
- Develop and apply instructional methodologies, including the use of technology, appropriate for students between seventh and twelve grades.
- Demonstrate content knowledge in the disciplines of social studies - history, economics, geography, civics and government, sociology, anthropology, and psychology.
- Critically apply content knowledge and skills germane to the disciplines of social studies to facilitate student learning appropriate for students between seventh and twelve grades.
- Create, organize, and maintain an effective and safe classroom environment conducive to the learning and development of students between seventh and twelve grades.
- Design and implement successful interventions responsive to the needs of students between seventh and twelve grades.
- Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher.
- Demonstrate an ongoing commitment to continued professional development and service.

Students pursuing a **Social Studies Education certification** acquire a mastery of the various subject fields that are part of a secondary social studies curriculum. In addition, the program provides training in the techniques of teaching, along with actual teaching experience in a social studies classroom. Upon successful completion of the program, students are certified to teach social studies in secondary schools in Pennsylvania and, by reciprocal agreement, in several other states.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

To ensure that all students are prepared to apply for formal acceptance, it is recommended that students take a minimum of 16 credit hours per semester.

Progression to Program Completion and Teacher Certification

Students in the Education Department must follow a progression through the teacher preparation program to complete a degree and apply for Pennsylvania Teaching Certification. Candidates typically apply for Provisional Acceptance at the conclusion of year one and Formal Acceptance at the conclusion of year two. It is recommended

that Education majors take a minimum of 16 credits per semester. In addition, students will need to maintain a satisfactory rating in Professional Review throughout their candidacy.

Phases of Progression:

Phase One: In year one, teacher preparation candidates are in the pre-service phase. Courses and field experiences are integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Provisional Acceptance to the program. Candidates applying for Provisional Acceptance at the conclusion of year one must earn an overall GPA of 2.80.

Phase Two: In year two, teacher preparation candidates continue with courses and field experiences integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Formal Acceptance to the program. Candidates applying for Formal Acceptance at the end of year two must earn an overall GPA of 3.00.

Professional Phase: In years three and four, teacher preparation candidates are required to demonstrate their knowledge of the teaching profession both in and out of the classroom. Methods and Professional Internship semesters pair rigorous coursework with part- and full-time field experience requirements. During this time, students are required to earn a grade of B or above in all required courses for their major area. This expectation is in preparation for application to Pennsylvania Department of Education for Instructional I certification necessary to teach in the state. As required by PDE, candidates applying for certification at the end of the preparation program must demonstrate an overall GPA of 3.00.

Academic Requirements:

- Candidates will achieve grades of C or better in all 100 and 200 level Education courses.
- Candidates will achieve grades of B or better in all 300 and 400 level Education courses.
- Candidates not meeting grade requirements will be referred to the Professional Review Panel for possible intervention.
- Intervention may include action planning, tutoring, academic counseling, or course repetition.

Provisional Acceptance:

- Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Declare Education as major
- Submit Student Life Clearance
- Complete ED 105 and ED 150/ED 151 in first year with earned grades of C or better
- Complete ED 161 in first or second year with earned grade of C or better
- Demonstrate satisfactory ratings in Professional Review
- Apply for Provisional Acceptance to the Education Department

*Provisional Acceptance is required to enroll in 200-level ED courses.

Formal Acceptance:

- Basic Skills requirements for PDE are met
- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature)
- Complete 54 hours with a cumulative grade point average of 3.00 or higher
- Successfully complete at least three courses with ED prefixes
- Verify current clearances on file in Education Office by August 1 of each year. Clearance Information
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson (see pages 16-18).
- One picture of yourself
- Updated Resume
- Educational Philosophy
- Dates of your clearances and TB test
- Description of your experience working with children
- Writing Sample
- Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Demonstrate satisfactory ratings in Professional Review
- Apply for Formal Acceptance to the Education Department

*Formal Acceptance is required to enroll in 300-level ED courses.

Field Experiences:

Field experiences are a critical facet of teacher preparation, both for gaining practical knowledge in the professional field and for obtaining teacher certification in Pennsylvania. Many Education (ED) and Special Education (SED) courses require field placement. The Education Department Field Experience Manual is linked here, and includes details, policies, assessments, and contacts for all stages of field placement at Elizabethtown College. Please note the following:

- At Elizabethtown College, there are required courses with placements in each year of teacher preparation.
- The Office of Field Placement utilizes a reasonable radius (approximately 20 miles/40 minutes commuting time) from campus to assign placement schools.
- Courses with placements have academic and grading requirements based on the successful completion of each field experience.
- Candidates in the third and fourth year of teacher preparation are required to arrange transportation to and from assigned placements.
- Candidates in placement are required to follow all policies, guidelines, rules, and expectations for the school district or entity of placement. Failure to follow individual district expectations may result in removal from placement, failure of the associated course, and/or expulsion from the Education Department.

Exit from the Programs:

Students seeking **award of the degree in the major only (without certification) must:**

- Receive approval of the Education Program and any other appropriate Program(s) for completion of their degree plan.

- Satisfy all requirements of the major, except the professional internship and Pennsylvania certification test results, with a cumulative/major grade point average of 2.00 or higher.
- Complete an alternative internship experience of at least six credits, as approved by the Education Program.

Students seeking **award of the degree in their major and certification must:**

- Satisfy all requirements of the major with the cumulative grade point average of 3.00 or higher.
- Earn a grade of Pass in the professional internship and senior seminar.

Earn passing scores on the Pennsylvania Educator Certification Tests (PECT) and/or Praxis II series as it applies to your certification program. Students completing Early Childhood (PK-4) must take the PECT exam series, Elementary Middle Level (4-8) certifications take the Praxis series in core assessment and subject concentration, Secondary certification (7-12) take Praxis II in a content area and PK-12 (Music Education, Modern Languages – Spanish Education) must successfully complete the appropriate Fundamental Subjects: Content Knowledge Test and Praxis II in a content area. Graduate candidates in Special Education (PK-12) must take the Praxis exam for Special Education Core Subjects.

Requirements for Social Studies certification include:

- HI 101 - HUM United States History to 1877 4.00 credits.
- HI 102 - HUM United States History Since 1877 4.00 credits.
- HI 114 - WCH Western Civilization I 4.00 credits. or
- HI 115 - WCH Western Civilization II 4.00 credits.
- PS 101 - WCH Foundations of American Government 4.00 credits.
- PS 150 - NCH Introduction to Comparative Politics 4.00 credits.
- PS 245 - NCH International Relations 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.
- AN 111 - NCH Understanding Human Cultures 4.00 credits.
- SO 101 - SSC Discovering Society 4.00 credits.
- PS 342 - Pennsylvania Politics and Policy 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.

One of the following elective options:

- One European History course
- One Non-European/Non-U.S. History course
- One Sociology course
- One Anthropology course

Education Courses:

- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.

- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.
- ED 305 - Methods of Secondary Education 4.00 credits.
- ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom 4.00 credits.
- ED 470 - Professional Internship 12.00 credits.
- ED 497 - Senior Seminar for Secondary Education 4.00 credits.
- Two English courses for Education certification, one literature and one writing
- Two Math courses for Education certification

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits.
- ED 150 - Early Childhood Development 4.00 credits.
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits.
- ED 161 - Integrated Technology I 2.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- HI 101 - HUM United States History to 1877 4.00 credits.
- HI 102 - HUM United States History Since 1877 4.00 credits.
- MA 205 - Mathematics for the Elementary Teacher 4.00 credits.

Notes:

Students must be scheduled for ED 105 in the fall and ED 151 in the spring, before the end of their first year. Completing both before the sophomore year is critical.

All Education majors must complete two English courses (one writing and one literature) and two Math courses (MA prefix) by the end of their sophomore year.

Accreditation

Elizabethtown College is in compliance with Title II of the Higher Education Act and disclosure reporting. Requests for disclosure information – i.e., teacher preparation programs, successes on passing state licensing and certification examinations, and job placement – may be obtained by contacting the Dean.

Bachelor of Social Work

Social Work (B.S.W.)

Student Learning Outcomes for Social Work:

Students will be able to:

- Demonstrate ethical and professional behavior.
- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice.
- Advance human rights and social, racial, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.

- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.

Prospective social work majors must apply for admission to the program in the spring semester of their second year. This application requires the following:

- A formal interview with a social work faculty member during which professional interests and abilities are explored.
- Two reference rating forms.
- A short essay describing the applicant's interest in the field of social work.
- A 2.00 cumulative grade point average.

Admittance into the program does not guarantee that the student will graduate with a degree in Social Work. The advisor – in conjunction with the Social Work faculty – reserves the right to dismiss a student from the major on the basis of unprofessional behavior and/or academic performance. The standards for professional conduct as expressed in the National Association of Social Workers Code of Ethics serve as the Program's standards for determining dismissal from the program. The student has the right to appeal the decision in the same manner as dismissal for academically related reasons. These policies are articulated in both the Program handbook and on the website.

In order to remain in the Program, the student must obtain a minimum grade point average of 2.00 in all social work courses required by the major. Social Work students must achieve a grade of C or higher in all courses required within the Social Work Program. If a student receives a C- or below in any of these classes, they will be required to repeat the class. Academic credit for life experience and previous work experience is not given in whole or in part toward the social work degree.

The Social Work major requires the following courses:

- MA 251 - MA Probability and Statistics 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- SO 101 - SSC Discovering Society 4.00 credits.
- SW 160 - SSC Social Problems and Response of Social Welfare Institutions 4.00 credits.
- SW 233 - Human Behavior in the Social Environment 4.00 credits.
- SW 280 - Multicultural Counseling Skills 4.00 credits.
- SW 230 - SSC Research Methods in Human Service 4.00 credits.
- SW 367 - Generalist SW Practice I: Individuals 4.00 credits.
- SW 368 - Generalist SW Practice II: Families and Small Groups 4.00 credits.
- SW 369 - Generalist SW Practice III: Communities and Organizations 4.00 credits.
- SW 380 - Social Policy 4.00 credits.
- SW 470 - Introductory Field Seminar 1.00 credit.
- SW 471 - Introductory Field Instruction 5.00 credits.
- SW 472 - Advanced Field Seminar 1.00 credit.
- SW 473 - Advanced Field Instruction 11.00 credits.
- SW 495 - Senior Seminar in Social Work 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- SW 160 - SSC Social Problems and Response of Social Welfare Institutions 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- SO 101 - SSC Discovering Society 4.00 credits.

Notes:

Spanish is highly recommended for the core Power of Language - Other (Ancient or Modern Language).

Minors

Communications Minor

A **Communications minor** is offered to students majoring in other programs. The minor permits students to reach a level of competency in written, spoken, and visual communications to complement their primary area of preparation.

The 24 credits required for a Communications minor include:

- COM 120 - Intro to Communications 4.00 credits.
- COM 130 - Visual Communications 4.00 credits.
- COM 210 - Presentation Skills 4.00 credits.
- COM 211 - Multimedia Journalism 4.00 credits.

Two Communications electives from:

- COM 220 - Audio Production 4.00 credits.
- COM 230 - Video Production 4.00 credits.
- COM 248 - Communication Law and Ethics 4.00 credits.
- COM 252 - HUM Multi-Cultural Communications 4.00 credits.
- COM 261 - HUM Film Studies 4.00 credits.
- COM 282 - Health Communication 4.00 credits.
- COM 312 - Introduction to Media Analytics 4.00 credits.
- COM 314 - Feature Writing 4.00 credits.
- COM 316 - Broadcast News 4.00 credits.
- COM 333 - Organizational Communication 4.00 credits.
- COM 351 - Public Relations 4.00 credits.
- COM 355 - PR Writing 4.00 credits.

Program Opportunities

Program facilities and the Media Center are located in the Steinman Center for Communications and Fine Arts. This Center contains modern equipment in audio and video studios, and graphics and multi-image laboratories. The

student-operated media stations, WWEC 88.3 FM and ECTV Channel 40 are housed in the Center. The Program also operates a citizen journalism news website, www.wetown.org.

The curriculum is complemented by a number of programmatic organizations: WWEC-FM radio, Society for Collegiate Journalists (honorary society), the Jay Firm (student public relations agency), ECTV-40, and others. The Etownian, the student-run newspaper, provides excellent journalism experiences for majors. These organizations sponsor speakers, workshops, contests, and field trips to enhance campus life while making the student's classroom experience more meaningful.

Internships

Out-of-classroom, on-the-job field experiences are encouraged of all majors and minors. An experience linking the academic world and the work world can enable an advanced student to apply – in a practical way – understandings and abilities in a career-related position. Internships may be elected by majors and minors at the sophomore level and above and are available for zero to four credits with on- or off-campus sponsors. Internship experiences are repeatable to a maximum of four credits and may count only as general elective credit. Additionally, the internship option requires an overall 2.70 grade point average and a 3.00 grade point average in the major. The Program's "Guide to the Preparation of Internships" serves as an outline of procedures and requirements for an internship. Students are permitted to seek their own positions or to apply for one from the many opportunities already listed with regional communications organizations.

GPA Requirement

All students must have a 2.00 grade point average to declare the major or minor and enroll in any courses above the 100 level.

Criminal Justice Minor

Students will be required to complete 20 credit hours to earn a minor in Criminal Justice.

Required Courses:

- CJ 100 - WCH Introduction to Criminal Justice 4.00 credits.
- CJ 110 - SSC Criminology 4.00 credits.

Electives (12 credits):

- CH 109 - NPS Introduction to Forensic Science 4.00 credits.
- CJ 200 - Policing in America 4.00 credits.
- CJ 220 - Corrections in America 4.00 credits.
- CJ 230 - Victimology 4.00 credits.
- CJ 240 - SSC Mental Health in the Criminal Justice System 4.00 credits.
- CJ 300 - Crime Scene Investigation 4.00 credits.
- CJ 320 - Community Corrections 4.00 credits.
- CJ 352 - Juvenile Justice System 4.00 credits.
- LS 110 - WCH Introduction to Law 4.00 credits.
- LS 310 - Criminal Law and Procedure 4.00 credits.

Forensic Studies Minor

The Forensic Studies minor is designed to provide an overview of forensic studies to students from any major. Students will learn about the criminal justice system, legal system, and forensic science. In addition, students will complete elective courses in biology, chemistry, computer science, criminal justice, and psychology to provide understanding in a variety of forensic studies topics that will complement majors and prepare them for diverse career opportunities.

The Forensic Studies Minor requires:

- CH 109 - NPS Introduction to Forensic Science 4.00 credits.
- CJ 100 - WCH Introduction to Criminal Justice 4.00 credits.

Electives (12 credits):

It is recommended to concentrate in Biology, Chemistry, Computer Science, or Psychology, but is not required.

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- BIO 363 - Forensic Anthropology 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits.
- CJ 300 - Crime Scene Investigation 4.00 credits.
- CS 121 - MA Computer Science I 4.00 credits.
- CS 261 - Ethical Hacking 2.00 credits.
- CS 262 - Digital Forensics 2.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- PSY 235 - Social Psychology 4.00 credits.
- PSY 250 - Psychopathology 4.00 credits.
- PSY 335 - Applied Social Psychology 4.00 credits.

Global Health Minor

The Global Health Minor requires:

- PBH 211 - Introduction to Global Health 4.00 credits.
- PBH 330 - Determinants of Health and Health Equity 4.00 credits. or
- PBH 335 - Epidemiology 4.00 credits.
- HE 210 - Global Health Care Systems 4.00 credits. or
- SO 204 - SSC Population and Global Issues 4.00 credits.

Eight credits from the following (not taken above):

- AS 112 - NCH Understanding Asian Cultures 4.00 credits.
- MU 225 - NCH Silk Road Soundscapes of Compassion, Healing, and Care 4.00 credits.
- PBH 311 - Public Health Interventions 4.00 credits.
- PBH 330 - Determinants of Health and Health Equity 4.00 credits.

- PBH 335 - Epidemiology 4.00 credits.
- PS 245 - NCH International Relations 4.00 credits.
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh 4.00 credits.
- WGS 205 - WCH Writing Trauma and Resilience 4.00 credits.
- Eight hours of approved study abroad

Human Services Minor

A minor in **Human Services**, consisting of a minimum 20 credit hours, is available. The minor provides students the knowledge, values, and skills to explore society's social problems and the intricate social welfare system designed to assist people in need. It also provides the student with an overview of human behavior, social problems, and the development of American social welfare institutions. **All students, except social work majors, may pursue this minor.**

For further information, contact Dr. James Corbin.

The requirements for the Human Services minor are (unless otherwise noted, all courses receive four credits):

Required courses:

Three required courses (12 credits) must be taken:

- SW 160 - SSC Social Problems and Response of Social Welfare Institutions 4.00 credits.
- SW 233 - Human Behavior in the Social Environment 4.00 credits.
- SW 280 - Multicultural Counseling Skills 4.00 credits.

Elective courses:

A minimum of eight elective credits from the following courses (four credit hours of which must be outside of the Program of Social Work) also must be taken:

Social Work:

- SW 360 - International Social Development 4.00 credits.
- SW 339 - Human Sexuality 4.00 credits.
- SW 344 - Aging: Social Response and Implications 4.00 credits.
- SW 346 - Exploring the Culture and Services of Vietnam (OT 346) 2.00 credits. (2.00 credits)
- SW 347 - May Term in Vietnam (OT 347) 2.00 credits. (2.00 credits)
- SW 355 - Women in Society 4.00 credits.
- SW 357 - Child Welfare 4.00 credits.
- SW 366 - Addiction and Society 4.00 credits.

Criminal Justice and Sociology:

- CJ 110 - SSC Criminology 4.00 credits.
- CJ 220 - Corrections in America 4.00 credits.
- CJ 240 - SSC Mental Health in the Criminal Justice System 4.00 credits.

- CJ 352 - Juvenile Justice System 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.
- SO 220 - Race and Ethnic Relations 4.00 credits.
- SO 240 - Law and Social Change 4.00 credits.
- SO 301 - Social Issues 4.00 credits.
- SO 305 - Marriage and Family (WGS 305) 4.00 credits.

Education:

- SED 212 - Learning Environment and Social Interaction in Inclusive Settings 4.00 credits.
- SED 222 - HUM Foundations of Inclusive Education 4.00 credits.

Communications:

- COM 252 - HUM Multi-Cultural Communications 4.00 credits.

Occupational Therapy:

- HE 110 - Occupations across the Lifespan 4.00 credits.
- HE 210 - Global Health Care Systems 4.00 credits.

Political Science:

- PS 361 - Public Administration 4.00 credits.
- PS 363 - American Domestic Policy 4.00 credits.
- PS 365 - Women and Politics 4.00 credits.

Psychology:

- PSY 220 - Health Psychology 4.00 credits.
- PSY 247 - Lifespan Development 4.00 credits.
- PSY 230 - Psychology of Women and Gender 4.00 credits.
- PSY 240 - Child and Adolescent Development 4.00 credits.
- PSY 245 - Adult Development and Aging 4.00 credits.
- PSY 250 - Psychopathology 4.00 credits.
- PSY 335 - Applied Social Psychology 4.00 credits.
- PSY 355 - Counseling Psychology 4.00 credits.
- PSY 360 - Psychology of Stress 4.00 credits.

Women and Gender Studies:

- WGS 105 - SSC Sex and Gender in Society 4.00 credits.

Municipal Police Officer Training Minor

The Municipal Police Officer Training Minor is a joint program between Elizabethtown College and the Municipal Police Officers' Education and Training Commission (MPOETC). Students will be required to complete the Municipal Police Officer Basic Training Program as administered by MPOETC. After graduation, students are required to submit a copy of the Act 120 certificate of completion. The student will earn 16 credit hours at Elizabethtown College through transfer credits from the Act 120 certification. Transferable course credits will be awarded on an individual basis if the student does not complete the Act 120 certification but does complete/pass the assigned module and volumes for each course.

The Municipal Police Officer Basic Training Program consists of five modules and 19 volumes. The courses are not administered by Elizabethtown College or the Criminal Justice Program.

Module 1:

- Volume 1: Introduction to the Academy
- Volume 2: Introduction to Law Enforcement in Pennsylvania
- Volume 3: Laws & Criminal Procedures

Module 2:

- Volume 4: Juveniles
- Volume 5: Human Relations
- Volume 6: Responding to Special Needs
- Volume 7: Homeland Security
- Volume 8: Vehicle Code Enforcement
- Volume 9: Crash Investigation

Module 3:

- Volume 10: Patrol Procedures and Operations
- Volume 11: Criminal Investigation
- Volume 12: Drug Law Enforcement
- Volume 13: Case Presentation

Module 4:

- Volume 14: Operation of Patrol Vehicles
- Volume 15: Physical & Emotional Readiness
- Volume 16: Control Tactics
- Volume 17: Firearms
- Volume 18: Emergency Response Training

Module 5:

- Volume 19: Scenarios & Practical Exercises

The above material in the Municipal Police Officer Basic Training Program are transferrable credits to the courses below.

While a student is matriculated at Elizabethtown College, credits earned through the MPOETC Act 120 Program are considered on-campus credits for residency purposes.

Students will be required to complete 20 credit hours:

Required course to be taken at Elizabethtown College:

- CJ 110 - SSC Criminology 4.00 credits. (a minimum grade of C is required)

Transferred Courses:

- MPO 110 - Criminal Law and Procedure 4.00 credits.
- MPO 120 - Criminal Investigations 4.00 credits.
- MPO 130 - Patrol Procedures and Operations 4.00 credits.
- MPO 140 - Municipal Police Officer Training Internship 4.00 credits.

Philosophy Minor

Students pursuing a Philosophy minor normally complete 20 credits including:

- PH 115 - HUM Ethics 4.00 credits.
- PH 205 - WCH Western Political Heritage (PS 205) 4.00 credits.
- LS 210 - Logic and Legal Reasoning Variable (0.00 or 4.00) credits.
- PH 201 - WCH History of Western Philosophy I 4.00 credits. or
- PH 202 - WCH History of Western Philosophy II 4.00 credits.

One of the following:

- PH 235 - HUM Bioethics 4.00 credits.
- PH 255B - Advanced Ethics: Medicine 4.00 credits.
- PH 255D - Advanced Ethics: Environmental 4.00 credits.
- PH 265 - HUM Science and Values 4.00 credits.

One 300/400-level PH-designated course:

- PH 315 - Cognitive Neuroscience (CSC 315) 4.00 credits.
- PH 320 - Philosophy of Religion (REL 320) 4.00 credits.
- PH 350 - Animal Minds (CSC 350) 4.00 credits.
- PH 355 - Public Policy Ethics 4.00 credits.
- PH 480-489 - Independent Study in Philosophy 4.00 credits.

Political Science Minor

A **Political Science minor** requires 20 credits of course work.

The following courses are required:

- PS 101 - WCH Foundations of American Government 4.00 credits.
- PS 150 - NCH Introduction to Comparative Politics 4.00 credits. or

- PS 245 - NCH International Relations 4.00 credits.
- PS 303 - Constitutional Law I: Institutions 4.00 credits. or
- PS 304 - Constitutional Law II: Rights and Liberties 4.00 credits.
- Eight credits of Political Science electives, at least four at the 300- or 400-level

Public Health Minor

The Public Health Minor requires:

- PBH 111 - NPS Principles of Public Health 4.00 credits.
- PBH 311 - Public Health Interventions 4.00 credits.
- PBH 335 - Epidemiology 4.00 credits.

Two electives from the following (totaling eight credits):

- COM 282 - Health Communication 4.00 credits.
- PBH 211 - Introduction to Global Health 4.00 credits.
- PBH 330 - Determinants of Health and Health Equity 4.00 credits.
- PS 363 - American Domestic Policy 4.00 credits.
- PSY 220 - Health Psychology 4.00 credits.
- SW 380 - Social Policy 4.00 credits.

Victim Services Minor

Required Courses:

- CJ 100 - WCH Introduction to Criminal Justice 4.00 credits.
- CJ 230 - Victimology 4.00 credits.

Three additional electives:

- CJ 300 - Crime Scene Investigation 4.00 credits.
- SW 280 - Multicultural Counseling Skills 4.00 credits.
- TJ 200 - NCH Foundations of Global White Supremacy and Dehumanization 4.00 credits.
- WGS 205 - WCH Writing Trauma and Resilience 4.00 credits.
- Approved Special Topics Courses

Courses

AN 111 - NCH Understanding Human Cultures

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
An exploratory survey of the peoples and cultures of the world with special emphasis upon four interrelated cultural systems: economy, technology, social organization and ideology.

CJ 100 - WCH Introduction to Criminal Justice

4.00 credits. **(Western Cultural Heritage Core Course)**
This course familiarizes students with the four main services of the criminal justice system: policing, courts, corrections, and victim services. This course will focus on the historical and current structures and operations of each service. Students will learn the criminal justice system as a timeline approach to better understand the importance of each service, service overlap, and service impact on the criminal justice system.

CJ 110 - SSC Criminology

4.00 credits. **(Social Science Core Course)**
Criminological approaches to explaining criminal behavior with an emphasis on criminological theories and methods. *Students declaring the Municipal Police Officer Training minor must earn a C- or better in this course to continue in the minor.

CJ 200 - Policing in America

4.00 credits. Examines the structure of policing and police behavior in America, including the roles of police officers, decision-making strategies, community relations and problems with policing.

CJ 220 - Corrections in America

4.00 credits. This introductory course provides students with an understanding of the correctional system in America. The course will review the historical, current, and future trends in corrections. More specifically, students will be provided with an overview of punishment, sentencing practices, and correctional institutions including jails, prisons, and community corrections.

CJ 230 - Victimology

4.00 credits. This course introduces students to victimology and victim services. Victimology is the scientific study of crime victims, relationships with offenders, and physical and mental health impacts of trauma. Victim services are agencies that provide direct support to victims. Students will describe key terms, apply theories of victimization, explain historical developments, identify types of victimization, and discuss the criminal justice system's response to victimization. This is the fourth component in the criminal justice system.

CJ 240 - SSC Mental Health in the Criminal Justice System

4.00 credits. **(Social Science Core Course)**
***Guided Writing and Research course.**
This course examines the complex intersection between mental health in the criminal justice system, exploring how individuals with mental illness are affected at every stage from first contact with law enforcement through incarceration, reentry, and community supervision. Students will analyze historical trends, including deinstitutionalization and the criminalization of mental illness, and evaluate modern responses such as crisis intervention teams, specialty courts, and diversion programs.

CJ 300 - Crime Scene Investigation

4.00 credits. This course covers the techniques, equipment, and strategies essential to effective crime scene investigation (CSI). It guides students through the full process, starting with the police response to a call and continuing through the collection, preservation, and analysis of evidence. Students will learn proper documentation and handling procedures to ensure that evidence is admissible and reliable in court. **Prerequisite(s):* CJ 100.

CJ 320 - Community Corrections

4.00 credits. This course provides a comprehensive examination of the purposes and functions of community corrections, including probation, parole, and intermediate sanctions. Students will recognize and address challenges and barriers within the reentry process. Students will develop program and policy recommendations to improve community corrections. **Prerequisite(s):* CJ 100 and CJ 220. **Signature Learning Experience - Community Based Learning.**

CJ 352 - Juvenile Justice System

4.00 credits. An analysis of young offenders focusing on delinquency theory, juvenile law, and components and processes of the juvenile justice system. **Signature Learning Experience - Community-Based Learning.** Register by Instructor.

CJ 355 - Emergency Operations in Disaster Response

4.00 credits. Emergency Operations will focus on governmental (local, state and federal) and non-government organizational (e.g. Red Cross) responses to natural (e.g. hurricanes and tornadoes) and man-made (e.g. terrorism, industrial accidents) disasters. Students learn about how various disasters effect different societies or ethnic groups within those societies. Course requirements include completion of independent study courses through FEMA's Emergency Management Institute. In addition, students take several field trips to sites like the Pennsylvania Emergency Management Agency (PEMA) Emergency Operations Center and Lancaster County Emergency Training Center. Several hands-on activities facilitate student understanding of the emergency management aspects of disaster planning and response. The course culminates in a real world emergency management exercise at the college or other location, designed to allow students to apply material learned in the course. Register by Instructor.

CJ 470-474 - Internship in Criminal Justice

Variable (0.00 - 8.00) credits. Applied field instruction in a subfield of criminal justice chosen to meet the needs of the student. A maximum of eight credit hours may count as criminal justice electives. Additional credits count as

free electives. **Signature Learning Experience: Internship.** **Prerequisite(s):* Permission of Internship Supervisor. Register by Instructor. This course is repeatable for credit.

CJ 490 - Research in Criminal Justice

Variable (1.00 to 4.00) credit(s). Students will engage in an original research investigation developed and implemented in collaboration with faculty overseeing the course. Students will write a paper and/or deliver a conference presentation that summarizes and reflects upon the findings and present their research to the program faculty. Students must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

CJ 495 - Senior Seminar in Criminal Justice

4.00 credits. This course is designed for senior criminal justice majors. This culminating, capstone experience will provide the opportunity for students to showcase their knowledge, skills, and abilities to integrate, synthesize, and apply their expertise in the criminal justice discipline. Students will prepare for future careers and/or graduate school through job searching, resume and cover letter writing, interviewing, and goal setting. Upon completion, students are eligible for the Honors in the Discipline (HID) in Criminal Justice award if they successfully pass their portfolio defense and have earned a 3.5 major GPA. This GPA requirement must be met by the end of the spring semester prior to the fall Senior Seminar course. **Prerequisite(s):* CJ 100 and CJ 110. **Signature Learning Experience - Capstone.** Register by Instructor.

COM 105 - Fundamentals of Speech

4.00 credits. Basic instruction on developing poise and confidence in speaking. Emphasis is placed on verbal and nonverbal communications, research, outlining, speech preparation, use of visual aids, and the rudiments of group dynamics and discussion.

COM 120 - Intro to Communications

4.00 credits. In this course students study communication as a field of study focusing both on human and mediated communication (news, persuasion, entertainment). As theories provide the means to understand, explain, predict and implement communication processes and events. This course will also expose students to significant media history to inform the current applications of media in society, business and mass communication environments. **This course is required of all Communications majors and minors.*

COM 130 - Visual Communications

4.00 credits. In this course students study the design, theory and development of production in visual communication including digital photography, new media design and basic print design principles. Students will apply aesthetics and concepts learned to the production of visual media projects. **Prerequisite(s):* Declared or intended communications major or declared communications minor or permission of the instructor.

COM 160 - Face-to-Face Communication in a Digital World

2.00 credits. We construct perceptions and others construct impressions of us through interpersonal transactions and through our ability to present ourselves in professional environments. Mastering the skills of interpersonal

communication and public speaking is an asset that employers value and that improves our participation in many personal social environments. Through this course, students will practice interpersonal and public communication skills (the ability to tell our own story) that are most common in employment and personal scenarios.

COM 180 - SSC Media, Sports, and Society

4.00 credits. **(Social Sciences Core Course)**
This course is designed to help students more critically view the role of sport media in American culture. The influence of/relationship between sport media and issues such as race, gender, sexuality (homophobia), nationalism, capitalism/consumerism, violence and civic life will be examined. Issues in relation to journalism ethics and the production of sport media also will be examined.

COM 210 - Presentation Skills

4.00 credits. Students become proficient at translating the written word into a professional oral performance. Exercises and projects develop competence in a variety of areas. This course is an advanced professional speaking course, which allows students to experience various presentation formats with the focus on one organization.

COM 211 - Multimedia Journalism

4.00 credits. In this course students study the application and importance of clear, logical writing necessary for success in print, broadcast and online project management. Grammar, language skills and Associated Press style will be introduced and refined. *Pre/Corequisite(s): EN 185 or COM 120.

COM 220 - Audio Production

4.00 credits. The technical and aesthetic fundamentals of the radio industry and audio production fields are explored in this course, including an advanced examination of writing and production materials for radio/audio programming. An in-depth analysis of the audio medium - including commercials, news, documentaries, digital editing and special programs - will be undertaken. Through the development of analytical, technical and critical skills, the student will become knowledgeable in writing and producing a complete range of audio projects. A general overview of the history of audio broadcasting is included. Students are required to purchase production materials for the course. **Prerequisite(s):* COM 130.

COM 224 - CE Script and Screenwriting

4.00 credits. **(Creative Expression Core Course)**
***A Guided Writing and Research Course**
Emphasis is placed on identifying the tools used in successful creative writing and then putting them into practice. Through study and practical application, students become familiar with the various visual/audio formats used in dramatic and documentary television and film writing. **Prerequisite(s):* EN 100.

COM 230 - Video Production

4.00 credits. The technical and aesthetic fundamentals of the television industry and video production fields are explored in this course, including an advanced examination of writing and production materials for television/video programming. Through the development of analytical, technical and critical skills, the student will become

knowledgeable in writing and producing a complete range of video projects. Students are required to purchase production materials for the course. **Prerequisite(s):* COM 130.

COM 248 - Communication Law and Ethics

4.00 credits. An examination of the law related to the field of communications as well as its history and effects. Current ethical issues are explored through case studies. Analysis of legal and ethical issues affecting the media - including the First Amendment, defamation, privacy, news gathering, obscenity, copyright and broadcasting/telecommunications - and the views of philosophers from Socrates to the present.

COM 251 - International Communications

4.00 credits. The course is an examination of the systems of communications around the world. It is designed to examine the human experience as an American by exploring the sociocultural, economic, political and scientific/technical impact of communications.

COM 252 - HUM Multi-Cultural Communications

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

COM 261 - HUM Film Studies

4.00 credits. **(Humanities Core Course)**
This course is an introduction to cinema studies including the history of cinema, methodologies of filmmaking and criticism, and critical analysis of film. Throughout the semester, students will learn to actively watch and analyze a variety of films, as well as the general application of critical film analysis, the history of film from the early experimental films produced at the turn of the century through the rise of the "Studio System," alternative cinema and "New Hollywood," and contemporary filmmaking. Major film theories and theorists will be explored contemporaneously and critically analyzed.

COM 282 - Health Communication

4.00 credits. The course provides an introduction to health communication theory and practice including physician-patient interpersonal communication, mass communication and health journalism, health industry communication, health advocacy, and public health education campaigns by nonprofit organizations and government health agencies, as well as the impact of entertainment media on the dissemination of health information. Students will explore and evaluate the health communication challenge of reaching diverse target audiences through a variety of channels. **Prerequisite(s):* COM 120 or major declaration in Public Health or other health science major.

COM 310 - New Media Production

4.00 credits. This course is an examination of convergence in mass media and how that convergence impacts website design. Through theory, application and practice, students will learn about media convergence and its place

in the new media landscape. Emphasis will be placed on proper design and evaluation of websites. **Prerequisite(s):* COM 130 or ART 103.

COM 312 - Introduction to Media Analytics

4.00 credits. This course will give students an in-depth look at using and understanding Google Analytics. Students will apply techniques to measure media impact for real-world clients and develop effective strategies. In the course, students will develop business models reflecting the strategic positioning of clients, and engage audiences using social, mobile and other media platforms.

COM 314 - Feature Writing

4.00 credits. This course focuses on the writing, editing, production and management skills in the magazine publishing industry. Skills needed to write as a freelance writer and staff writer in the magazine industry are developed. Story titles, openings, closings, structures, research and query letters are examined. The impact of new media on the traditional print magazine also is explored. The course culminates with the production of a mass circulation publication - The Jay Crew magazine. **Prerequisite(s):* COM 211.

COM 316 - Broadcast News

4.00 credits. This course serves as an introduction to the styles and techniques of writing for the broadcast media. Emphasis is given to conceptualizing, writing and editing news copy for television and radio. **Prerequisite(s):* COM 211 and COM 230.

COM 320 - Advanced Multimedia Journalism

4.00 credits. This is an advanced-level journalism class aimed at honing newsgathering, writing, and editing skills learned in previous courses. Students will apply multimedia skills to covering a variety of stories and publishing those stories across different media platforms. **Prerequisite(s):* COM 211.

COM 333 - Organizational Communication

4.00 credits. Through theory, application and practice, this course explores aspects of organizational communication in order to prepare students for the challenges of organized activity at work, in the community, and in the family.

COM 351 - Public Relations

4.00 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. Course content addresses strategies and tactics of public relations in commercial, nonprofit and government organizations. **Prerequisite(s):* COM 211.

COM 355 - PR Writing

4.00 credits. In this course students study a survey of strategic writing activities that address the most common and best practices in corporate communication, included but not limited to project management documents, media relations documents, and corporate media production documents. **Prerequisite(s):* COM 211.

COM 410 - Advanced Production

4.00 credits. This team-based production course will challenge students to produce professional projects for local clients that exhibit advanced writing, audio, video and online skills. Project management, teamwork, negotiation, and best practices are at the core of this mass communications course. **Prerequisite(s):* COM 220, COM 230 and Communications major or minor with a minimum of junior standing in the Program.

COM 412 - Advanced Public Relations

4.00 credits. The course provides an opportunity for students to build upon knowledge, skills and expertise in public relations by applying them to the study of actual public relations cases. The analysis and evaluation of actual public relations practice lead the student to a better knowledge of public relations principles, application and management in the profession. Agency projects enhance the application of advanced public relations practices. **Prerequisite(s):* COM 351.

COM 470-473 - Internship in Communications

Variable (0.00 to 3.00) credit(s). Supervised application of previously studied theory by professionals in the field of the student's concentration. **Prerequisite(s):* At least sophomore standing and an overall 2.70 grade point average and a 3.00 grade point average in the major. Internships are available for zero to three credits with on- or off-campus sponsors and are repeatable to a maximum of four credits. Internship credits count only as general elective credit. **Signature Learning Experience: Internship.** Register by instructor. Graded Pass/no pass.

COM 480-484 - Independent Study in Communications

Variable credit. A specially-designed course, unique to each student, allowing the individual the opportunity to pursue scholarly and practical work in the area of major interest under the guidance of members of the Communications faculty. Specific goals and objectives permit the student to complete special projects, literature reviews and research papers. **Prerequisite(s):* At least junior standing, scholarship requirement, and approval of Independent Study Committee. Register by Instructor. This course is repeatable for credit.

COM 495 - Communications Capstone

4.00 credits. A capstone course providing an integration of course work, knowledge, skills and experiential learning to enable the student to demonstrate a broad mastery of professional expectations for a promise of initial employability, further learning and career advancement. Critical thinking, creative thinking, problem-solving strategies, effective written and oral communication, quantitative and qualitative analysis, computer literacy, library competency and mediated communication related to a student's concentration and specific career plans is employed. **Prerequisite(s):* Senior standing and majors only. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

ED 105 - Foundations of Teaching and Learning

4.00 credits. This course is designed to introduce students to the philosophical, sociological, political and historical foundations of education and learning. The course emphasizes on the concepts, theories, and research on learning and the factors, including teaching, that influence learning. Fieldwork experience is required which will include a rotation of placements in early childhood, middle, and secondary levels, and will require an FBI Clearance, Criminal

Record Clearance, Pennsylvania Child Abuse Clearance, and TB Test (fees). **Prerequisite(s):* Education majors only. **Corequisite(s):* ED 105L. A grade of C or better must be earned to continue in the program.

ED 150 - Early Childhood Development

4.00 credits. This course is designed to introduce students to the foundations of early childhood development. The course examines the concepts, theories, and research on child development. The course focuses on the typical and atypical physical, cognitive, social, emotional, and moral development of children between 0 and 9 years. Students will be introduced to different models and approaches in early childhood and developmentally appropriate practices. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance, and TB Test (fees). **Prerequisite(s):* ED 105. **Corequisite(s):* ED 150L. A grade of C or better must be earned to continue in the program.

ED 151 - Early Adolescent/Adolescent Development

4.00 credits. This course examines the concepts, theories, and research on early adolescent and adolescent development. It focuses on typical and atypical physical, cognitive, social, emotional, and moral development of children ages 8-18. Students will be introduced to different models, approaches, and developmentally appropriate practices for students in grades 4-12. Field experience is required, which will require FBI Clearance, Criminal Record Clearance, Pennsylvania child Abuse Clearance, and TB Test (fees). **Prerequisite(s):* ED 105. **Corequisite(s):* ED 151L. A grade of C or better must be earned to continue in the program.

ED 161 - Integrated Technology I

2.00 credits. An introductory study of current and emerging instructional media and technologies used across the grades and curricula. Organizing time and records through technology and computer-mediated communications, including basic multimedia presentation tools, are presented. Classroom-related features of Word and PowerPoint are practiced at an introductory level.

ED 210 - Peace Education and Integrated Schools in Northern Ireland and U.S.

2.00 credits. This course explores the history, process and practices of peace education and integrated schools in Northern Ireland and the United States. Comparative methods of peace education, integrative practices, inclusion, mediation, and conflict resolution will be examined. Students will conduct independent research with a faculty mentor that links course content to each student's program of study. Upon completion of the spring semester course, students will travel to Belfast to work with key stakeholders in the region's integrated schools, including Queens University faculty in the Centre for Shared Education and leaders in the Northern Ireland Council for Integrated Education. Spring only. Bi-Annually.

ED 212 - Children/Adolescent Literature

2.00 credits. The course focuses on literacy genres and the work of well-known authors and illustrators and includes study of multicultural literature that represents diverse ethnic, linguistic, and cultural perspectives. Response to literature and selection of books for the classroom are emphasized. Course content is applicable for Early Childhood and Middle Level classrooms. *Pre/Corequisite(s): ED 105 and ED 150 or ED 151, or formal acceptance into the Education Program is required.

ED 243 - English Grammar and Linguistics for ESL Learners

2.00 credits. This course provides for the study of the grammar, mechanics, and linguistics of the English language related to teaching English as a second language. The course includes a history of the English language and how the language has changed over time. Special attention will be placed on the use of the four domains of the English language in social and academic settings.

ED 250 - Language and Literacy Development in Early Childhood

4.00 credits. This course focuses on the research-based principles and practices for language and literacy development of children ages birth to 9. Topics include language acquisition, reading and writing development, and strategies for teaching comprehension, fluency, word study and vocabulary in the early grades (PK through fourth). Requires field experience. **Prerequisite(s):* ED 105, and ED 150 or ED 151 or formal acceptance into the Education Program required. **Corequisite(s):* ED 250L.

ED 255 - Literacy and Language Acquisition

2.00 credits. This course will focus on theories of first and second language acquisition, along with factors that influence language acquisition and the impact of language acquisition on learning. Emphasis will be placed on the 5 pillars of literacy (phonemic awareness, phonics, vocabulary, fluency, and comprehension), verbal and non-verbal language development, and specific styles and strategies for language learning. Components of language (morphology, phonology, syntax, semantics, and pragmatics) will be addressed.

ED 258 - Educational Assessment and Evaluation

4.00 credits. Examines current issues, trends and practices in educational assessment. Emphasizes the study of different assessment and evaluation procedures in the early childhood, elementary and secondary classroom. Explores a variety of traditional and innovative approaches to assessment of student learning and development. **Prerequisite(s):* ED 105 and ED 150 or ED 151 or Formal acceptance into Education Program required.

ED 268 - Educational Assessment and Evaluation of English Learners

2.00 credits. Examines current issues, trends and practices in educational assessment of English Learners. Emphasizes the study of different assessment and evaluation procedures for English Learners in the early childhood, elementary and secondary classroom. Emphasis placed on the development, implementation, and analysis of assessment methods designed specifically for English Learners, as well as designing accommodations for existing assessment tools to meet the needs of English Learners. Identification and education of English Learners with specific learning disabilities will be explored. **Prerequisite(s):* ED 258.

ED 305 - Methods of Secondary Education

4.00 credits. A study of the instructional methodology of an academic discipline with emphasis upon literacy strategies, reading in the content, and assessment. Students complete a field experience component which explores these practices under the guidance of a clinical professor in the academic major (e.g., science, English, mathematics, social studies) for grades 7-12. **Prerequisite(s):* ED 150 or ED 151. Formal acceptance into Education Program required. Register by Instructor.

ED 306 - Methods of Modern Language Education PK-12

4.00 credits. A study of the instructional methodology of an academic discipline with emphasis upon literacy strategies, reading in the content, and assessment. Students complete a field experience component which explores these practices under the guidance of a clinical professor in the academic major (e.g. Spanish) in the PK-12 continuum. **Prerequisite(s):* ED 150 or ED 151. Formal acceptance into Education Program required. Fall semester. Register by Instructor.

ED 317 - Assessing Student Literacies in Grades PK-8

4.00 credits. This course provides preservice teachers theories and methods for assessing student literacies in grades PK-8. Through exploring and reflecting on their own literacy practices, students will learn strategies and interventions that will help them assess and monitor student progress in tradition and digital literacies. The course, which will emphasize writing assessment, will include topics such as reading and writing workshop, special topics in the teaching of reading (e.g. vocabulary, comprehension, and fluency), designing mini-lessons after informally assessing (e.g., meeting with students during conferences) and formally assessing (e.g., administering state assessments) students, writing genres for authentic purposes and audiences, mentor texts, technology in the literacy classroom, writing in the content areas, rubrics, and grammar. **Prerequisite(s):* ED 258 and Formal acceptance into the Education Program.

ED 325 - Methods for Teaching Science and Health in Early Childhood

4.00 credits. A study of science processes in an early childhood school program and the utilization of multiple resources, organization, management, evaluation, instructional strategies, and integration of science and health in the early childhood program. Field experience is required. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 335, ED 345 and ED 365. Formal acceptance into Education Program required. Register by Instructor.

ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level

4.00 credits. This course provides for the study of science processes at the middle school level (fourth through eighth grades), with emphasis upon the utilization of multiple resources, organization, classroom management, instructional strategies and assessment. Field experience is required. **Corequisite(s):* ED 336, ED 346, and ED 366. Formal acceptance into Education Program required.

ED 335 - Methods for Teaching Mathematics in Early Childhood

4.00 credits. A study of how children develop a background of understanding and skill in mathematics in Pre-K to fourth grade, concentrating on the development of problem-solving, reasoning, and communication skills in mathematics, and connecting mathematics and the real world. Additional focus will be on organization for instruction, alternative means of evaluation, and teaching special needs and at-risk students. Field experience is required. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 325, ED 345 and ED 365. Formal acceptance into Education Program required. Register by Instructor.

ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level

4.00 credits. A study of how children develop a background of understanding and skill in mathematics in fourth through eighth grades with emphasis on problem-solving, reasoning and communication skills. Additional focus will

be on organization for instruction, teaching methods, accommodations and alternative strategies. **Corequisite(s):* ED 326, ED 346 and ED 366. Formal acceptance into Education Program required. Register by Instructor.

ED 341 - NCH ELL: Linguistic and Cultural Diversity in the Classroom

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course introduces future teachers to the special linguistic and cultural educational needs of English language learners (ELL). Aspects of cross-linguistic and cross-cultural knowledge will be studied as well as methods of instruction that focus on the language needs and background knowledge of the ELL. Theory and practices of current ELL programs will also be examined. Twenty hours of field experience required (i.e., 2 hours per week for 10 weeks). **Prerequisite(s):* ED 105, and ED 150 or ED 151. **Corequisite(s):* ED 341L. Formal acceptance into Education Program required.

ED 345 - Methods for Teaching Reading and Writing in Early Childhood

4.00 credits. This course furthers the study of literacy theories and research-based practices presented in ED 250. This course explores approaches to teaching reading and writing in the primary grades and examines the construction of rich literacy environment in culturally, linguistically, and socio-economically diverse classrooms. Course content focuses on instructional strategies, curriculum design and implementation, and assessment and evaluation. Field experience is required for Methods Block. Field experience is required. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 325, ED 335 and ED 365. Formal acceptance into Education Program required. Register by Instructor.

ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level

4.00 credits. This course furthers the study of literacy theories and research-based practices presented in ED 352 Literacy Assessment, Instruction and Intervention in Elem/Middle Level. This course explores approaches to teaching reading and writing in the elementary/middle grades and examines the construction of a rich literacy environment in culturally, linguistically, and socio-economically diverse classrooms. Course content focuses on instructional strategies, curriculum design and implementation, and assessment and evaluation. Field experience is required. **Prerequisite(s):* ED 258. **Corequisite(s):* ED 326, ED 336 and ED 366. Formal acceptance into Education Program required. Register by Instructor.

ED 352 - Cultural Diversity: Awareness, Relevance, and Responsiveness

4.00 credits. This course provides for the exploration and understanding of cultural diversity, particularly as related to historical, current, and future cultural diversification of the American school system. Aspects of different cultures, including beliefs, behaviors, values, and attitudes, will be compared and contrasted in relation to planning culturally relevant and responsive curriculum and instruction. Theories and programs of multicultural education will be explored. **Prerequisite(s):* ED 341.

ED 360 - CE Integrated Strategies for Creative Expression in Early Childhood

4.00 credits. **(Creative Expression Core Course)**
This course is designed to familiarize students with the creative, self-expression and problem-solving skills among children in early childhood settings. Students will explore creative learning theories and research and focus on developmentally appropriate curriculum strategies in all developmental domains. This course emphasizes strategies to develop, implement and evaluate activities in the environment that encourages and supports creative self-

expression and problem solving in children. **Prerequisite(s):* ED 250. Formal acceptance into Education Program required.

ED 362 - Methods for Teaching English Learners: Culturally and Linguistically Responsive Teaching

4.00 credits. This course provides for the planning, implementation, and evaluation of developmentally appropriate educational programs for English Learners (ELs). English Learners represent an extremely diverse group of students, linguistically and culturally, and are at diverse levels of English proficiency, therefore it is important that teachers have the knowledge and skills needed to create programs that are developmentally appropriate for the diversity of English Learners in our schools. This course will focus on theoretical and practical considerations of planning, implementing, and evaluating educational programs for English Learners. **Prerequisite(s):* ED 341.

ED 365 - Methods for Teaching Social Studies in Early Childhood

4.00 credits. A study of content, teaching strategies, materials, organizing approaches and curricula for teaching social studies at the early elementary level (PK through fourth grade). Students will be required to complete a field experience component, documented by a journal. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 325, ED 335 and ED 345. Formal acceptance into Education Program required.

ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level

4.00 credits. This course will examine the content, teaching strategies, materials, organizing approaches and curricula for teaching social studies at the middle school level (fourth through eighth grades). Students will be required to complete a field experience component, documented by a journal. **Corequisite(s):* ED 326, ED 336 and ED 346. Formal acceptance into Education Program required. Register by Instructor.

ED 398 - Teaching English Learners Practicum

2.00 credits. This practicum-based course provides for a structured field placement in conjunction with an online seminar in which students will: 1) conduct in-depth observations of English Learners (ELs) and 2) plan, implement, and evaluate educational programming for English Learners. Special attention will be placed on the relationship of curriculum, pedagogy, and assessment in planning educational programming. Instructional materials and strategies will be based on multicultural education and language learning theory to develop appropriate methodology to use with culturally and linguistically diverse students at varying levels of English proficiency. Sixty hours of field experience are required. **Prerequisite(s):* ED 341. **Corequisite(s):* ED 398 L.

ED 399 - Thesis Preparation

2.00 credits. This course focuses on the various stages of the research process and writing Chapters 1, 2 and 3 of the thesis. Students identify a research question for investigation, establish the validity of pursuing the topic of research, complete a literature review associated with their research topic, and evaluate quantitative and qualitative methods utilized when conducting studies. This course provides foundational knowledge and competencies for students who wish to complete Honors in Education during the senior year. Formal acceptance into the Education Program is required. **Signature Learning Experience: Supervised Research.** Register by Instructor.

ED 400 - Senior Project in Education

2.00 credits. Students participating in the School's Honors in the Discipline Program may register for this course during semesters in which research or writing for their project is being completed. Recognition for Honors in the Discipline is not assured by completion of this course. See the Dean of Human and Health Professions for additional information. **Prerequisite(s):* Invitation to Honors in the Discipline Program. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

ED 470 - Professional Internship

12.00 credits. Supervised student teaching for a full semester at the level of certification (Early Childhood, Elementary/Middle, dual certification in Special Education, or Secondary Education). A maximum of twelve credit hours from Education 470 may count toward the education major. Additional credits count as free electives. **Prerequisite(s):* Completion of all program requirements with Education prefixes and cumulative grade point average required at the time of full admission to the program **Corequisite(s):* ED 495, ED 496 or ED 497. **Signature Learning Experience: Field Placement.** Register by Instructor. Graded Pass/No Pass. Course fees.

ED 472 - Education Internship - Non-Licensure Education Program

Variable (0.00-12.00) credits. Education majors not seeking PA State Certification will participate in a supervised internship for a full semester. A maximum of twelve credit hours from ED 472 many count toward the education major. **Prerequisite(s):* Completion of all program requirements with Education prefixes and cumulative grade point average required at the time of full admission to the program. Signature Learning Experience - Internship. Register by Instructor. Graded Pass/No Pass. Course fees may apply.

ED 480-489 - Independent Study in Education

Variable credit. Upon the initiative of the student, a program of study may be organized with a faculty member on a topic of mutual interest. **Prerequisite(s):* Approval of the Dean and the Independent Study Committee. Register by Instructor.

ED 495 - Senior Seminar for Early Childhood

4.00 credits. A study of professional and ethical practices, family and community relationships, and special education issues in early childhood. (PK-4th grade). Particular emphasis will be given to the laws, procedures, and codes of conduct that guide practice, collaboration with diverse families, advocacy for the rights of children and their families, and support for the transition of children to new educational settings. **Corequisite(s):* ED 470. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

ED 496 - Senior Seminar for Elementary/ Middle Level

4.00 credits. This course serves as an issues seminar for pre-service teachers, engaging them in active discussion of professional and ethical practices, family and community relationships, and special education issues in middle school settings (fourth through eighth grades). Particular emphasis will be given to the laws, procedures, and codes of conduct that guide practice, collaboration with diverse families, advocacy for the rights of early adolescent and adolescent students and their families, and support for the transition of adolescents to new educational settings. **Corequisite(s):* ED 470. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

ED 497 - Senior Seminar for Secondary Education

4.00 credits. This course serves as an issues seminar for pre-service teachers, engaging them in active discussion of professional and ethical practices, family and community relationships, (urban, rural and suburban environments), advocacy for student rights, the transition of adolescents to new educational settings and special education issues in secondary school settings. **Corequisite(s):* ED 470. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

LS 110 - WCH Introduction to Law

4.00 credits. **(Western Cultural Heritage Core Course)**
This course is designed to introduce students to the US legal system including understanding the different sources of law, discussing the differences between civil and criminal law and procedure, trial and appellate process, and the different political, social, and cultural factors that influence both the creation and the enforcement of the laws in American society. The course compares the US common law system with other systems used in other parts of the world, and discusses the impact of the legal system on different factions of American society, as well as highlighting the way the law has been used to reinforce and challenge historical practices and distributions of power.

LS 210 - Logic and Legal Reasoning

Variable (0.00 or 4.00) credits. This course is an exploration of the concepts of formal logic, argument creation and evaluation and persuasion. Using the concepts evaluated on the LSAT, this course will examine concepts like sufficient and necessary conditions, the transitive property, diagramming arguments and logical flaws. Students will analyze how these concepts deployed in both the practice of law and in political and social discourse. This course is open to students with advanced English placement as well as those who have already completed their PLE requirement. **This course may only be taken once for credit. A student may elect to repeat this class for the experience; however, no additional credit will be earned. Any student initially completing LS 210 for zero credit will be prohibited from taking the course in a future semester for academic credit.*

LS 301 - Mock Trial I

0.00 - 2.00 credits. To prepare and conduct a criminal jury trial in the American Mock Trial Association regional and national competition. **May only be taken once for credit. A student may elect to repeat this class for the experience; however, no additional credit is earned. Fall semester.*

LS 302 - Mock Trial II

0.00 - 2.00 credits. To prepare and conduct a criminal jury trial in the American Mock Trial Association regional and national competition. **Prerequisite(s):* LS 301 in the same academic year. **May only be taken once for credit. A student may elect to repeat this class for the experience; however, no additional credit is earned. **Signature Learning Experience: Practicum.** Spring semester.*

LS 310 - Criminal Law and Procedure

4.00 credits. This course provides an overview of the core principles and procedures of criminal law. Students will explore the foundation of criminal law, including legal definitions, crime classifications, criminal liability, offense categories, and principles of punishment. This course will also focus on procedural law by analyzing case law and

statutes to understand criminal law in practice. **Prerequisite(s):* LS 110. The School of Public Service also recommends that students complete CJ 100 prior to enrolling.

LS 470-474 - Internship in Legal Studies

Variable (0.00-8.00) credits. This course provides students with applied field instruction in legal studies. A maximum of eight credit hours from LS 470-474 may count as legal studies electives. Additional credits count as free electives. **Signature Learning Experience - Internship.** Register by Instructor. This course is repeatable for credit.

LS 495 - Senior Seminar in Legal Studies

4.00 credits. **Prerequisite(s):* Senior status, or permission of the instructor. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Fall semester.

MPO 110 - Criminal Law and Procedure

4.00 credits. MPO 110 is one of four co-requisite requirements transferred from the Municipal Police Officer's Education and Training Commission (MPOETC) to Elizabethtown College. This course covers MPOETC Module 1: Volume 1-3. Students can earn the Act 120 through MPOETC as a junior or senior. Upon completion, students will earn the Act 120 certification through MPOETC. and an option for PA Act 120 Training Minor at Elizabethtown College. **Prerequisite(s):* CJ 110. **Corequisite(s):* MPO 120, MPO 130, and MPO 140.

MPO 120 - Criminal Investigations

4.00 credits. MPO 120 is two of four co-requisite requirements transferred from the Municipal Police Officer's Education and Training Commission (MPOETC) to Elizabethtown College. This course covers MPOETC Module 12: Volume 4-9 and Module 3: Volume 11 Students can earn the Act 120 through MPOETC as a junior or senior. Upon completion, students will earn the Act 120 certification through MPOETC. and an option for PA Act 120 Training Minor at Elizabethtown College. **Prerequisite(s):* CJ 110. **Corequisite(s):* MPO 110, MPO 130, and MPO 140.

MPO 130 - Patrol Procedures and Operations

4.00 credits. MPO 130 is three of four co-requisite requirements transferred from the Municipal Police Officer's Education and Training Commission (MPOETC) to Elizabethtown College. This course covers MPOETC Module 3: Volume 10, 12, 13 and Module 4: Volume 14-18. Students can earn the Act 120 through MPOETC as a junior or senior. Upon completion, students will earn the Act 120 certification through MPOETC. and an option for PA Act 120 Training Minor at Elizabethtown College. **Prerequisite(s):* CJ 110. **Corequisite(s):* MPO 110, MPO 120, and MPO 140.

MPO 140 - Municipal Police Officer Training Internship

4.00 credits. MPO 140 is three of four co-requisite requirements transferred from the Municipal Police Officer's Education and Training Commission (MPOETC) to Elizabethtown College. This course covers MPOETC Module 4: Volume 19. Students can earn the Act 120 through MPOETC as a junior or senior. Upon completion, students will earn the Act 120 certification through MPOETC. and an option for PA Act 120 Training Minor at

Elizabethtown College. **Prerequisite(s):* CJ 110. **Corequisite(s):* MPO 110, MPO 120, and MPO 130. **Signature Learning Experience - Internship.**

PBH 111 - NPS Principles of Public Health

4.00 credits. **(Natural and Physical Science Core Course)**
This course will introduce students to the study of public health. The course will provide an overview of the history of public health in the United States, global health issues, and the various factors that influence health, such as social and behavioral factors, economics, the environment, policy, culture, and more. Discussion of current issues in public health and awareness of health disparities will include strategies to improve health of underserved populations. Fall semester.

PBH 211 - Introduction to Global Health

4.00 credits. Global Health focuses on health issues that transcend national boundaries and are influenced by broad historical, social, economic, political and environmental forces across the globe and within countries. Measures of the global burden of disease as well as regional and country specific health indicators will be examined and discussed. Approaches to addressing global issues will emphasize non-colonial approaches and will focus on addressing root causes of health problems and will privilege voices from the global south. Strategies for moving forward in global health will call on agencies, organizations and professionals to engage differently in societies and communities as we work together to deal with our shared interests in health and sustainability. Spring Semester.

PBH 311 - Public Health Interventions

4.00 credits. Examine intervention approaches in public health through environmental change, policy and systems change, social change and behavioral change approaches. In partnership with communities, assess community needs and assets using both primary and secondary data sources. Data will be used to design interventions and/or to select intervention approaches that have been determined to be effective (evidence based interventions). **Signature Learning Experience: Community-Based Learning**. *Pre/Corequisite(s): PBH 111. Fall semester.

PBH 321 - Principles of Community Health Development

3.00 credits. The course will cover the theory and practice of community health development, including key principles related to working in communities toward transformational development. Models of community health development will be examined in the contexts in which they occur. The course will combine readings, lectures, discussions and experiential activities in a different cultural context. **Prerequisite(s):* PBH 111 or PBH 211 or permission from instructor. **Signature Learning Experience - Cross-Cultural Experience.** Summer term.

PBH 330 - Determinants of Health and Health Equity

4.00 credits.

This course examines the broad range of environmental, social, cultural, and policy factors that contribute to disparate outcomes between population groups. This course introduces students to the literature and methods of social epidemiology. Structured in a seminar format, with readings and case studies, students will examine specific cases of disparate health outcomes within communities including an analysis of the determinants of those disparities. Approaches to health equity will be discussed.

PBH 335 - Epidemiology

4.00 credits. An introduction to the concepts and methods of epidemiology and their use in public health. Students will be able to identify the factors associated with the distribution and development of disease and different ways to quantify the expression of disease in populations. Quantitative approaches to epidemiology will be emphasized including types of data available, measures of morbidity and mortality, evaluation of association and causality and screening for diseases. **Prerequisite(s):* MA 251. Fall semester.

PBH 364 - Health Policy and Law (PS 364)

4.00 credits. This course introduces students to the various aspects of health policy, related legal analysis, and the development of legislation for application in real-world settings. Course objectives are to: (1) understand the scope of health policy issues; (2) learn how to prepare useful analytic information on those topics; and (3) apply those substantive facts to the drafting of laws in a political environment.

PBH 474 - Public Health Field Instruction

Variable (0.00 - 4.00 credits). Supervised field instruction for an internship in a public health agency. Students apply knowledge and skills from public health coursework to a community organization or agency engaged in public health practice. Open to public health majors only. *Approval of academic adivisor required*. Graded Pass/No Pass Credits for this course are variable (0 – 4 credits) depending on total hours of commitment to the internship. Course can be repeated up to a maximum of 8 credits. **Signature Learning Experience: Internship.** **Prerequisite(s):* PBH 111. Graded Pass/No Pass.

PBH 495 - Public Health Senior Seminar

4.00 credits. This course occurs at the culmination of a student's undergraduate studies in public health. This course is designed to provide opportunities for students to integrate and apply principles of public health across various topics and current public health issues. Students will also complete a capstone project related to a contemporary public health topic. *Pre/Corequisite(s): PBH 111, and 200- and 300- level PBH courses required for the major. Signature Learning Experience: Capstone.

PS 101 - WCH Foundations of American Government

4.00 credits. **(Western Cultural Heritage Core Course)**
Analysis of key features of American government and politics, with special emphasis on the establishment, interpretation, and relevance of the U.S. Constitution.

PS 120 - CE The Art of Political Expression

4.00 credits. **(Creative Expression Core Course)**
An introduction to the role of music and visual arts in political protests, social movements, and political activism, with emphasis on the creation of an original piece of political art. Summer and Winter Terms. Online only.

PS 150 - NCH Introduction to Comparative Politics

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
A comparison and contrast of the political systems of selected foreign nations, emphasizing the historical development of party systems, political cultures and executive-legislative relations.

PS 211 - SSC Political Psychology (PSY 211)

4.00 credits. **(Social Science Core Course)**
This interdisciplinary course explores the intersection between political science and psychology. It introduces students to psychological theories and research findings in order to explain what people think, feel and do about contemporary political issues. Specifically, the course draws on psychological concepts regarding motivation, personality, cognition, attribution, emotion and identity to examine mass political behavior and public opinion. **Prerequisite(s):* EN 100.

PS 215 - SSC Political Communication

4.00 credits. **(Social Science Core Course)**
***A Guided Writing and Research Course.**
This interdisciplinary course explores the intersection between political science and communication. It introduces students to communication theories and research findings in order to explain how political information is created, disseminated, and evaluated by political elites and citizens. The first part of the course introduces students to communication theory and various methodological approaches to the study of political communication. The second part of the courses examines the role of the mass media in a democracy. The third part of the course examines social communication networks and the sharing of political information within the family, workplace, and community. **Prerequisite(s):* EN 100.

PS 225 - HUM American Democracy in Film and Fiction

4.00 credits. **(Humanities Core Course)**
***A Guided Writing and Research Course.**
An examination of democratic theory through major films and novels depicting the American political experience from the 1930s to the present. Questions to be explored include whether political elites are accountable to the general public, whether mass control of government is desirable, and how democracies should deal with evil. **Prerequisite(s):* EN 100.

PS 230 - Research Methods

4.00 credits. Techniques of empirical political research and the development of modern methods of analysis and data presentation in political science with reference to contributions from other social sciences. A major research project on methodology is required. **Prerequisite(s):* Political Science and Criminal Justice majors only, PS 211 or permission of instructor. Register by Instructor. Spring semester.

PS 233 - NCH The Arab Spring (INT 233)

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course.**
This course provides an in-depth analysis of the Arab Spring, series of revolutions, protests, rebellions that have

been ongoing in the Arab world since 2011. It analyzes the causes behind the uprisings and the path that each continues to take. Situating the Arab Spring in diplomatic history, it explores the political and socio-economic characteristics of the countries to illustrate why the success of democratic transition in the Middle Eastern and North African region vary. ***Prerequisite(s):*** EN 100. May term only.

PS 240 - WCH Foundations of American Democracy

4.00 credits **(Western Cultural Heritage Core Course)**
This course traces the roots of the early American republic. Students will explore how Greek, Roman, and English traditions influenced American democracy and the Founding Fathers. Students will also discuss topics including the Declaration of Independence, Articles of Confederation, U.S. Constitutional Convention, and the Federalist and Anti-Federalist Papers.

PS 245 - NCH International Relations

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
Survey of the basic units of analysis, concepts and principles of global international relations with emphasis on the formulation and implementation of foreign policy in the context of political, economic, military and cultural factors.

PS 246 - HUM Refugees in Global and Regional Context & Advocacy Lessons from Nobel Peace Laureates (HON 246, INT 246)

4.00 credits. **(Humanities Core Course)**
***A Guided Writing and Research Course.**
This course will offer the intellectual, analytical and research tools to understand the history and complexities of forced migration and refugeehood and their centrality to political, social and economic change in global, national and regional contexts. It will introduce students with an interest in local, national, as well as international career opportunities in human rights, development, refugees, and migration, and develop an understanding of various policy responses from around the world, including our regional context in Lancaster, PA, using extensive partnership with Church World Services. Students will explore the legacy of Nobel Peace Laureates whose work has shaped global refugee policy and humanitarian action—such as Fridtjof Nansen, who pioneered international refugee protections; the Quakers, honored for their post-war refugee relief; and UNHCR, awarded twice for its global refugee support. We will also examine the personal journeys of Laureates like Nadia Murad, Malala Yousafzai, and Andrei Sakharov, whose lived experiences as refugees or exiles inform their peacebuilding efforts. The course will analyze global responses to refugees by examining the policies of the United States, European Union, and Turkey. Particular attention will be paid to the driving forces behind the record-breaking numbers of refugees around the world, such as civil wars, risk of genocide, organized crime, terrorism, ecological disasters, and lack of human security. ***Prerequisite(s):*** EN 100. **Signature Learning Experience: Community-Based Learning.** Offered Summer semester.

PS 290 - Judicial Process and Politics

4.00 credits. This course is designed to give students a broad understanding of the function and structure of the American courts and the various actors who comprise the judiciary. The course will examine such topics as the hierarchy of courts, judicial selection methods, models of judicial decision-making, the judiciary's interaction with the other branches of government, and contemporary problems in the American justice system.

PS 303 - Constitutional Law I: Institutions

4.00 credits. This course examines the Supreme Court's interpretation of the powers granted by the U.S. Constitution to the institutions of the federal government. Topics include the power of judicial review, constraints on judicial power, the sources and scope of Congressional power, the domestic powers of the President, the President and foreign affairs, and the separation of powers.

PS 304 - Constitutional Law II: Rights and Liberties

4.00 credits. This course examines the Supreme Court's interpretation of the protections provided by the U.S. Constitution against governmental intrusion on our civil liberties. Topics include First Amendment issues, such as freedom of speech, freedom of religion, and the establishment clause; 14th Amendment issues, such as right to privacy; discrimination based on race, gender and sexual orientation; and remedies for discrimination such as affirmative action.

PS 305 - Philosophy of Law (PH 305)

4.00 credits. An analysis of the major underlying philosophical issues of both criminal and civil law. Special attention is given to natural law theory, legal positivism, epistemological foundations of legal reasoning and interpretation, and the moral foundations of retributive and distributive justice.

PS 313 - The American Presidency

4.00 credits. An examination of the development of the modern presidency as institution, symbol and policymaker. Topics to be covered include the nature of presidential power, the institutional presidency, relations with the public and governmental institutions in the United States, and policy leadership in foreign and domestic affairs. ***Prerequisite(s):*** PS 101.

PS 314 - The United States Congress

4.00 credits. An exploration of the United States Congress including historical development, constitutional constraints and separation of powers, fundraising and elections, rules and operating procedures, and factors that influence congressional decision-making. Particular attention will be given to exploring why Congress is dysfunctional and potential reforms.

PS 315 - Public Opinion and Political Behavior

4.00 credits. An examination of opinion formation and predictors of political behavior. Topics include measurement of public opinion, stability and strength of opinions, the impact of public opinion on the political process, mass political behavior, voting behavior and collective action dilemmas.

PS 316 - The American Electoral Process

4.00 credits. Analysis of the process of recruiting, nominating and electing candidates for national office in the United States., the major participants in national elections, and the impact of elections on public policymaking. **Signature Learning Experience: Community-Based Learning.**

PS 323 - Politics Through Film and Literature

4.00 credits. A study of political novels and films and how these art forms have significantly shaped our understanding of politics. Democracy, totalitarianism, social inequality, terrorism, justice and the rule of law are among some of the topics examined.

PS 326 - American Political Thought

4.00 credits. Historical analysis of major American political thinkers from the Puritans to the present with special consideration given to the founding principles of the American republic.

PS 328 - Politics and Religion

4.00 credits. Analysis of the relationships between forms of government and religious attitudes and practices with emphasis on the influence of religion on political life and of religious interpretations of politics.

PS 332 - Model United Nations (INT 332)

4.00 credits. This course introduces the history, structure, functions, and activities of the United Nations. It is designed to provide students with theoretical and historical foundations to study the UN and understand the modalities of international diplomacy at this defining moment in history. This course goes beyond a traditional approach to the study of the UN, as students taking this course are required to participate at an intercollegiate Model United Nations simulation conference. **Signature Learning Experience: Internship.**

PS 340 - Terrorism and Counterterrorism

4.00 credits. This course systematically analyzes political violence and terrorism in comparative and international perspective. It introduces students to the historical, analytical and comparative study of terrorism, civil wars, and other forms of political violence. It surveys competing theories about the causes, conduct, and conclusion of the political conflicts and political violence in the world and examines how the international community deals with different forms of political violence. Alternating spring semesters.

PS 342 - Pennsylvania Politics and Policy

4.00 credits. This course will examine Pennsylvania government, its structure and the politics that impact policy. Throughout the course we will monitor major policy issues at the state level and have the opportunity to discuss those policy issues with state officials, lobbyists, and members of the media.

PS 345 - American Foreign Policy

4.00 credits. Emphasis on the 1990s and beyond, with consideration of major international challenges and opportunities facing the United States, social and governmental processes in foreign policy decision making, and the large role of American society and the private sector in the United States' presence in the world.

PS 350 - European Union Simulation I (BA 350)

4.00 credits. Study of the principles and theories of European integration, the history of the current European Union (E.U.) from the Treaty of Rome to the present, and the structure and functioning of the European Union, including

class participation representing an E.U. Member State in the annual Mid-Atlantic European Union Consortium E.U. Simulation in Washington, D.C. **Signature Learning Experience: Field Experience.**

PS 360 - Washington Institute (BA 360)

4.00 credits. The course highlights relationships between the legislative, executive, independent agencies and third-party institutions that directly affect how policy is made in the United States. The course exposes students to the mechanism that is used to formulate policy for the United States. The Institute will focus heavily on International policy and the inner workings of the various institutional agents that participate in the process of making policy. Students will observe and develop a critical sense of how to weigh the various interests before policy is ultimately made. Students will learn to examine the purpose of policy and evaluate how it will impact various industries. **Prerequisite(s):* BA 101. **Signature Learning Experience: Community-Based Learning.** Register by Instructor.

PS 361 - Public Administration

4.00 credits. A study of the role and influence of executive branch departments and agencies in American politics, government, and policymaking. Differences between public- and private-sector leadership, decision making, communications, organization, budgeting, and human resource management will be emphasized.

PS 363 - American Domestic Policy

4.00 credits. An examination of the development and impact of selected public policies in health care, welfare, education, energy, and the environment. Students will conduct policy analyses, making use of information resources in the Harrisburg area.

PS 364 - Health Policy and Law (PBH 364)

4.00 credits. This course introduces students to the various aspects of health policy, related legal analysis, and the development of legislation for application in real-world settings. Course objectives are to: (1) understand the scope of health policy issues; (2) learn how to prepare useful analytic information on those topics; and (3) apply those substantive facts to the drafting of laws in a political environment.

PS 365 - Women and Politics

4.00 credits. Examination of the role of women in the political process. Topics include feminist theory, the development of the women's movement, participation of women in the political process as voters and elected officials, and public policy issues affecting women, including the feminization of poverty, reproductive rights and equality in the workforce.

PS 470-478 - Internship in Political Science

Variable (0.00 to 8.00) credits. This course provides students with applied field instruction in political science. A maximum of eight credit hours from Political Science 470-478 may count as political science or legal studies electives. Additional credits count as free electives. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

PS 479 - Capital Semester Internship

Variable credit. Applied field experience in politics and public administration for state or local government agencies, the state legislature, and private political organizations. Normally, four credits are given to internships contracted for two regular office-hour days a week. Full-time internships receive eight hours of credit. **Prerequisite(s):* PS 361, junior or senior status. **Signature Learning Experience: Internship.** Register by Instructor.

PS 480-489 - Independent Study in Political Science

Variable credit. Designed to offer independent study to advanced students, making use of techniques of political science in specific problem areas not included in the School's regular offerings. **Prerequisite(s):* Approval of the Dean and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

PS 490 - Senior Thesis

Variable (1.00 - 4.00) credit(s). An individualized study project involving research of a topic and the preparation and defense of a major paper or project in consultation with the student's honors advisor and the Program faculty. Completion of this course does not assure recognition for Honors in the Discipline. **Prerequisite(s):* Invitation to Honors in the Discipline Program and PS 495. **Signature Learning Experience: Supervised Research.** Register by Instructor. Spring semester.

PS 491 - Research in Political Science

Variable (1.00 to 4.00) credit(s). An original research investigation planned and performed by students in consultation with faculty. A paper is written and major findings are presented orally to faculty and peers. Students must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. A maximum of four credit hours from PS 491 and PS 492 combined can count as Political Science electives. Additional credits count as free electives. **Prerequisite(s):* At least sophomore standing. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass or Letter Graded. Register by Instructor. Fall semester. This course is repeatable for credit.

PS 492 - Research in Political Science

Variable (1.00 to 4.00) credit(s). An original research investigation planned and performed by students in consultation with faculty. A paper is written and major findings are presented orally to faculty and peers. Students must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. A maximum of four credit hours from PS 491 and PS 492 combined can count as Political Science electives. Additional credits count as free electives. **Prerequisite(s):* At least sophomore standing. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass or Letter Graded. Register by Instructor. This course is repeatable for credit.

PS 495 - Senior Seminar in Political Science

4.00 credits. An integrative, capstone course in political science, in which significant controversies in political theory and practice will be discussed and analyzed. Course requirements include a major research project and the ETS Major Field Test in Political Science. **Prerequisite(s):* Senior status, or permission of the instructor. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Fall semester.

SED 212 - Learning Environment and Social Interaction in Inclusive Settings

4.00 credits. A study of the scientific principles and best practices for creating and sustaining an optimal learning environment and positive social interaction for diverse learners in an inclusive classroom setting. Emphasis is on analyzing factors that influence academic and social behavior, adapting the physical environment, implementing an equitable classroom management system, maintaining a respectful climate, teaching social skills, and implementing positive behavioral supports. **Prerequisite(s):* ED 105, and ED 150 or ED 151.

SED 222 - HUM Foundations of Inclusive Education

4.00 credits. **(Humanities Core Course)**
This course is an introduction to philosophical, historical and legal foundations of Special Education and inclusive education principles and practices. The history, etiology, characteristics and accommodations for students with special needs in the classroom setting will be examined. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance, and TB Test (fees). **Prerequisite(s):* ED 105, and ED 150 or ED 151 or Formal Acceptance into the Education Program required. **Corequisite(s):* SED 222L. Provisional or formal acceptance into Education Program required.

SED 224 - Methods of Teaching Students with High Incidence Disabilities

4.00 credits. A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on high incidence disabilities, such as learning disabilities, ADD/ADHD, emotional and behavior disorders, communication disorders. This course also examines issues related to cultural or linguistic diversity. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance, and TB Test (fees). **Prerequisite(s):* ED 250 and SED 222, or permission of the Program, or Formal Acceptance into the Education Program required. **Corequisite(s):* SED 224L.

SED 230 - Methods of Teaching Students with Low Incidence Disabilities

4.00 credits. This course is designed to prepare students to implement best practices, ensure access, and to serve as advocates in collaboration with a service team for students with low incidence disabilities and their families. These disabilities include the traditional categories of significant and/or multiple disabilities: mental disabilities with significant cognitive needs, low vision and blindness, hearing impairments and deafness, deaf-blindness, autism, physical or health disabilities, and traumatic brain injury. Students learn strategies for collaboration, specific instructional and classroom management procedures, considerations for younger and older students, and are challenged to identify and use innovative tools to support active participation. Students are also encouraged to wrestle with current trends and issues in special education and the larger field of education. Reading response, and collaborative learning are an integral part of the course experience. **Prerequisite(s):* Formal acceptance into the Education Program is required. Register by Instructor.

SED 333 - Assessment in Special and Inclusive Education

4.00 credits. This course provides an overview of assessment as a tool to guide various types of decisions in the educational setting. The primary focus is on use of informal and formal assessment to craft instruction that is responsive to individual learners. The course also includes information on how to use data to make eligibility and placement decisions while highlighting best practice to ensure that these decisions are well informed and in the best interest of the learner. Specific topics include legislation, trends, and issues in assessment practices; different types

of tests and their appropriate administration, scoring, and interpretation; use of descriptive statistics to describe and interpret data sets; reliability and validity considerations in designing, administering, and reporting; and assessment of young children and behavior. **Prerequisite(s):* Formal Acceptance into the Education Program is required. Register by Instructor.

SED 342 - Effective Instruction for Students with ASD and/or EBD

4.00 credits. This course is designed to prepare teachers to support the participation and education of students with Autism Spectrum Disorders (ASD) or Emotional Behavioral Disorders (EBD) in the PK-12 setting. Emphasis is on the diagnostic criteria, methods of identification, and best practices in intervention and support according to current research. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance, and TB Test (fees). **Prerequisite(s):* Formal Acceptance into the Education Program is required. **Corequisite(s):* SED 344 and SED 342L. Register by Instructor.

SED 344 - Intensive Reading, Writing, and Mathematics Intervention

4.00 credits. This course provides substantive, research-based instruction that effectively prepares future teachers to assess and provide interventions to students who are struggling in the reading, writing, and mathematics content areas. An emphasis will be placed on determining differences between typical and problematic performance in each of the areas and modifying instructional methods, providing strategy instruction, and monitoring progress in each area. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance, and TB Test (fees). **Prerequisite(s):* Formal acceptance into the Education Program is required. **Corequisite(s):* SED 342, and SED 344L. Register by Instructor.

SO 101 - SSC Discovering Society

4.00 credits. **(Social Sciences Core Course)**
An introduction to the sociological perspective to achieve an understanding of society and its impact on the individual through exploring social reality, processes and explanation.

SO 105 - Introductory Seminar for Sociology and Anthropology

1.00 credit. This course will introduce new majors to the disciplines of and the Program of Sociology. Students will be introduced to the expectations and opportunities in the program, receive cohort curricular advising, and learn about career options in the fields. Students will be introduced to the practices of social science research and writing. **Prerequisite(s):* Sophomore status and officially declared major in Sociology or Criminal Justice. Graded Pass/No Pass.

SO 204 - SSC Population and Global Issues

4.00 credits. **(Social Sciences Core Course)**
This course is designed to introduce students to the issues, both national and global, that relate to population trends, policies and the environment. Students should leave this course with a basic understanding of demographic methods and techniques; familiarization with the three components of population studies: fertility, mortality and migration; a general knowledge of population policy issues, and a heightened awareness of the interactions between the environment and human society. Emphasis shall be placed on the sociological perspective of population and environmental issues as well as the role of the individual student in population and environmental solutions.

SO 205 - Social Theory

4.00 credits. Examination and analysis of the development of the major classical and contemporary social theories with an emphasis on examining key concepts and how these have been applied in sociology and anthropology. **Prerequisite(s):* *Prerequisites: SO 101.

SO 217 - WCH Sociology of Religion

4.00 credits. **(Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course**
An analysis of the role and function of religion and religious institutions in society. A study of religion as a social and cultural system. **Prerequisite(s):* EN 100.

SO 220 - Race and Ethnic Relations

4.00 credits. Study of racial and cultural minorities in the United States and their relationships to dominant groups, including discrimination, prejudice, racial myths, and methods of reducing intergroup tensions.

SO 230 - Introduction to Urban Sociology

4.00 credits. Students will learn what sociologists have to say about urban social structure including the examination of the development of cities both historically and globally. Special focus will include suburbanization within the U.S. comparing different uses of space within local neighborhoods. Students should leave this course with a basic understanding of the core concepts of urbanization, the environmental problems associated with the urban lifestyle, and the impact of urbanization on the natural environment.

SO 235 - Medical Sociology

4.00 credits. Health and illness can only be adequately understood within a consideration of sociological, political, economic, and cultural forces. This course will provide an overview of sociological perspectives and methods for understand the social meanings of illness, the social construction of health and disease, the distribution of health and medical resources across populations, the ways that cultural, organizational and economic interact with healthcare institutions, and reasons that some deviant behaviors are medicalized and others are not. We will utilize the sociological imagination to assess the effects of macro level factors upon access to healthcare, wellness, and disease.

SO 240 - Law and Social Change

4.00 credits. An analysis of the ways in which law is both a means of achieving social change and a product of social change. **Prerequisite(s):* Sophomore status or permission of the instructor.

SO 301 - Social Issues

4.00 credits. A survey of major social problems including alienation, addiction, crime and poverty. Implications for public policy are stressed.

SO 305 - Marriage and Family (WGS 305)

4.00 credits. A study of cross-cultural marriage and family patterns and the comparison of these frameworks to premarital, marital, postmarital and nonmarital aspects of family life in our society.

SO 330 - Research Methods

4.00 credits. Basic procedures of sociological research design, sampling, measurement and data analysis. **Prerequisite(s):* SO 101. Fall semester.

SO 331 - Statistical Analysis

4.00 credits. Basic introduction to the study of statistical techniques of social research and analysis with emphasis on reasoning with data. **Prerequisite(s):* SO 330 and MA 250or MA 251. **Signature Learning Experience: Community-Based Learning.** Spring semester.

SO 364 - Amish Society (REL 364)

4.00 credits. An introduction to the history, culture and social organization of the Old Order Amish. Sociological theories and models utilized by social scientists to describe and analyze the Amish will be presented. Special attention will be paid to recent social changes. *Students who have taken HSO 224 may not take this course.

SO 400 - Senior Project in Sociology

Variable (1.00 to 4.00) credit(s). Students who have been invited and accepted to participate in the Honors in the Discipline Program may be registered for this course. Completion of this course does not assure recognition for Honors in the Discipline. **Prerequisite(s):* Invitation to Honors in the Discipline program. See the Dean for additional information **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

SO 470-474 - Internship in Sociology

Variable (0.00 to 8.00) credits. Applied field instruction in a subfield of sociology chosen to meet the needs of the student. A maximum of eight credit hours from Sociology 470-474 may count as sociology electives. Additional credits count as free electives. **Prerequisite(s):* Permission of Internship Supervisor. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

SO 480-489 - Independent Study in Sociology

Variable credit. Offers advanced students the opportunity for independent study in areas not included in the regular offerings within the School. **Prerequisite(s):* Approval of the Dean and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

SO 498 - Senior Seminar

Variable 1.00-3.00 credits. The seminar is an integrative capstone course that allows students to engage in discussion and criticism of theoretical, ethical and practical issues in sociology. The course requires a senior thesis that is presented and defended in a public setting. This course is repeatable for credit. Graded Pass/No Pass.

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

4.00 credits. **(Social Sciences Core Course)**
An orientation to the sociological and social work approaches of 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 (15) hours of service-learning are required. **Signature Learning Experience: Community-Based Learning.**

SW 230 - SSC Research Methods in Human Service

4.00 credits. **(Social Sciences Core Course)**
***A Guided Writing and Research Course**
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. SW 230 will allow students to learn about social science research and statistics. Emphasis will be on helping students identify and formulate research questions, understanding research problems in practice, and the statistics to analyze related variables. Specifically, the course will focus upon the basic elements of the scientific method, and provide an overview of research designs commonly used in the social sciences, including techniques for gathering, analyzing, and presenting data. Fall semester.

SW 233 - Human Behavior in the Social Environment

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

SW 236 - NCH Social Issues in South Africa I (PSY 236)

2.00 credits. **(Non-Western Cultural Heritage Core Course)**
The central goal of these two 2-credit courses is for students to understand the struggles that South Africa has gone through leading up to the institution of apartheid, during the apartheid years, and post-apartheid. Students learn about the social issues related to the conflict and the different approaches used to try to resolve these conflicts within the framework provided by social work and psychology. Spring semester.

SW 237 - NCH Social Issues in South Africa II (PSY 237)

2.00 credits. **(Non-Western Cultural Heritage Core Course)**
The central goal of these two 2-credit courses is for students to understand the struggles that South Africa has gone through leading up to the institution of apartheid, during the apartheid years, and post-apartheid. Students learn about the social issues related to the conflict and the different approaches used to try to resolve these conflicts within the framework provided by social work and psychology. **Prerequisite(s):* SW 236. Signature Learning Experience: Cross Cultural Experience. May term.

SW 280 - Multicultural Counseling Skills

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

SW 339 - Human Sexuality

4.00 credits. This course focuses on the socio-historical aspects of sexuality, survey and experimental research, and attitudes towards sexuality.

SW 344 - Aging: Social Response and Implications

4.00 credits. An examination of the aging process in our society. The emphasis is on the interface of the individual and the environment and the services, needs and institutions related to the elderly. Field trips to community agencies and 10 service-learning hours required. **Signature Learning Experience: Community-Based Learning.**

SW 345 - International Social Work Field Preparation

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

SW 346 - Exploring the Culture and Services of Vietnam (OT 346)

2.00 credits. This course serves as an introduction to the history and culture of Vietnam as it relates to the social problems and social services in modern-day Vietnam. Lectures will provide background on social services and non-profit organizations, specifically Brittany's Hope Foundation. Class periods will focus on the Vietnam War and development 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 in the May-term Service Learning Trip to Vietnam. ***Prerequisite(s):* Acceptance to the May term trip to Vietnam (SW 347). **Signature Learning Experience: Cross Cultural Experience.** Register by Instructor. Alternating spring semesters.

SW 347 - May Term in Vietnam (OT 347)

2.00 credits. This course is comprised of a seventeen-day international trip to Vietnam. Students will have the opportunity to examine issues of culture, poverty, social development, and the needs of orphaned children in Vietnam through direct service learning, lectures, and reflective sessions. **Prerequisite(s):* SW 346. **Signature Learning Experience: Cross Cultural Experience.** Graded Pass/No Pass. Register by Instructor. Alternating May terms.

SW 355 - Women in Society

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

SW 357 - Child Welfare

4.00 credits. A study of ethnic, cultural and economic problems as they relate to children, the services available to combat those problems, and the legal and legislative aspects of child welfare. **Signature Learning Experience: Community-Based Learning.**

SW 360 - International Social Development

4.00 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.

SW 366 - Addiction and Society

4.00 credits. An examination of individual, family and social implications of addiction in society and an exploration of social policies related to addiction.

SW 367 - Generalist SW Practice I: Individuals

4.00 credits. A focus on problem solving in generalist practice at the micro level (i.e., individuals) with diverse populations. A variety of interventions, assessment techniques and theories are studied in preparation for a required 40-hour supervised field experience. **Prerequisite(s):* SW 160, SW 233 , or permission of the instructor, and social work majors only. **Signature Learning Experience: Field Placement.** Fall semester.

SW 368 - Generalist SW Practice II: Families and Small Groups

4.00 credits. A study of the knowledge, values and skills that comprise the generalist base of social work practice. It is designed to assist students in developing basic entry-level social work competencies to work with groups and families from a systems perspective. A 40-hour supervised field experience is required. **Prerequisite(s):* SW 367, or permission of the instructor. **Corequisite(s):* SW 369; and social work majors only. **Signature Learning Experience: Field Placement.**

SW 369 - Generalist SW Practice III: Communities and Organizations

4.00 credits. Theory and skills development for macro generalist social work practice are presented. Promoting the social welfare of communities and organizations by enhancing social and economic justice is stressed. **Prerequisite(s):* SW 230, or permission of the instructor. **Corequisite(s):* SW 368; and social work majors only. Spring semester.

SW 380 - Social Policy

4.00 credits. Students build their knowledge of social welfare and social work's historical and philosophical foundation. They learn why and how social policy is formulated and implemented, how policy impacts direct practice, and frameworks for policy analysis. **Prerequisite(s):* SW 230, SW 367 or permission of the instructor, and social work majors only. Spring semester.

SW 400 - Senior Project in Social Work

Variable (2.00 or 4.00) credits. Students who are completing a senior research project may register for this course in the semester in which the project is completed. Completion of this course does not assure recognition for Honors in the Discipline. A maximum of four credit hours from SW 400 may count toward the degree. Additional credits count as free electives. Majors only. **Signature Learning Experience: Supervised Research.** Register by Instructor.

SW 470 - Introductory Field Seminar

1.00 credit. The course supports students during their fall internship hours through assignments that allow them to apply course knowledge to the field as well as discuss issues. **Prerequisite(s):* SW 380 or permission of the instructor, and social work majors only. **Corequisite(s):* SW 471. Fall semester.

SW 471 - Introductory Field Instruction

5.00 credits. Supervised field instruction for at least 200 hours in an agency. Student begins to assume responsibility with client systems in such ways as monitoring tasks, providing support, conducting group activities, and assisting the social worker with other professional responsibilities. **Prerequisite(s):* SW 380 or permission of the instructor, and social work majors only. **Corequisite(s):* SW 470. **Signature Learning Experience: Field Placement.** Graded Pass/No Pass. Fall semester.

SW 472 - Advanced Field Seminar

1.00 credit. The course supports students during their spring internship hours through assignments that allow them to apply course knowledge to the field as well as discuss issues. **Prerequisite(s):* SW 470 and SW 471 and social work majors only. **Corequisite(s):* SW 473 and SW 495.

SW 473 - Advanced Field Instruction

11.00 credits. Supervised field instruction for at least 400 hours plus a weekly on-campus seminar. Students proceed from an "assistant" position to one of complete client responsibility under direct supervision. Roles students assume may include advocate, enabler, social broker and program planner. **Prerequisite(s):* SW 470 and SW 471 and social work majors only. **Corequisite(s):* SW 472 and SW 495. **Signature Learning Experience: Field Placement.** Graded Pass/No Pass. Spring semester.

SW 480-489 - Independent Study in Social Work

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

SW 495 - Senior Seminar in Social Work

4.00 credits. Final course integrating the theory from preceding courses with the professional experience of field instruction. A major project is required. **Corequisite(s):* SW 472 and SW 473, or permission of the instructor, and social work majors only. **Signature Learning Experience: Capstone Experience.** Spring semester.

Dean of the School of Sciences and Health

Dr. Alan Utter

Lyet, Room 143A

(717) 361-1318

Faculty: Bowne, Bravo, Bridge, Carlson, Cunningham, Dalton, Davis, Defnet, Dennehy, Flesher, Fox, Friguglietti, Goldina, Hample, Humbert, Jubran, Kneas, Legault-Wittmeyer, MacKay, Martin, Newell, Northington, Noveral, Panchik, Pretz, Rood, Roy, Shook, Smith, Swartzendruber, Toote, Walker, Waltermire, Wentzel, Wohl

For more information, please visit the School's website or check your course syllabi, which are available through the course instructor or JayWeb.

Mission

The School of Sciences and Health includes the Departments of Biological and Environmental Sciences, Chemistry and Biochemistry, Psychology, and the Exercise Science Program, the Health Science/ Occupational Therapy Program, and the Pre-Physician Assistant Program. Faculty provide a transformational education that fosters a desire for life-long learning and application of education to improve the health and well-being of people, communities and our environment through careers in research, health and helping professions, advocacy and science. Faculty deliver a rigorous academic experience coupled with strong mentoring and advising to help students craft a path to obtain their individualized academic and career goals for purposeful work. We educate students so they can be directly employed in their field of interest or continue their education at highly regarded graduate and health professions schools.

The School of Sciences and Health includes programs in Biology, Biochemistry and Molecular Biology, Biotechnology, Chemistry, Chemistry Laboratory Science, Environmental Science, Exercise Science, Health Science (Occupational Therapy), Medical Laboratory Science (B.S.), Neuroscience, Pre-Physician Assistant, and Psychology. The School of Sciences and Health collaborates with the School of Public Service on Biology Secondary Education and Chemistry Secondary Education.

Honors in the Discipline

The School of Sciences and Health participates in the College Honors in the Discipline Program. For guidelines, students should consult their advisor.

Cooperative Programs with Other Institutions

The School of Sciences and Health participates in several Joint Degree Programs.

Bachelor of Science

Biochemistry and Molecular Biology (B.S.)

The **Biochemistry and Molecular Biology (BMB)** major prepares students for successful careers as research scientists at the chemistry-biology interface, or as health clinicians in translational medicine. Beginning with a

highly structured foundational curriculum involving substantial hands-on laboratory experience, students gain the knowledge, confidence and ability to tackle more complex problems. At the junior and senior levels, students can tailor their curriculum from a rich diversity of upper level courses to suit their needs and interests. BMB students complete their required senior research project by electing to work with faculty from either Biology or Chemistry. Through this interdisciplinary experience, which stresses the importance of ethical behavior, lifelong learning and professionalism, graduates of the BMB program are prepared for successful post graduate study, or entry into the biomedical/pharmaceutical workforce.

Student Learning Outcomes for the Biochemistry and Molecular Biology major:

Students will be able to:

- Recall, synthesize and apply fundamental concepts from multiple disciplines including biology, chemistry and mathematics.
- Effectively research, synthesize and communicate scientific information with an understanding of the importance of ethical scientific practice.
- Design, execute and critically interpret experiments to investigate questions at the cellular-molecular interface.
- Effectively demonstrate essential biology and chemistry laboratory techniques, doing so in accordance with accepted safety standards.
- Work effectively as members of a team to achieve common goals which contribute to purposeful life work.

The Biochemistry and Molecular Biology major curriculum requires:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- BIO 212 - Cell Biology 3.00 credits.
- BIO 212L - Cell Biology Laboratory 1.00 credit.
- BIO 310 - Molecular Biology 3.00 credits.
- BIO 310L - Molecular Biology Laboratory 1.00 credit.
- BIO 495 - Seminar in Biology 1.00 credit.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 214 - Chemical Instrumentation 4.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 323 - Biochemistry I 3.00 credits.
- CH 324 - Biochemistry II 2.00 credits.
- CH 326 - Techniques of Biochemistry 2.00 credits.
- CH 395 - Chemistry Seminar I 1.00 credit.
- CH 396 - Chemistry Seminar II 1.00 credit.
- MA 121 - MA Calculus I 4.00 credits.
- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.

Twelve credits with at least two labs from a combination of the following:

- BIO 235 - General Microbiology 4.00 credits.
- BIO 311 - Cancer Biology 4.00 credits.
- BIO 322 - Immunology 3.00 credits.
- BIO 324 - General Physiology 3.00 credits.
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- CH 343 - Physical Chemistry 3.00 credits.
- CH 402 - Advanced Inorganic Chemistry 2.00 credits.
- CH 414 - Advanced Instrumental Analysis 2.00 credits.
- CH 421 - Advanced Organic Chemistry 2.00 credits.
- CH 455 - Integrated Chemistry Laboratory I 2.00 credits.

Four credits among:

- BIO 491 - Research in Biology Variable credit.
- BIO 492 - Research in Biology Variable credit.
- CH 491 - Research in Chemistry Variable (1.00 to 4.00) credit(s).
- CH 492 - Research in Chemistry Variable (1.00 to 4.00) credit(s).

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits. (preference for spring semester)

Notes:

The Biochemistry and Molecular Biology Program has a prerequisite for entry into BIO 211 and upper-level biology classes contingent upon an average grade of C- or better in BIO 111 and BIO 112 or permission by the Dean and instructor. The Biochemistry and Molecular Biology Program has a prerequisite for a grade of C- or higher in CH 105 for entry to CH 113 and a prerequisite of a grade of C- or higher in CH 113 for entry into CH 213.

Accreditation

Students wishing to have the BMB degree certified by the American Chemical Society Committee on Professional Training may do so by electing to take PHY 201 and PHY 202, MA 122, CH 242 and CH 343.

Biology (B.S.)

This curriculum prepares students for the rigors of graduate school, professional schools of medicine and allied health, and biologically oriented employment opportunities. Two concentrations are available to students pursuing a Bachelor of Science in Biology: **Biological Sciences** and **Health Professions**.

Student Learning Outcomes for Biology:

Students will be able to:

- Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry, and physics as it pertains to the study of biology.
- Effectively research, synthesize, and communicate scientific information.
- Design and carry out experiments to address biological questions using ethical scientific practices.
- Critically analyze and formulate logical conclusions from data.
- Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.
- Understand professional opportunities and expectations, as well as demonstrate professional behavior in both demeanor and written communication.

The Department of Biological and Environmental Sciences has a prerequisite for entry into BIO 211 and upper-level classes contingent upon an average grade of C- or better in BIO 111 and BIO 112 or permission by the Dean and course instructor.

Biological Sciences Concentration

The Biological Sciences concentration prepares students for direct entry into the workforce or for graduate programs in fields as diverse as ecology, neuroscience, and cell biology. The specific requirements are:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- BIO 276 - Career Seminar 1.00 credit.
- BIO 313 - General Ecology 3.00 credits. and
- BIO 313L - General Ecology Laboratory 1.00 credit.
  or
- BIO 317 - Aquatic Ecology 4.00 credits. or
- BIO 335 - Microbial Ecology and Diversity 4.00 credits.
- BIO 324 - General Physiology 3.00 credits.
- BIO 324L - General Physiology Laboratory 1.00 credit.
- BIO 495 - Seminar in Biology 1.00 credit.
- At least 15 credits of upper-level Biology (BIO) classes with at least three laboratories.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits. or
- CH 216 - Synthesis Lab 2.00 credits.
- MA 121 - MA Calculus I 4.00 credits. or
- MA 251 - MA Probability and Statistics 4.00 credits.
- PHY 101 - General Physics I 4.00 credits. or

- PHY 201 - College Physics I 4.00 credits.
  (If a second physics course is required, PHY 102 or PHY 202 is recommended.)

One Ethics Course:

- PH 235 - HUM Bioethics 4.00 credits.
- PH 255D - Advanced Ethics: Environmental 4.00 credits.
- PH 265 - HUM Science and Values 4.00 credits.
- PH 267 - HUM Climate Change: Action, Ethics, and the Future 4.00 credits.
- PH 350 - Animal Minds (CSC 350) 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- Two Core courses (8 credits total)

Health Professions Concentration

The **Health Professions concentration** prepares students interested in pursuing a graduate degree in medicine (MD and DO), specialized fields of medicine (Optometry, Podiatry, Dentistry, etc.), veterinary medicine, or other careers in healthcare such as Physician Assistant, Physical Therapy and Nurse Practitioner. The concentration also prepares students for entry into the professional 3+3 physical therapy program with Widener University, the BS/MS Physician Assistant program at Elizabethtown, and, after three or four years, other accredited pre-approved programs. Students interested in these cooperative programs should consult the Joint Degree Programs catalog page and refer to the Health Professions Advising Committee (HPAC).

Major courses:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- BIO 276 - Career Seminar 1.00 credit.
- BIO 313 - General Ecology 3.00 credits. and
- BIO 313L - General Ecology Laboratory 1.00 credit.
  or
- BIO 317 - Aquatic Ecology 4.00 credits. or
- BIO 335 - Microbial Ecology and Diversity 4.00 credits.
- BIO 495 - Seminar in Biology 1.00 credit.
- At least 11 credits of upper-level Biology (BIO) classes with at least two laboratories.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.

- CH 113 - Organic Chemistry I 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- PHY 101 - General Physics I 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- PSY 240 - Child and Adolescent Development 4.00 credits. or
- PSY 245 - Adult Development and Aging 4.00 credits. or
- PSY 247 - Lifespan Development 4.00 credits. or
- PSY 250 - Psychopathology 4.00 credits.

One Ethics Course:

- PH 235 - HUM Bioethics 4.00 credits.
- PH 255D - Advanced Ethics: Environmental 4.00 credits.
- PH 265 - HUM Science and Values 4.00 credits.
- PH 267 - HUM Climate Change: Action, Ethics, and the Future 4.00 credits.
- PH 350 - Animal Minds (CSC 350) 4.00 credits.

If only three years on Elizabethtown College campus (Biology - Health Professions with 3+3 or 3+4 program) please note the following differences:

BIO 313, BIO 317, or BIO 335 are not required (Ecology requirement).

BIO 495 - Seminar in Biology is not required.

Only one Biology (BIO) elective with lab is required (4 credits).

Please consult with your academic advisor and the Health Professions Advising Committee (HPAC).

For those students pursuing the BS/MS Physician Assistant Program at Elizabethtown (Biology - Health Professions with Physician Assistant program) please note the following differences:

BIO 235 - General Microbiology is required

BIO 495 - Seminar in Biology is required

BIO 313, BIO 317, or BIO 335 are not required (Ecology requirement)

Only one Biology (BIO) elective with lab is required (4 credits), though several others may be recommended.

Formal acceptance will be offered during the 6th semester (spring prior to starting the MS program). Criteria to maintain provisional acceptance and be offered formal acceptance is:

- 3.0 Overall GPA
- 3.0 Math/Science GPA
- Completion of 200 Healthcare Exposure Hours (including 20 hours shadowing a PA-C)

All prerequisite courses must be taken at Elizabethtown College. Prerequisite courses may not be dropped. Students must achieve a C or better in all prerequisite courses.

Pre-MPA students will be granted waiver of one SLE requirement upon completion of 200 direct patient contact, approved by the MPAS Program director. Upon completion, the program director will submit a notification of completion to the Office of Registration and Records to be reflected on the students academic record.

Additional information about the Master of Physician Assistant Program at Elizabethtown is located in the Graduate catalog.

Please consult with your academic advisor, the Health Professions Advising Committee (HPAC), and the Physician Assistant program.

For those pursuing a career in medicine (pre-med) the following additional courses are highly recommended for preparation for the Medical College Admissions Test (MCAT):

- SO 101 - SSC Discovering Society 4.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 214 - Chemical Instrumentation 4.00 credits. or
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 323 - Biochemistry I 3.00 credits.
- PHY 102 - General Physics II 4.00 credits. or
- PHY 202 - College Physics II 4.00 credits.

Note:

Additional considerations include whether to take MA 121 - MA Calculus I, whether to take the 200-level Physics courses (PHY 201/PHY 202), and whether a second semester of Physics is needed (e.g., Physical Therapy requires 8 credits of Physics). Specific schools may require additional courses. Please consult your academic advisor and the Health Professions Advising Committee (HPAC).

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- One Core course (4 credits total)

Biotechnology (B.S.)

Student Learning Outcomes for Biotechnology major:

Students will be able to:

- Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry, and physics as it pertains to the study of biotechnology.
- Effectively research, synthesize, and communicate scientific information.
- Design and carry out experiments to address biological questions.
- Critically analyze and formulate logical conclusions from data.
- Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.
- Understand professional opportunities and expectations, as well as demonstrate professional behavior in both demeanor and written communication.

The Biotechnology curriculum prepares students for biological research careers utilizing new methodologies of microbiology and cellular and molecular biology. Emphasizing "research-based learning," student internships and integration with the Core Curriculum, the major also provides unique learning experiences, and stresses ethical use of technology, lifelong learning, and development of leadership skills.

The Department of Biological and Environmental Sciences has a prerequisite for entry into BIO 211 and upper-level classes contingent upon an average grade of C- or better in BIO 111 and BIO 112 or permission by the Dean and instructor.

The specific requirements are:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- BIO 212 - Cell Biology 3.00 credits.
- BIO 212L - Cell Biology Laboratory 1.00 credit.
- BIO 235 - General Microbiology 4.00 credits.
- BIO 276 - Career Seminar 1.00 credit.
- BIO 310 - Molecular Biology 3.00 credits.
- BIO 310L - Molecular Biology Laboratory 1.00 credit.
- BIO 311 - Cancer Biology 4.00 credits.
- BIO 324 - General Physiology 3.00 credits.
- BIO 324L - General Physiology Laboratory 1.00 credit.
- BIO 495 - Seminar in Biology 1.00 credit.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits. or
- CH 216 - Synthesis Lab 2.00 credits.
- MA 121 - MA Calculus I 4.00 credits. or
- MA 251 - MA Probability and Statistics 4.00 credits.
- PHY 101 - General Physics I 4.00 credits. or

- PHY 201 - College Physics I 4.00 credits.
  (If a second physics course is required, PHY 102 or PHY 201 is recommended.)

At least seven credits from:

- Upper-level Biology electives with or without the laboratory
- CH 323 - Biochemistry I 3.00 credits. with or without the laboratory

One Ethics Course:

- PH 235 - HUM Bioethics 4.00 credits.
- PH 255D - Advanced Ethics: Environmental 4.00 credits.
- PH 265 - HUM Science and Values 4.00 credits.
- PH 267 - HUM Climate Change: Action, Ethics, and the Future 4.00 credits.
- PH 350 - Animal Minds (CSC 350) 4.00 credits.

A maximum of four credits combined from research and/or internships can be applied to major; all additional credits will be considered free elective credits.

- BIO 474 - Internship in Biological Sciences Variable (0.00 to 4.00) credit(s). or
- BIO 491 - Research in Biology Variable credit. or
- BIO 492 - Research in Biology Variable credit.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- Two Core courses (8 credits)

Chemistry (B.S.)

Student Learning Outcomes for Chemistry major:

Students will be able to:

- Recall, synthesize and apply chemistry concepts.
- Effectively research (design, conduct and analyze) a chemical/biochemical problem or concept in accordance with accepted safety standards.
- Effectively communicate chemical/biochemical information through written and oral means.
- Develop skills in working as a member of a team.

The **Chemistry major** offers two concentrations: the American Chemical Society Approved Professional Chemistry curriculum, and the Chemistry Management curriculum.

All Chemistry majors must take:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 214 - Chemical Instrumentation 4.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- CH 343 - Physical Chemistry 3.00 credits.
- CH 395 - Chemistry Seminar I 1.00 credit.
- CH 396 - Chemistry Seminar II 1.00 credit.
- MA 121 - MA Calculus I 4.00 credits.
- MA 122 - Calculus II 4.00 credits.
- PHY 201 - College Physics I 4.00 credits.
- PHY 202 - College Physics II 4.00 credits.

American Chemical Society (ACS) concentration:

The **American Chemical Society (ACS) concentration** prepares the student for graduate school or for a career in industrial or government laboratories. The ACS-approved curriculum requires:

- CH 323 - Biochemistry I 3.00 credits.
- CH 326 - Techniques of Biochemistry 2.00 credits.
- CH 455 - Integrated Chemistry Laboratory I 2.00 credits.
- CH 495 - Chemistry Seminar III 1.00 credit.
- CH 496 - Chemistry Seminar IV 1.00 credit.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
  (recommended for pre-health professions students only)

Four advanced courses:

- CH 324 - Biochemistry II 2.00 credits.
- CH 402 - Advanced Inorganic Chemistry 2.00 credits.
- CH 414 - Advanced Instrumental Analysis 2.00 credits.
- CH 421 - Advanced Organic Chemistry 2.00 credits.

Four credits from among:

- CH 491 - Research in Chemistry Variable (1.00 to 4.00) credit(s).
- CH 492 - Research in Chemistry Variable (1.00 to 4.00) credit(s).
- CH 490 - Independent Problems in Chemistry Variable (1.00 to 4.00) credit(s).

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits.
- MA 122 - Calculus II 4.00 credits.
- One Power of Language: Other Core course (4 credits)

Chemistry Management Concentration:

The **Chemistry Management** option is preparation for sales or management positions in chemical and related industries. The chemistry management curriculum requires:

- CH 323 - Biochemistry I 3.00 credits.
- CH 326 - Techniques of Biochemistry 2.00 credits. or
- CH 455 - Integrated Chemistry Laboratory I 2.00 credits.
- CH 495 - Chemistry Seminar III 1.00 credit.
- CH 496 - Chemistry Seminar IV 1.00 credit.
- One additional Chemistry course, excluding internship or research
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- AC 101 - Introduction to Accounting 4.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits.
- BA 265 - Management and Organizational Behavior 4.00 credits.
- BA 330 - Legal Environment of Business 4.00 credits.
- FIN 325 - Corporate Finance 4.00 credits.
- MKT 416 - Marketing Management 4.00 credits.
- EC 101 - SSC Principles of Macroeconomics 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits.
- MA 122 - Calculus II 4.00 credits.
- One Core course (4 credits total)

Notes for all Chemistry curriculum:

These courses begin a highly structured and coordinated program of study, and if not successfully completed in the first year, may lead to delayed graduation or rigorous academic schedules.

There is a strong correlation between students' performance on the math portion of the SAT/ACT and CH 105, likely a result of quantitative thinking and analytical reasoning skills. To promote student success, when a student has low entrance exam scores, it may be advisable to delay BIO 111 rather than enrolling the student in both CH 105 and BIO 111 during the first semester. These students are encouraged to meet with the program advisor to discuss a modified four-year plan.

Math placement will be determined by the Mathematical Science program. Competency must be through the MA 122 level. MA 121 is a prerequisite for PHY 201 which is normally taken in the spring semester of the sophomore year.

EC 101 is a requirement for students pursuing the chemistry management option.

If not completed in the fall, EN 100 or EN 150 must be completed during the spring semester.

A grade of C- or better must be earned in CH 105 to advance to CH 113 and a C- or better in CH 113 is necessary to advance to CH 213.

Students planning to apply to medical school or other health related professional schools should plan on taking BIO 112 during the second semester of the first year.

Accreditation

The BS in Chemistry Program with the ACS concentration is on the approved list of the American Chemical Society Committee on Professional Training.

Chemistry Laboratory Science (B.S.)

Student Learning Outcomes for Chemistry Laboratory Science major:

Students will be able to:

- Recall and apply chemistry concepts to analytical problems.
- Effectively conduct a procedure for analyzing a chemical sample in accordance with accepted safety standards.
- Effectively communicate chemical/biochemical information through written and oral means.
- Develop skills in working as a member of a team.

The Chemistry Laboratory Sciences major requires:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 214 - Chemical Instrumentation 4.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- CH 343 - Physical Chemistry 3.00 credits.
- CH 395 - Chemistry Seminar I 1.00 credit.
- CH 396 - Chemistry Seminar II 1.00 credit.

- CH 414 - Advanced Instrumental Analysis 2.00 credits.
- CH 455 - Integrated Chemistry Laboratory I 2.00 credits.
- CH 472 - Internship in Chemistry Variable credit.
- One additional Chemistry elective
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits.
- PHY 201 - College Physics I 4.00 credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits. (preference in spring semester)
- Two Core courses (8 credits total)

Notes:

CH 414 is offered every other year and is taken in either the junior or senior year.

Environmental Science (B.S.)

Student Learning Outcomes for Environmental Science major:

Students will be able to:

- Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry, physics and social science as it pertains to the study of environmental science.
- Effectively research, synthesize, and communicate scientific information.
- Design and carry out scientific studies using ethical scientific practice.
- Critically analyze and formulate logical conclusions from data.
- Effectively demonstrate common research techniques, doing so in accordance with accepted safety standards.
- Understand professional opportunities and expectations, as well as demonstrate professional behavior in both demeanor and written communication.

The **Environmental Science** curriculum prepares students for entry-level positions with environmental firms, industry, or government agencies that require knowledge of environmental principles and methodology, as well as for entry into graduate environmental programs. In addition to providing students with a solid grounding in basic principles, the curriculum also exposes them to the application of those principles through research and/or internships.

The Department of Biological and Environmental Sciences has a prerequisite for entry into BIO 211 and upper-level classes contingent upon an average grade of C- or better in BIO 111 and BIO 112 or permission by the Dean and course instructor.

The Environmental Science major requires:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 276 - Career Seminar 1.00 credit.
- BIO 313 - General Ecology 3.00 credits.
- BIO 313L - General Ecology Laboratory 1.00 credit.
- BIO 320 - Conservation Biology 4.00 credits.
- BIO 495 - Seminar in Biology 1.00 credit.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits.
- ENV 113 - NPS Introduction to Environmental Science 4.00 credits.
- ENV 225 - Geographic Information Systems: Fundamentals and Applications 4.00 credits.
- MA 121 - MA Calculus I 4.00 credits. or
- MA 251 - MA Probability and Statistics 4.00 credits.
- PHY 101 - General Physics I 4.00 credits. or
- PHY 201 - College Physics I 4.00 credits.

A minimum of two biology electives:

- BIO 211 - Genetics 4.00 credits.
- BIO 235 - General Microbiology 4.00 credits.
- BIO 317 - Aquatic Ecology 4.00 credits.
- BIO 218 - Marine Biology 3.00 credits.
- BIO 335 - Microbial Ecology and Diversity 4.00 credits.
- BIO 347 - Invertebrate Zoology 4.00 credits.
- BIO 362 - Ecotoxicology 4.00 credits.

A minimum of two additional electives from:

- CH 214 - Chemical Instrumentation 4.00 credits.
- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- EGR 251 - Introduction to Environmental Engineering 3.00 credits.
- EN 252 - HUM Environmental Humanities 4.00 credits.
- ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere 4.00 credits.
- PH 255D - Advanced Ethics: Environmental 4.00 credits.
- PS 363 - American Domestic Policy 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.

Choose from:

A maximum of four credits, combined from research and/or internship are required for the major; all additional credits will be considered free elective credits.

- BIO 474 - Internship in Biological Sciences Variable (0.00 to 4.00) credit(s).
- BIO 491 - Research in Biology Variable credit.

- BIO 492 - Research in Biology Variable credit.
- PS 479 - Capital Semester Internship Variable credit.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- Two Core courses (8 credits)

Exercise Science (B.S.)

Student Learning Outcomes for Exercise Science major:

Students will be able to:

- Apply scientific knowledge to improve human health, fitness, and performance.
- Perform and interpret health screenings and consultations, fitness testing, and develop appropriate exercise programs based on needs of clients.
- Demonstrate the ability to design, implement, and manage, exercise programs and health and fitness facilities.
- Critically evaluate and apply research findings relevant to exercise science.
- Demonstrate effective professional and interpersonal skills.

The Exercise Science major requires:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- ESC 100 - Introduction to the Exercise Science Professions 1.00 credits.
- ESC 110 - Foundations for Resistance Training Techniques 1.00 credit.
- ESC 140 - Sport Medicine 3.00 credits.
- ESC 160 - Health and Wellness Promotion 3.00 credits.
- ESC 180 - Kinesiology 3.00 credits.
- ESC 220 - Psychology of Exercise and Sport 3.00 credits.
- ESC 240 - Motor Learning 3.00 credits.
- ESC 260 - Nutrition for Exercise and Sport 3.00 credits.
- ESC 280 - Biomechanics 3.00 credits.
- ESC 290 - Research Methods and Writing in Exercise and Nutrition Sciences 3.00 credits.
- ESC 320 - Exercise Physiology 3.00 credits.
- ESC 321 - Exercise Physiology Lab 1.00 credit.
- ESC 340 - Fitness Testing and Exercise Prescription 3.00 credits.
- ESC 341 - Fitness Testing and Exercise Prescription Lab 1.00 credit.
- ESC 380 - Organization and Management of Fitness Facilities 3.00 credits.

- ESC 440 - Strength Training and Conditioning 3.00 credits.
- ESC 441 - Strength Training and Conditioning Lab 1.00 credit.
- ESC 470-474 - Exercise Science Internship 3.00 credits.
- ESC 496 - Professional Certification Completion 0.00 credit.
- MA 251 - MA Probability and Statistics 4.00 credits.
- NTR 100 - Introduction to Nutrition 3.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- Eight credits of electives (listed below)

Choose one of the following concentrations:

Pre-Athletic Training Concentration:

In addition to the requirements listed above, students in the Pre-Athletic Training concentration will be required to take the following courses:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- PHY 101 - General Physics I 4.00 credits.

Pre-Physical Therapy Concentration:

In addition to the requirements listed above, students in the Pre-Physical Therapy concentration will be required to take the following courses. **Electives are not required for the Pre-PT concentration.**

- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- PHY 101 - General Physics I 4.00 credits.
- PHY 102 - General Physics II 4.00 credits.
- PSY 220 - Health Psychology 4.00 credits. or
- PSY 240 - Child and Adolescent Development 4.00 credits. or
- PSY 245 - Adult Development and Aging 4.00 credits.

Strength and Conditioning Concentration:

In addition to the requirements above, students in the Strength and Conditioning concentration will be required to take:

- ESC 490 - Strength and Conditioning Fieldwork I 2.00 credits.
- ESC 491 - Strength and Conditioning Fieldwork II 4.00 credits.
- ESC 498 - CSCS Certification Preparation Workshop 1.00 credit.
- Strength and Conditioning concentration does *not* require ESC 470-474.

Electives:

- AC 101 - Introduction to Accounting 4.00 credits.
- BA 265 - Management and Organizational Behavior 4.00 credits.

- BIO 220 - Nutrition 3.00 credits.
- HW 130 - Introduction to Coaching 3.00 credits.
- HA 150 - Introduction to Medical Terminology 2.00 credits.
- MKT 215 - Principles of Marketing 4.00 credits.
- NEU 125 - Introduction to Neuroscience 4.00 credits.
- PBH 111 - NPS Principles of Public Health 4.00 credits.
- PBH 311 - Public Health Interventions 4.00 credits.
- PBH 330 - Determinants of Health and Health Equity 4.00 credits.
- PBH 335 - Epidemiology 4.00 credits.
- PSY 220 - Health Psychology 4.00 credits.
- PSY 240 - Child and Adolescent Development 4.00 credits.
- PSY 245 - Adult Development and Aging 4.00 credits.
- PSY 360 - Psychology of Stress 4.00 credits.

Exercise Science majors can elect to take up to two of the following 500-level courses as elective credits:

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

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- ESC 100 - Introduction to the Exercise Science Professions 1.00 credits.
- Power of Language English Core Course
- PHY 101 - General Physics I 4.00 credits. or
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- ESC 160 - Health and Wellness Promotion 3.00 credits.
- ESC 180 - Kinesiology 3.00 credits.

Health Science (B.S.)

Important note: This degree is not a separate major, but serves as the prerequisite to the integrated first-year entry Master of Science in Occupational Therapy (OT) or the entry-level Doctorate in Occupational Therapy (OTD). Students completing only this course of study are not eligible to become registered occupational therapists but have academic credentials that qualify them to be employed in health care and community settings.

Student Learning Outcomes for Health Science:

Students will be able to:

- Analyze the factors that enable and/or hinder participation in meaningful occupations across the lifespan in multiple contexts.

- Articulate the importance of occupation and its influence on health and wellness.
- Analyze the body of evidence that relates to the understanding of health and human occupation.
- Apply knowledge of culture and global health care patterns and systems to analyze complex cases.
- Demonstrate professionalism through effective oral and written communication.
- Demonstrate professionalism through interpersonal relationships.
- Demonstrate critical self-reflection, promoting independent learning.

The Health Science major requires:

Off-campus experiential learning includes service-learning in the first three years and clinical placements in the fourth year.

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- HE 105 - Introduction to Health and Wellness 4.00 credits.
- HE 110 - Occupations across the Lifespan 4.00 credits.
- HE 205 - Evidence-Based Practice Foundation 4.00 credits.
- HE 210 - Global Health Care Systems 4.00 credits.
- HE 305 - Conditions and the Implications for Occupational Performance 4.00 credits.
- HE 310 - Occupations and Activity Analysis 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- NEU 125 - Introduction to Neuroscience 4.00 credits.

Fourth Year Required Courses (only if accepted into the OT graduate degree program by meeting the entrance requirements):

- OT 505 - Occupational Therapy Evaluation: Adult Populations 4.00 credits.
- OT 515 - Occupational Therapy Evaluation: Pediatric Populations 4.00 credits.
- OT 525 - Occupational Therapy History and Theory 4.00 credits.
- OT 532 - Occupational Therapy Intervention: Adult Populations 4.00 credits.
- OT 533 - Occupational Therapy Intervention: Pediatric Populations 4.00 credits.
- OT 550 - Advanced Occupational Therapy Theory and Application 4.00 credits.
- OT 571 - OT Undergraduate Fieldwork Level I Fall 1.00 credit.
- OT 572 - OT Undergraduate Fieldwork Level I Spring 1.00 credit.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- HE 105 - Introduction to Health and Wellness 4.00 credits.
- HE 110 - Occupations across the Lifespan 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- Power of Language: Other Core course (4 credits)

Notes:

All HE/OT courses must be taken in the semester indicated. BIO 111 and MA 251 must be completed during the first year. **EXCEPTION: An incoming FY student who has earned transfer credit for BIO 201 - Human Anatomy and Physiology I (not BIO 200) is NOT required to register for BIO 111 and may complete an alternative course to meet the college's core requirements for Natural and Physical Sciences (NPS). If a student prefers to take BIO 111 at Elizabethtown College, they are welcome to do so.**

Students should take 16 credits each semester of the first year.

If possible, avoid taking Social Sciences core other than PSY 105 or Natural and Physical Sciences core other than BIO 111 and NEU 125, because these courses are required in the major. If students complete other courses (that will ultimately count as electives) in these areas of understanding, it may create challenges related to completing requirements for minors and studying abroad.

First year students have already been notified of their acceptance into the occupational therapy program. Each first year student is assigned a faculty contact person from the program. A student with further questions should be referred to his/her contact person or to the BS/MS Program Director.

Additional requirements for the Bachelor of Science in Health Sciences:

OT students must achieve a grade of C- or higher in all required courses, including all courses with an HE or OT prefix; BIO 111, BIO 201 and BIO 202, MA 250or MA 251; PSY 105 and NEU 125. Students may repeat courses in accordance with College policies. Students choosing to repeat a course required for the major are strongly encouraged to discuss repeat options with their academic advisors.

Students must achieve an overall cumulative grade point average of 2.00 to earn a Bachelor of Science in Health Sciences. Students who are not continuing into the Occupational Therapy graduate program in year four must complete a minimum of 20 credits of electives. Electives may consist of general education courses and/or approved 300-and 400 level courses that relate to the study of health sciences and the goals/interests of the student. At least one of the elective courses (3.0 – 4.0 credits) must be at the 300/400 level. Students will work with their advisor and/or the program director to identify appropriate and relevant courses.

Requirements for admission into the Occupational Therapy Graduate Program:

OT students must achieve a minimum cumulative grade point average of 2.90 by the end of the junior year to be admitted into the OT graduate degree program, which begins in the senior year.

Students, in conjunction with their academic advisor, must also complete an essay to capture their professional development over their academic career. The purpose of this essay is to identify professional growth goals for entry-level practice and to evaluate their skills and kowledge with regard to essential functions of OT students. No student will be excluded from the graduate program based on the essay. If the composition does not meet the required expectations, repeated drafts guided by the academic advisor may be necessary. Essays are due at the end of the junior year to the Program Director by May 1.

Accreditation

The Occupational Therapy program has maintained a fully-accredited status since 1976 by the Accreditation Council for Occupational Therapy Education (ACOTE). The BS/MS Occupational Therapy degree program is fully

accredited. The Doctorate in Occupational Therapy (OTD) received accreditation status as of January 2024. The organization can be contacted at ACOTE, 7501 Wisconsin Avenue - Suite 510E, Bethesda, MD 20814; phone (301) 652-6611 or email accred@aota.org; www.acoteonline.org.

Medical Laboratory Science (B.S.)

The Medical Laboratory Science major prepares students for successful careers as Medical Laboratory Scientists under the direction of pathologists, physicians, and scientists in the areas of clinical chemistry, microbiology, hematology, and other related clinical fields. Beginning with a highly structured foundational curriculum involving substantial hands-on laboratory experience, students gain the knowledge, skills, and confidence to tackle more complex problems. Professional employment typically requires Medical Laboratory Scientists to be certified by passing the American Society for Clinical Pathology Board of Certification Examination following completion of a formal training program in a medical laboratory setting accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Students may opt to pursue such training during the senior year through a (3+1) program. Alternatively, students may complete additional coursework and experiential laboratory training at Elizabethtown College in fulfillment of the baccalaureate degree before pursuing the Medical Laboratory Science clinical training upon graduation.

Student Learning Outcomes for Medical Laboratory Science

Students will be able to:

- Recall, synthesize, and apply fundamental concepts from multiple disciplines including biology, chemistry, and mathematics.
- Effectively research, synthesize, and communicate scientific information.
- Effectively conduct a procedure for analyzing a chemical/biological sample with an understanding of the importance of ethical scientific practices.
- Effectively demonstrate essential biology and chemistry laboratory techniques, doing so in accordance with accepted safety standards.

The Medical Laboratory Science major requires:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- BIO 200 - NPS Human Anatomy and Physiology: The Basics 4.00 credits.
- BIO 211 - Genetics 4.00 credits.
- BIO 235 - General Microbiology 4.00 credits.
- BIO 310 - Molecular Biology 3.00 credits.
- BIO 310L - Molecular Biology Laboratory 1.00 credit.
- BIO 322 - Immunology 3.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits.
- CH 214 - Chemical Instrumentation 4.00 credits.
- CH 323 - Biochemistry I 3.00 credits.
- CH 326 - Techniques of Biochemistry 2.00 credits.
- CH 395 - Chemistry Seminar I 1.00 credit.
- CH 396 - Chemistry Seminar II 1.00 credit.

- MA 251 - MA Probability and Statistics 4.00 credits.

Elective Courses:

For the (3+1) program, a minimum of **ten** elective credits must be completed with a minimum of four credits coming from BIO and/or CH courses.

For the four-year program, a minimum of **24** elective credits must be completed with a minimum of 12 credits coming from BIO and/or CH courses, two of which must include labs (indicated with an asterisk below).

- BIO 212 - Cell Biology 3.00 credits.
- BIO 212L - Cell Biology Laboratory 1.00 credit. *
- BIO 324 - General Physiology 3.00 credits.
- BIO 324L - General Physiology Laboratory 1.00 credit. *
- BIO 336 - Pathogenic Microbiology 3.00 credits.
- BIO 336L - Pathogenic Microbiology Lab 1.00 credit.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 216 - Synthesis Lab 2.00 credits.
- CH 242 - Physical Inorganic Chemistry 3.00 credits.
- CH 324 - Biochemistry II 2.00 credits.
- CH 402 - Advanced Inorganic Chemistry 2.00 credits.
- CH 414 - Advanced Instrumental Analysis 2.00 credits.
- CH 421 - Advanced Organic Chemistry 2.00 credits.
- CH 455 - Integrated Chemistry Laboratory I 2.00 credits. *
- DAT 200 - Data Analytics 2.00 credits.
- DAT 300 - Big Data and Statistical Analysis 2.00 credits.
- NEU 125 - Introduction to Neuroscience 4.00 credits.
- PBH 111 - NPS Principles of Public Health 4.00 credits.
- PBH 335 - Epidemiology 4.00 credits.
- PHY 101 - General Physics I 4.00 credits.

Additional elective courses for the four-year degree program may include:

- CH 472 - Internship in Chemistry Variable credit. (up to four credits)
- CH 495 - Chemistry Seminar III 1.00 credit.
- CH 496 - Chemistry Seminar IV 1.00 credit.

Clinical Laboratory Experience (3+1 Program):

Admission to Elizabethtown College does not guarantee admission to a clinical instruction program during the senior year. Students who meet the eligibility criteria may seek admittance to Medical Laboratory Science training programs accredited by NAACLS. Upon successful admittance, students complete a minimum of 30 credits during their senior year through the Medical Laboratory Science Training program on topics including Clinical Chemistry, Microbiology, Hematology/ Coagulation, Immunohematology, Immunology/ Serology, and Clinical Seminar.

Courses are transcribed in fulfillment of the Elizabethtown College degree as:

- MLS 490-494 - Special Topics in Clinical Laboratory Sciences Variable credits.

- MLS 495 - Clinical Seminar Variable credits.

First Year Suggested Courses:

- FYS 100 - First-Year Seminar 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- EN 100 - PLE First Year Writing 4.00 credits.
- MA 251 - MA Probability and Statistics 4.00 credits.
- one additional core course

Notes:

To be eligible for the (3+1) program, students must have:

- Maintained a minimum GPA of 2.5 in science and mathematics courses and cumulatively overall
- Completed a minimum of 95 credit hours
- Completed all major requirements except for the Clinical Laboratory Experience
- Completed all College Core requirements (40 credits)

Admission to Elizabethtown College does not guarantee admission to an accredited MLS training program and the (3+1) Program.

- All preclinical coursework must be completed and letter-graded prior to the start of the Clinical Laboratory Experience.
- The exact titles of clinical courses vary by site, but students receive all the required training in their fourth-year through the accredited program. MLS courses such as orientation, laboratory management education, and other offerings unique to the clinical program will be classified as MLS 401 – Clinical Seminar.
- Students participating in the (3+1) program maintain their status as full-time students and may choose to live on campus. Standard room and board fees apply.
- Tuition and applicable fees for the Clinical Laboratory Experience are determined by the accredited NAACLS program. The College collects an administrative fee of $500 per semester for students participating in the (3+1) program, and students participating in the program should notify the Financial Aid Office as soon as possible.

Further questions about the Medical Laboratory Science major can be directed to Dr. Kristi Kneas.

Neuroscience (B.S.)

Neuroscience is an interdisciplinary program that prepares students to develop an understanding of the brain at a cellular and behavioral level using knowledge and skills gleaned primarily from the fields of Biology, Psychology, and Chemistry. Students develop statistical and laboratory skills which are applied in a capstone experience in the field. The Neuroscience program prepares students for work in biological and clinical laboratory settings and for graduate work in Neuroscience and related fields including Neurology, Neuropsychology, Psychology, Cognitive Science, and Medicine.

Student Learning Outcomes for Neuroscience major:

Students will be able to:

- Explain brain function at a cellular and behavioral level.
- Effectively convey an interdisciplinary and evidence-based analysis of neuroscientific research and theories through oral and written formats.
- Effectively demonstrate laboratory techniques used in neuroscience research, doing so in accordance with accepted safety standards.
- Conduct independent research and apply neuroscientific, ethical, and methodological concepts to novel research ideas.

Requirements for the Neuroscience Major:

Foundational Courses

- NEU 125 - Introduction to Neuroscience 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.

Methodological Courses

- PSY 280 - Psychological Statistics 4.00 credits.
- PSY 285 - Psychological Research Methods 4.00 credits.

Breadth Courses

- BIO 211 - Genetics 4.00 credits. (lab required)
- BIO 212 - Cell Biology 3.00 credits. (lab optional)
- PSY 210 - Sensation and Perception 4.00 credits.

Advanced Courses in Neuroscience

- NEU 312 - Cellular and Molecular Neuroscience 4.00 credits.
- NEU 320 - Behavioral Neuroscience 4.00 credits. (lab required)
- NEU 325 - The Neuroscience of Drug Abuse 4.00 credits.

Elective Courses

Students must complete 12 credits among all listed electives. Electives need not be from a single emphasis category, though this may be advisable. Students who want to pursue additional electives are encouraged to consider a minor in Biology, Biochemistry, Psychology, or Cognitive Science.

Cellular/Molecular Emphasis

- BIO 310 - Molecular Biology 3.00 credits.
- BIO 311 - Cancer Biology 4.00 credits.
- BIO 324 - General Physiology 3.00 credits.
- BIO 328 - Behavioral Endocrinology 3.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 323 - Biochemistry I 3.00 credits.

Behavioral Emphasis

- PSY 220 - Health Psychology 4.00 credits.
- PSY 250 - Psychopathology 4.00 credits.
- PSY 255 - Psychotherapy and Assessment 4.00 credits.
- PSY 310 - Intelligence and Creativity 4.00 credits.
- PSY 315 - Cognitive Psychology 4.00 credits.
- PSY 360 - Psychology of Stress 4.00 credits.

Computational Emphasis

- CS 113 - NPS The Power and Beauty of Computing 4.00 credits.
- CS 121 - MA Computer Science I 4.00 credits.
- CS 250 - Foundations of AI & Data Science 4.00 credits.

Capstone in Neuroscience

Students must complete 4.00 credits via one of the following courses.

- NEU 470-474 - Internship in Neuroscience Variable (0.00 to 4.00) credit(s).
- PSY 485 - Advanced Psychological Research 4.00 credits.
- NEU 490 - Research Practicum Variable (0.00 - 4.00) credit(s).

First Year Suggested Courses:

- NEU 125 - Introduction to Neuroscience 4.00 credits.
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- Four Core/Elective courses (16 credits)

Notes:

Neuroscience majors satisfy the Mathematics Area of Understanding in the Core Program upon successful completion of PSY 280.

Nutrition and Human Performance (B.S.)

Student Learning Outcomes

Students will be able to

- Apply foundational principles of biochemistry, metabolism, and human physiology to explain the complex relationship between diet, exercise, and health status across the lifespan.
- Assess an individual's nutritional status, physical activity levels, and/or body composition using evidence-based methods and interpret this data to identify areas for health or performance optimization.
- Develop, justify, and implement effective, evidence-based nutritional and physical activity interventions or educational strategies tailored to meet individual or public health goals.
- Evaluate and explain how nutritional strategies influence performance and physiological adaptations.
- Communicate complex scientific and health information clearly, professionally, and ethically to diverse audiences, adhering to professional standards.

Required Courses:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- BIO 235 - General Microbiology 4.00 credits.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 323 - Biochemistry I 3.00 credits.
- ESC 160 - Health and Wellness Promotion 3.00 credits.
- ESC 220 - Psychology of Exercise and Sport 3.00 credits.
- ESC 260 - Nutrition for Exercise and Sport 3.00 credits.
- ESC 290 - Research Methods and Writing in Exercise and Nutrition Sciences 3.00 credits.
- ESC 320 - Exercise Physiology 3.00 credits.
- ESC 321 - Exercise Physiology Lab 1.00 credit.
- MA 251 - MA Probability and Statistics 4.00 credits.
- NTR 100 - Introduction to Nutrition 3.00 credits.
- NTR 150 - Food and Culture 3.00 credits.
- NTR 250 - Nutrition Through the Life Span 3.00 credits.
- NTR 300 - Nutrition Counseling and Education 3.00 credits.
- NTR 350 - Sports Supplements and Ergogenic Aids 3.00 credits.
- NTR 400 - Advanced Nutrition 3.00 credits.
- NTR 470 - Nutrition Internship 3.00 credits.
- PSY 105 - SSC Introduction to Psychology 4.00 credits.

First Year Suggested Courses:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- ESC 160 - Health and Wellness Promotion 3.00 credits.
- NTR 100 - Introduction to Nutrition 3.00 credits.
- NTR 150 - Food and Culture 3.00 credits.

- PSY 105 - SSC Introduction to Psychology 4.00 credits.

Psychology (B.S.)

Student Learning Outcomes for Psychology major:

Students will be able to:

Scientific and Critical Thinking:

- Exercise scientific reasoning to analyze, interpret, design, and conduct independent psychological research.

Knowledge Base:

- Describe key concepts, principles, and theories in psychological science, demonstrating psychological literacy in many subfields of psychology.

Ethical Reasoning in the Field:

- Apply ethical standards to evaluation of psychological science and practice with sensitivity to context, diversity, and human differences.

Communication:

- Write and present effectively for different audiences and settings.

Professional Development:

- Develop skills in self-regulation, project management, and collaboration.
- Develop career goals and cultivate a sense of purposeful life work.

The Psychology major requires:

- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- NEU 125 - Introduction to Neuroscience 4.00 credits.
- PSY 205 - Career Seminar 1.00 Credits.
- PSY 280 - Psychological Statistics 4.00 credits.
- PSY 285 - Psychological Research Methods 4.00 credits.
- PSY 465 - Seminar in Psychology 4.00 credits.
- PSY 485 - Advanced Psychological Research 4.00 credits.
- Three credits of electives in Psychology (PSY or NEU)
  All students are required to complete one Community- Based Learning course (not restricted to course offerings in Psychology). This course can count towards other requirements within the Psychology major.

Domains of Psychology

Among courses taken in Mind and Body, Self and Society, or Clinical and Counseling, two must be at the 300-level.

Mind and Body

Choose two of the following:

- ESC 220 - Psychology of Exercise and Sport 3.00 credits.
- PSY 210 - Sensation and Perception 4.00 credits.
- PSY 220 - Health Psychology 4.00 credits.
- PSY 310 - Intelligence and Creativity 4.00 credits.
- PSY 315 - Cognitive Psychology 4.00 credits.
- PSY 360 - Psychology of Stress 4.00 credits.
- NEU 320 - Behavioral Neuroscience 4.00 credits. (with lab)
- NEU 325 - The Neuroscience of Drug Abuse 4.00 credits.

Self and Society

Choose two of the following:

- PSY 211 - SSC Political Psychology (PS 211) 4.00 credits.
- PSY 230 - Psychology of Women and Gender 4.00 credits.
- PSY 235 - Social Psychology 4.00 credits.
- PSY 240 - Child and Adolescent Development 4.00 credits.
- PSY 245 - Adult Development and Aging 4.00 credits.
- PSY 330 - Psychology of Prejudice (WGS 330) 4.00 credits.
- PSY 335 - Applied Social Psychology 4.00 credits.

Clinical and Counseling

Choose one of the following:

- PSY 250 - Psychopathology 4.00 credits.
- PSY 255 - Psychotherapy and Assessment 4.00 credits.
- PSY 350 - Child Psychopathology and Treatment 4.00 credits.
- PSY 355 - Counseling Psychology 4.00 credits.

First Year Suggested Courses:

- PSY 105 - SSC Introduction to Psychology 4.00 credits. (Preferably to be taken in the first semester)
- NEU 125 - Introduction to Neuroscience 4.00 credits. (Preferably to be taken in the second, third, or fourth semester.)
- One 200-level course in the Domains of Psychology (Mind and Body, Self and Society, Clinical and Counseling)
- Five Core/Elective courses (20 credits total)

Notes:

PSY 105 is a prerequisite to all psychology courses, except PSY 130 and PSY 211.

Students must achieve an average of a C- or better for PSY 280 and PSY 285 to continue in the major.

Psychology majors satisfy the Mathematics Area of Understanding in the Core Program upon successful completion of PSY 280.

For those students pursing the Elizabethtown College Master of Arts in Counseling Psychology 3+2 Pipeline Program, please note the following recommendations:

- For the 3+2 Program, students will be required to take Summer and/or Winter Term courses to attain the required 125 credits in 3 years (unless they already have sufficient credits when they begin their B.S. such as through A.P. or dual enrollment courses). The recommended summer courses could include:
    - PSY 211 - SSC Political Psychology (PS 211)
    - PSY 240 - Child and Adolescent Development
    - EN 261 - CE Writing and Analyzing the Short Story
    - FR 111 - PLO Elementary French I
    - SP 111 - PLO Elementary Spanish I
- The admission requirements and curriculum are listed under the Master of Arts in Counseling Psychology Program in the School of Graduate and Professional Studies Catalog.

Minors

Biochemistry Minor

The Biochemistry minor requires:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits.
- CH 323 - Biochemistry I 3.00 credits.
- CH 324 - Biochemistry II 2.00 credits.
- CH 326 - Techniques of Biochemistry 2.00 credits.
  or
- BIO 212 - Cell Biology 3.00 credits. and
- BIO 212L - Cell Biology Laboratory 1.00 credit.
  or
- BIO 310 - Molecular Biology 3.00 credits. and
- BIO 310L - Molecular Biology Laboratory 1.00 credit.

Accreditation

The Chemistry and Biochemistry Programs are on the approved list of the American Chemical Society Committee on Professional Training.

Biology Minor

A Biology minor provides course options from which a student can gain an overall view of the discipline of biology. The total number of credits needed will be 17 or 20, depending on course selection.

The Department of Biological and Environmental Sciences has a prerequisite for entry into BIO 211 and upper-level classes contingent upon an average grade of C- or better in BIO 111 and BIO 112 or permission by the Dean and instructor.

To aid in course selection and career counseling, please contact your minor advisor.

Course Requirements:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits.

At least three additional courses in Biology (BIO) excluding 0-, 1- or 2-credit courses.

Chemistry Minor

The Chemistry minor requires:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits.
- CH 113 - Organic Chemistry I 4.00 credits.
- CH 213 - Organic Chemistry II 3.00 credits.
- CH 201 - Laboratory Methods in Chemistry 3.00 credits.
- CH 214 - Chemical Instrumentation 4.00 credits.
- At least four additional credits of advanced Chemistry electives as approved by the Program faculty

Accreditation

The Chemistry and Biochemistry Programs are on the approved list of the American Chemical Society Committee on Professional Training.

Coaching Minor

The Coaching Minor requires:

- ESC 140 - Sport Medicine 3.00 credits.
- ESC 160 - Health and Wellness Promotion 3.00 credits.
- HW 130 - Introduction to Coaching 3.00 credits.
- HW 470 - Coaching Internship 1.00 credit.

Elective Courses:

At least eight credit hours from the following (may **not** be ESC courses if Exercise Science major):

- COM 120 - Intro to Communications 4.00 credits.
- COM 180 - SSC Media, Sports, and Society 4.00 credits.
- COM 210 - Presentation Skills 4.00 credits.
- ED 105 - Foundations of Teaching and Learning 4.00 credits. (Education majors only)
- ED 150 - Early Childhood Development 4.00 credits. (Education majors only)
- ED 151 - Early Adolescent/Adolescent Development 4.00 credits. (Education majors only)
- ESC 110 - Foundations for Resistance Training Techniques 1.00 credit.
- ESC 180 - Kinesiology 3.00 credits.
- ESC 220 - Psychology of Exercise and Sport 3.00 credits.
- ESC 240 - Motor Learning 3.00 credits.
- ESC 260 - Nutrition for Exercise and Sport 3.00 credits.
- ESC 290 - Research Methods and Writing in Exercise and Nutrition Sciences 3.00 credits.
- HW 110 - Being a Mental Health Ally 1.00 credit.
- NTR 100 - Introduction to Nutrition 3.00 credits.
- PSY 220 - Health Psychology 4.00 credits.
- PSY 240 - Child and Adolescent Development 4.00 credits.
- PSY 245 - Adult Development and Aging 4.00 credits.
- PSY 315 - Cognitive Psychology 4.00 credits.

Environmental Studies Minor

Student Learning Outcomes:

Students will be able to:

- Synthesize, integrate, and apply material from multiple disciplines as it pertains to environmental studies.
- Effectively research and communicate information or perspectives relevant to environmental studies.
- Articulate their personal attitude and relationship to the environment.

Required Courses:

- ENV 113 - NPS Introduction to Environmental Science 4.00 credits.
- ENV 225 - Geographic Information Systems: Fundamentals and Applications 4.00 credits.

Two Natural and Physical Science Courses:

No laboratory requirement to fulfill minor, but courses with * have a built-in, required lab.

- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life 4.00 credits. *
- BIO 313 - General Ecology 3.00 credits. (with or without BIO 313L)
- BIO 317 - Aquatic Ecology 4.00 credits. *
- BIO 218 - Marine Biology 3.00 credits.
- BIO 320 - Conservation Biology 4.00 credits.
- BIO 335 - Microbial Ecology and Diversity 4.00 credits. *
- BIO 342 - Primates 4.00 credits.
- BIO 347 - Invertebrate Zoology 4.00 credits. *
- EGR 251 - Introduction to Environmental Engineering 3.00 credits.

- ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere 4.00 credits. *

Two Social Science/Humanities Courses:

- EC 102 - SSC Principles of Microeconomics 4.00 credits.
- EN 252 - HUM Environmental Humanities 4.00 credits.
- PBH 111 - NPS Principles of Public Health 4.00 credits.
- PH 255D - Advanced Ethics: Environmental 4.00 credits.
- PS 363 - American Domestic Policy 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.

Exercise Science Minor

The Exercise Science Minor Requires:

- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.
- BIO 201 - Human Anatomy and Physiology I 4.00 credits.
- BIO 202 - Human Anatomy and Physiology II 4.00 credits.
- ESC 100 - Introduction to the Exercise Science Professions 1.00 credits.
- ESC 110 - Foundations for Resistance Training Techniques 1.00 credit.
- ESC 180 - Kinesiology 3.00 credits.
- ESC 320 - Exercise Physiology 3.00 credits. * *Not required to take ESC 321 as a corequisite*

Electives (six credits):

Note: Many courses require additional prerequisities.

- ESC 140 - Sport Medicine 3.00 credits.
- ESC 160 - Health and Wellness Promotion 3.00 credits.
- ESC 220 - Psychology of Exercise and Sport 3.00 credits.
- ESC 240 - Motor Learning 3.00 credits.
- ESC 260 - Nutrition for Exercise and Sport 3.00 credits.
- ESC 280 - Biomechanics 3.00 credits.
- ESC 290 - Research Methods and Writing in Exercise and Nutrition Sciences 3.00 credits.
- ESC 321 - Exercise Physiology Lab 1.00 credit.
- ESC 340 - Fitness Testing and Exercise Prescription 3.00 credits.
- ESC 341 - Fitness Testing and Exercise Prescription Lab 1.00 credit.
- ESC 380 - Organization and Management of Fitness Facilities 3.00 credits.
- ESC 440 - Strength Training and Conditioning 3.00 credits.
- ESC 441 - Strength Training and Conditioning Lab 1.00 credit.
- NTR 100 - Introduction to Nutrition 3.00 credits.

Nutrition Minor

Required Courses:

- ESC 260 - Nutrition for Exercise and Sport 3.00 credits.
- NTR 100 - Introduction to Nutrition 3.00 credits.
- NTR 250 - Nutrition Through the Life Span 3.00 credits.

At least three from the following:

- NTR 150 - Food and Culture 3.00 credits.
- NTR 300 - Nutrition Counseling and Education 3.00 credits.
- NTR 350 - Sports Supplements and Ergogenic Aids 3.00 credits.
- NTR 400 - Advanced Nutrition 3.00 credits.

Psychology Minor

Students are encouraged to tailor their selection of courses to their personal and career goals in consultation with a member of the Psychology faculty.

The Psychology minor requires the following courses:

- PSY 105 - SSC Introduction to Psychology 4.00 credits.
- 16 credits of Psychology electives (PSY or NEU prefix); at least four credits of which must be at the 300- or 400-level

Courses

ASL 105 - PLO American Sign Language

4.00 credits. **(Power of Language Core Course)**
An introduction to American Sign Language (ASL). The course will examine the fundamentals of the sign lexicon emphasizing grammatical features of comprehension and expression. Students will build conversational skills through dialogues about the everyday life experiences that make up meaningful participation in human occupations. Through the Community-Based Learning experience, students will engage in contextual learning through interactive social participation with individuals in the Deaf Community. **Signature Learning Experience: Community-Based Learning.**

BIO 101 - NPS Biological Concepts

4.00 credits. **(Natural and Physical Science Core Course)**
Designed for the non-biology major. This course will present an overview of the major biological concepts and ideas emphasizing their relevance to our daily lives. The course is designed to stimulate discussion of current biological issues and is intended to provide an understanding of the basic mechanisms of life. **Corequisite(s):* BIO 101L. *Students who have taken BIO 111 may not take this course. Hours: lecture 3, laboratory 3. Spring semester or summer session, when offered.

BIO 111 - Molecules, Cells, & Animal Systems

4.00 credits. The study of the chemical and cellular basis of life, human and animal anatomy and physiology, cellular reproduction, heredity and animal development. For Biology majors and those students taking additional biology courses. This course fulfills one of the Natural and Physical Sciences Core requirements for Biology majors. **Corequisite(s):* BIO 111L. *This course may not be taken for credit after completing BIO 101 without permission of the Dean. Hours: lecture 3, laboratory 3. Students must achieve an average grade of C- or above in BIO 111 and BIO 112 to continue in the major or receive permission by the Dean and course instructor. This course fulfills the Natural and Physical Science – Lab Science area of understanding for programs where BIO 111 is a required course within the academic program. Fall and Spring semesters.

BIO 112 - Principles of Evolution, Ecology, and Diversity of Life

4.00 credits. In this class, you will learn about major ideas from evolutionary biology and ecology, together with information about organismal diversity. The concepts and information from class will allow you to explore a wide range of interesting questions, including questions with important applications for human health and for environmental sustainability. The overall goal for this class is to provide you with a set of ideas and information that you can use in other biology classes, in your professional and volunteer work, as a citizen, and in making everyday decisions. **Corequisite(s):* BIO 112L. Hours: lecture 3, laboratory 3. Students must achieve an average grade of C- or above in BIO 111 and BIO 112 to continue in the major or receive permission by the instructor. Spring semester.

BIO 200 - NPS Human Anatomy and Physiology: The Basics

4.00 credits. **(Natural and Physical Sciences Core Course)**
This course is an overview of the structure and function of the human integumentary, skeletal, muscular, digestive, cardiovascular, respiratory, nervous, and endocrine systems. Particular attention is given to dysfunction and diseases of the neuromuscular systems in populations commonly treated by music therapists. The laboratory will involve the

observation of a prosected human cadaver, and small group work on experiments and a series of clinical case studies meant to reinforce anatomical and physiological principles discussed in lecture. Hours: lecture 3, laboratory 3. Spring semester, alternate years.

BIO 201 - Human Anatomy and Physiology I

4.00 credits. The study of structure and function of the human integumentary, skeletal, muscular, and nervous systems. Particular attention is given to structure and function as it relates to dysfunction and disease. Laboratory work includes learning from human cadavers. Enrollment limited to science and health-related majors. **Prerequisite(s):* A grade of C- or better in BIO 111, or permission of instructor. **Corequisite(s):* BIO 201L. Hours: lecture 3, laboratory 3. Fall semester. Course Fee.

BIO 202 - Human Anatomy and Physiology II

4.00 credits. A continuation of BIO 201. The study of structure and function of the human endocrine, circulatory, respiratory, excretory, digestive, and reproductive systems. Emphasis on these systems as they relate to homeostasis and disease. Laboratory work includes learning from human cadavers and "hands-on" manipulation of instruments useful to the health profession student. Enrollment limited to science and health-related majors. **Prerequisite(s):* A grade of C- or above must be earned in BIO 201. **Corequisite(s):* BIO 202L. Hours: lecture 3, laboratory 3. Spring semester. Course fee.

BIO 211 - Genetics

4.00 credits. An integrated and comprehensive review of Mendelian and non-Mendelian principles of heredity. Heredity will be discussed on a molecular level, including chromosomal structure and replication, gene regulation, DNA mutation and repair, as well as modern genetics topics, such as epigenetic regulation and genetically modified organisms. Laboratory work includes demonstration of genetic principles through hands-on activities like Drosophila crosses and molecular genotyping of dihybrid crosses. Students will acquire foundational molecular biology techniques. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112 or permission by the instructor. **Corequisite(s):* BIO 211L. Hours: lecture 3, laboratory 3. Fall semester.

BIO 212 - Cell Biology

3.00 credits. Study of the cell from a molecular perspective and integrated approach. Morphological and physiological study of cells, cell mechanisms, and cell organelles are explained through understanding the interaction of biological molecules. Laboratory involves qualitative and quantitative investigations of cellular and molecular construction of enzymatic pathways through various extraction and analysis techniques. **Prerequisite(s):* An average of C- or better in BIO 111 and BIO 112, Neuroscience major with BIO 111 grade of C-, or permission by the instructor. Hours: 3. Spring semester.

BIO 212L - Cell Biology Laboratory

1.00 credit. The laboratory exercises demonstrate many of the important cell biology principles covered in the lecture course (BIO 212). Required for Biotechnology and Biochemistry and Molecular Biology majors. **Corequisite(s):* BIO 212. Hours: 3. Spring semester.

BIO 218 - Marine Biology

3.00 credits. A study of the chemical and physical characteristics of marine ecosystems and the functional adaptions of marine organisms to those systems. Representative marine communities including rocky intertidal and coral reefs are examined in detail. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112 or permission of instructor. Hours: 3. Spring semester, when offered.

BIO 220 - Nutrition

3.00 credits. This course serves as an introduction to nutrition as it relates to biology and science. It focuses on the importance and role of the macro- and micronutrients and discusses how these nutrients are acquired and utilized by the body. In addition, the role of nutrition in the development, health and well-being of the individual is discussed. These concepts will be applied to personal health through nutritional assessment and dietary planning. **Prerequisite(s):* BIO 111 or permission of instructor. Hours: lecture 3. Fall semester and occasionally online in Summer term.

BIO 235 - General Microbiology

4.00 credits. An introductory study of microbiology. This course will focus on the impact of microorganisms on our world through study of microbial evolution, as well as microbial structure & function, metabolism, and genetics. The laboratory portion of the course gives practice in the isolation and identification of bacteria using a range of classical and molecular techniques. **Prerequisite(s):* An average of C- or better in BIO 111 and BIO 112 and CH 105 or CH 113, or permission of instructor. Hours: lecture 3, laboratory 3. Spring semester.

BIO 274 - Biological Internship

Variable (0.00-4.00) credits. Biological Internship 274 is a Signature Learning Experience that is intended for students exploring career options in environmental or biological sciences, including health care, and/or in need of observation hours for their intended post-baccalaureate programs. These experiences do not involve direct hands-on work or patient care, but instead, participation in peripheral activities such as administrative work or patient care through medical shadowing. The credits earned in BIO 274 are free electives. Register by Instructor. Graded Pass/No Pass. **Signature Learning Experience: Internship.**

BIO 276 - Career Seminar

1.00 credit. Through this course, Biology, Biotechnology, and Environmental Science majors will explore their own strengths and abilities, learn about the intersection and breadth of these fields, and explore career paths and career options. In this course, students will interview professionals, create a customized education plan, and develop the skills necessary for communicating their interests, abilities, and experiences to a professional audience. They will also learn how to find and apply effectively for internships with real organizations. **Prerequisite(s):* An average of C- or better in BIO 111 and BIO 112 or permission of instructor.

BIO 301 - Advanced Human Anatomy

4.00 credits. An exploration of human anatomical variation through cadaver dissection. Students learn about structural organization of the human body, develop dissection skills, and explore the history of anatomy and role of cadaveric dissection in medicine and culture. Hours: 6. **Prerequisite(s):* Pre-requisites: Grade of C or better in BIO 201 and BIO 202 and instructor permission. Register by Instructor. Fall semester, alternate years. Course fee.

BIO 310 - Molecular Biology

3.00 credits. This course provides background in bacterial and eukaryotic molecular biology, including mechanisms of DNA replication, transcription, and translation. We will discuss regulation of gene expression in bacteria and eukaryotes, current techniques used to study and manipulate molecular processes, and ethical questions raised by rapid advances in molecular biology. Students will gain experience in reading and interpreting scientific journal articles. Through case studies, we will explore applications of molecular biology in areas including infectious and heritable disease, cancer biology, crop science, and conservation biology. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112 or permission by instructor. Hours: 3. Fall semester.

BIO 310L - Molecular Biology Laboratory

1.00 credit. This course provides hands-on experience with current molecular biology techniques. Planning and trouble-shooting experiments and interpreting experimental results are emphasized. Students gain experience with basic bioinformatics, PCR, molecular cloning, and use of CRISPR/Cas9 for DNA editing. **Corequisite(s):* BIO 310. Hours: 3. Fall semester.

BIO 311 - Cancer Biology

4.00 credits. A practical and theoretical examination of current techniques employed to study cellular biology. Proficiencies in experimental design, data collection, data analysis, and critical review of current literature are developed. Mammalian tissue culture techniques, immunohistochemistry, ELISA, polyacrylamide and agarose gel electrophoresis, western analysis, and cellular apoptosis are emphasized. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112, 15 total credit hours of biology, including BIO 212 and eight credit hours of chemistry or permission by instructor. Hours: 6. Spring semester.

BIO 313 - General Ecology

3.00 credits. We investigate the relationships between organisms and their environment in the context of individual behavior, population dynamics, community structure, energy flow, and nutrient cycling. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112,16 total credit hours of biology or permission of instructor. Hours: 3. Fall semester.

BIO 313L - General Ecology Laboratory

1.00 credit. As an inquiry-based course, we will conduct ecological studies through observational experimental, and modeling approaches. Students will learn ecological techniques to study individual behavior, population dynamics, community structure, and ecosystem processes. **Corequisite(s):* BIO 313. Hours: 3. Fall semester.

BIO 317 - Aquatic Ecology

4.00 credits. The study of physical, chemical, and biological relationships in freshwater aquatic ecosystems including lakes, streams, and wetlands. The course will include laboratory and field experimentation using local aquatic ecosystems. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112 or permission of instructor. Hours: lecture 3, laboratory 3. Fall semester.

BIO 320 - Conservation Biology

4.00 credits. Conservation biology is an applied scientific discipline devoted to understanding and preserving the world's biodiversity. We will examine in lecture and through a series of case studies how basic ecological principles are being applied to preserve biodiversity. The case studies will highlight conservation at the species, community, ecosystem, and biosphere levels and societal aspects of conservation. We will also experience local biodiversity via field trips, civic engagement, and species identification sessions. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112 or permission of the instructor. Spring semester, alternate years.

BIO 322 - Immunology

3.00 credits. A study of the effector mechanisms of the innate and adaptive immune system that protect us from infectious disease. The course includes discussion of how the immune system contributes to human disease through allergy and autoimmunity, and medicine through vaccination and immunotherapy. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112 or permission of instructor. Hours: 3. Spring semester, when offered.

BIO 322L - Immunology Laboratory

1.00 credit. The immunology laboratory experiments demonstrate many of the research methods currently utilized for studying immunology. This includes ELISA, flow cytometry, Western blotting, and cell culture. **Corequisite(s):* BIO 322. Hours: 3. Spring semester, when offered.

BIO 324 - General Physiology

3.00 credits. A study of vertebrate physiology. This course encompasses interactions among genes, molecules, cells, and organ systems in relation to function, with an emphasis on physiological adaptations to diverse environments. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112 or permission of instructor. Hours: 3. Fall semester, when offered.

BIO 324L - General Physiology Laboratory

1.00 credit. This laboratory illustrates the scientific process in the field of physiology. It challenges students to formulate hypothesis, collect data using techniques such as electrography, spirometry, microscopy, and spectrometry, as well as conduct quantitative analysis to ultimately understand selected physiological mechanisms. **Corequisite(s):* BIO 324. Hours: 3. Fall semester, when offered.

BIO 328 - Behavioral Endocrinology

3.00 credits. In this course students will learn about the complex interactions between the endocrine and nervous systems, and their combined effects on behavior. Particular emphasis will be given to the physiological mechanisms involved in behavioral regulation and the pathologies associated with the endocrine system. The overarching goal of this course is to introduce students to current theories of how animal behavior is organized and regulated through modulation of the endocrine system and its interaction with the nervous system in particular. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112, and BIO 211 or permission by instructor. Hours: 3. Fall semester, when offered.

BIO 330 - Global Change Biology

3.00 credits. This course will examine the biological, physical, chemical, and societal impacts of anthropogenic climate change on Earth Systems. Through a combination of lecture, discussion, literature analysis, and guest speakers, students will gain an appreciation of the need for interdisciplinary study to address pressing environmental issues. Students will work in teams to develop solutions to climate change related issues of their choosing. **Prerequisite(s):* BIO 111 or BIO 112, or permission of instructor. Spring semester, alternate years.

BIO 335 - Microbial Ecology and Diversity

4.00 credits. The study of microorganisms from community, population, and systems ecology perspectives. This course examines fitness trade-offs in context of environmental challenges, as well as microbial diversity. Topics will include biogeochemical cycling, degradation of organic matter, and symbiosis while highlighting unique environments such as thermal vents, the gut of ruminant animals, and anoxic environments. Laboratory is used to further develop experimental design, field-based research, and molecular approaches to microbial community ecology. **Prerequisite(s):* BIO 235 or permission of instructor. Hours: lecture 3, laboratory 3. Fall semester, when offered.

BIO 336 - Pathogenic Microbiology

3.00 credits. An intensive study of the disease-causing microorganisms of humans. General epidemiology and cellular processes of pathogenesis of bacteria and viruses will be examined. The human immune system as it relates to how bacteria and viruses subvert host defenses to infect, survive and grow in the host are also covered. **Prerequisite(s):* BIO 211 or BIO 235 or permission by instructor. Hours: lecture 3. Fall semester, when offered.

BIO 336L - Pathogenic Microbiology Lab

1.00 credit. Experience with a variety of techniques important in the study of pathogenesis will be covered in this course, including microbial culture, ELISA, PCR, and bioinformatic approaches. This course will be used to teach research as a process and involves the development of a research proposal. **Prerequisite(s):* BIO 235 or permission of instructor. **Corequisite(s):* BIO 336. Hours: 3. Fall semester, when offered.

BIO 341 - Comparative Mammalian Anatomy

4.00 credits. A comparative study of the morphology and function of selected representatives from the class Mammalia. This course addresses principles of anatomy and evolutionary forces driving morphological diversity in mammalian species. The laboratory component offers interaction with anatomical models, blunt dissection of specimens, and independent student inquiry. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112. Hours: lecture 2, laboratory 4.

BIO 342 - Primates

4.00 credits. This course is a survey of the Order Primates using current taxonomic relationships to organize the content and sequence of topics. Through an examination of the morphological characteristics, distribution, adaptation, and behaviors of non-human primates, this course will provide a context within which we can understand our unique place in the continuum of nature. Selected topics such as social organization, reproduction and development, communication, cognition, and conservation will be coupled with the taxonomic survey.

BIO 343 - Human Origins

4.00 credits. Examines the fossil, molecular, and archaeological record of human evolution, providing a comprehensive survey of our biological and behavioral changes from the earliest proposed hominins to modern Homo sapiens. Important topics include bipedalism, the changing ecology of the Plio-Pleistocene, tool use, hominin interactions with their changing environments, increased brain size and intelligence, social behaviors, symbolic behaviors such as language and art, and other significant bio-cultural adaptations.

BIO 347 - Invertebrate Zoology

4.00 credits. Invertebrates include species with diverse, fascinating, and sometimes bizarre structure, adaptations, and behavior. In this course, you will become familiar with the basic biology of members of most invertebrate phyla. We will explore how the structural features and behavior of the invertebrates relate to the critical roles different invertebrate species play in ecosystems, biomedical research, and public health. Invertebrate zoology is relevant to almost any area of biology, so this class is meant to provide you with information you will be able to use to answer questions that come up in both your professional and everyday life. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112 or permission of instructor. Hours: lecture 3, laboratory 3. Fall semester, alternate years.

BIO 352 - Developmental Biology

3.00 credits. This course addresses how differently gene expression, physical properties of cells, and signaling between cells contribute to development from a fertilized egg into a complex adult. We will explore how differences in development underlie the diversity of animal species. Medical applications are emphasized, including the role of developmental processes in cancer and diseases of aging, as well as effects of pollutants and other environmental factors on development. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112, and BIO 211. Hours: 3. Fall semester, alternate years.

BIO 352L - Developmental Biology Laboratory

1.00 credit. Techniques such as grafting tissue and staining with vital dyes and antibodies are used. Experiments address questions about cell-cell signaling, differentiation, evolution of gene families, regeneration, and effects of UV radiation and pesticides on early vertebrate development. **Corequisite(s):* BIO 352. Hours: 3. Fall semester, alternate years.

BIO 362 - Ecotoxicology

4.00 credits. The study of the fate and transport of toxic compounds in the environment. The toxicity of individual pollutants at the organismal, species, population and community levels is discussed. Risk assessment and risk management in ecological systems also are discussed. The course includes laboratory experimentation. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112 or permission of instructor. Hours: lecture 3, laboratory 3.

BIO 363 - Forensic Anthropology

4.00 credits. Analysis of human skeletal anatomy from the medico-legal perspective, emphasizing recovery, bone identification, and determination of sex, ethnicity, stature and age of an individual. Register by Instructor.

BIO 473 - Advanced Internship in Biology

12.00 credits. This specialized internship experience is conducted off campus and supervised by a professional in the area. These experiences will be typically, but not limited to, industrial or academic laboratory work, or fieldwork in medicine, public or the allied health disciplines. A maximum of twelve credit hours from Biology 473 may count as biology electives. Additional credits count as free electives. **Prerequisite(s):* Senior standing, majors, 2.70 cumulative grade point average with a 3.00 grade point average in the major. Must be taken for a full semester off campus for free elective credit only. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor.

BIO 474 - Internship in Biological Sciences

Variable (0.00 to 4.00) credit(s). Direct work experience in an environmental science-related or biological science-related field, such as resource management, biotechnology, pharmaceuticals, health care, analytical laboratories, and state agencies. Credits count as free electives. **Prerequisite(s):* At least sophomore standing. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor.

BIO 480-489 - Independent Study in Biology

Variable credit. Opportunity for advanced students to engage in independent study on a topic of choice. **Prerequisite(s):* Approval of the Dean and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

BIO 491 - Research in Biology

Variable credit. An original research investigation planned and performed by students in consultation with faculty. Students must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. A maximum of four credit hours from Biology 491 and 492 combined can count as biology electives. Additional credits count as free electives. A research experience totaling four credits is required for Honors in Biology. **Prerequisite(s):* At least junior standing. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass. Register by Instructor. Fall semester. This course is repeatable for credit.

BIO 492 - Research in Biology

Variable credit. An original research investigation planned and performed by students in consultation with faculty. Students must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. A maximum of four credit hours from Biology 491 and 492 combined can count as biology electives. Additional credits count as free electives. A research experience totaling four credits is required for Honors in Biology. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass. Register by Instructor. Spring semester. This course is repeatable for credit.

BIO 495 - Seminar in Biology

1.00 credit. Students will read and discuss articles in the biological literature dealing with major advances in biology. A paper and oral presentation on a subject related to the discussion is required. **Prerequisite(s):* Senior standing or permission by the Dean of the School of Sciences. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Spring semester.

CH 101 - NPS General Chemistry: Practical Principles

4.00 credits. **(Natural and Physical Science Core Course)**
This course is a one-semester survey of chemistry intended primarily for non-science majors. The main objective is to raise the students' awareness of the chemistry in the world around them and to allow them to appreciate its importance and purpose. Chemistry is in the air, lakes, rivers, our clothes, computers, food, our bodies – in essence, it is everywhere. Chemistry is also in the news when we hear about forensic analysis, DNA sequencing, drug design, new ceramic or plastic materials, new computer chips, etc. This course presents chemistry in the context of real-world examples, such as forensics, food chemistry, chemistry of the body, and the like; the specific choice is left to the instructor. The examples presented lead to the introduction of scientific and chemical principles, which are then applied to achieve an appropriate solution or understanding. **Prerequisite(s):* High school algebra. **Corequisite(s):* CH 101L. Hours: lecture, 3; laboratory, 3. Spring semester, when offered.

CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science

4.00 credits. **(Natural and Physical Science Core Course)**
An introduction to the study of the material world from a conceptual, model-building viewpoint. Topics include: elements and compounds, atomic composition and electronic structure, bonding and molecular structure, physical properties, and chemical equilibrium. **Prerequisite(s):* High school chemistry and algebra. **Corequisite(s):* CH 105L. Hours: lecture 3, laboratory 3. Additional charges may apply; please contact the instructor for information. Fall and Spring semesters.

CH 109 - NPS Introduction to Forensic Science

4.00 credits. **(Natural and Physical Science Core Course)**
Scientific principles are applied to the analysis of evidence found at a crime scene. Fingerprints, bloodstains, drugs, paint chips, broken glass, and strands of hair are all valuable evidence for solving crimes, but only if they are properly collected and analyzed. This course provides an overview of the field of forensic science and ties in the scientific concepts underlying the various techniques. Several topics involve hands-on experiments to apply topics in the laboratory setting. **Corequisite(s):* CH 109L. Fall or spring semester.

CH 113 - Organic Chemistry I

4.00 credits. An introduction to the principles guiding the structure of organic molecules and how structure affects reactivity. Both structure and reactivity will be approached from kinetic, thermodynamic, and mechanistic viewpoints. Topics include bonding, stereochemistry, nomenclature, conformational analysis, substitutions, eliminations, addition reactions, and instrumentation applied to carbon compounds. The importance of organic compounds across disciplines and in everyday life will be emphasized. **Prerequisite(s):* a grade of C- or above in CH 105. **Corequisite(s):* CH 113L. Hours: lecture 3, laboratory 3. Spring semester.

CH 201 - Laboratory Methods in Chemistry

3.00 credits. This course presents several analytical laboratory techniques that are used in many of the upper-level chemistry (and other science) courses. These techniques include: making careful volumetric and gravimetric measurements, performing statistical analysis and writing a report. **Prerequisite(s):* CH 105. Hours: lecture 1, laboratory 3. Fall semester.

CH 213 - Organic Chemistry II

3.00 credits. A continuation of CH 113, that builds on the principles of structure and reactivity from kinetic, thermodynamic, stereochemical, and mechanistic viewpoints. An emphasis will be placed on synthesis and reaction mechanism with a focus on the chemistry of aromatic compounds and the carbonyl group. The importance of organic compounds across disciplines and in everyday life will be emphasized. **Prerequisite(s):* a grade of C- or above in CH 113. Hours: lecture 3. Fall semester.

CH 214 - Chemical Instrumentation

4.00 credits. Instrumental methods of analysis. Methods discussed include atomic and molecular spectroscopy, electrochemistry, chromatography, and mass spectrometry. Laboratory introduces a variety of analytical instruments and associated methods, including computer-based data analysis. **Prerequisite(s):* CH 113 and CH 201. **Corequisite(s):* CH 214L. Hours: lecture 3, laboratory 4. Spring semester.

CH 216 - Synthesis Lab

2.00 credits. Synthesis spans the sub-disciplines of chemistry and offers the power to build molecules for unlimited applications. This laboratory course focuses on chemical transformations with the goal of making relevant and useful products. In the course, students will build upon both knowledge and synthetic techniques learned in prior courses to perform multi-step synthesis, purification, and chemical analysis of products. There will be an emphasis on reaction optimization and a variety of chemical and spectroscopic characterization methods will be employed. **Prerequisite(s):* C- or higher in CH 213. Hours: Laboratory 3. Fall and Spring semesters.

CH 242 - Physical Inorganic Chemistry

3.00 credits. Bonding in ionic and covalent inorganic substances. Inorganic reactivity in oxidation-reduction systems and accompanying thermodynamics and chemical kinetics. Coordination chemistry of transition metals and some descriptive chemistry of main group elements. **Prerequisite(s):* CH 213. Hours: lecture 3. Spring semester.

CH 291 - Independent Research in Chemistry

Variable (1.00 to 3.00) credit(s). An independent experimental or theoretical investigation under the close supervision of a faculty member and designed specifically for students who are too early in their course work to begin CH 491, CH 490, or CH 471. **Prerequisite(s):* Permission of instructor. Register by Instructor. Fall semester. This course is repeatable for credit.

CH 292 - Independent Research in Chemistry

Variable (1.00 to 3.00) credit(s). An independent experimental or theoretical investigation under the close supervision of a faculty member and designed specifically for students who are too early in their coursework to begin CH 491, CH 490 or CH 471. **Prerequisite(s):* Permission of instructor. Register by Instructor. Spring semester. This course is repeatable for credit.

CH 323 - Biochemistry I

3.00 credits. The integration of principles introduced in previous courses, including general biology, general chemistry, and organic chemistry, applied towards an understanding of living matter. Structures, functions, and

metabolism of the major classes of biomolecules are emphasized. **Prerequisite(s):* BIO 111, CH 213, and an additional 200-level biology or chemistry and biochemistry program course. Fall semester.

CH 324 - Biochemistry II

2.00 credits. A continuation of CH 323, with an emphasis on the integration and regulation of metabolism of biomolecules. **Prerequisite(s):* CH 323. Hours: Lecture 2. Spring semester.

CH 326 - Techniques of Biochemistry

2.00 credits. Techniques used in experimental investigations in biochemistry, focusing on protein isolation and characterization, and enzyme kinetics. **Prerequisite(s):* CH 323. Hours: laboratory 4. Spring semester.

CH 343 - Physical Chemistry

3.00 credits. An investigation of the physical basis of chemistry, treating molecular properties, bulk properties, and chemical reactions by applying the laws of physics. The fundamentals of quantum mechanics are introduced and applied to atoms, molecules, and their interactions. Basic spectroscopy is covered from this perspective. Bulk level systems are treated with classical thermodynamics leading up to the treatment of chemical equilibrium. An introduction to chemical kinetics is given. **Prerequisite(s):* PHY 201, MA 121, and CH 214.

CH 395 - Chemistry Seminar I

1.00 credit. Part of a two-semester seminar sequence, CH 395 challenges students to critically evaluate how chemistry is communicated to a range of audiences through the written and spoken word. In addition to completing a major writing piece, students are required to deliver at least one oral presentation, as well as attend and evaluate the oral presentations of their peers. Hours: seminar 1. Fall semester.

CH 396 - Chemistry Seminar II

1.00 credit. Part of a two-semester seminar sequence, CH 396 challenges students to critically evaluate how chemistry is communicated to a range of audiences through the written and spoken word. In addition to completing a major writing piece, students are required to deliver at least one oral presentation, as well as attend and evaluate the oral presentations of their peers. **Prerequisite(s):* CH 395. Hours: seminar 1. **Signature Learning Experience: Capstone Experience.** Spring semester.

CH 402 - Advanced Inorganic Chemistry

2.00 credits. A study of the elements and their compounds based upon atomic and molecular structure. **Prerequisite(s):* CH 242. Hours: lecture 2. Fall or spring semester.

CH 414 - Advanced Instrumental Analysis

2.00 credits. Modern analytical methods, applications and instrumentation. **Prerequisite(s):* CH 214. Hours: lecture 2. Fall or spring semester.

CH 421 - Advanced Organic Chemistry

2.00 credits. A study of organic reactions based on experimental and advanced theoretical studies. **Prerequisite(s):* CH 213. Hours: lecture 2. Fall or spring semester.

CH 455 - Integrated Chemistry Laboratory I

2.00 credits. Investigation of a research problem requiring integration and application of knowledge and techniques from several different areas of chemistry. **Prerequisite(s):* Completion of at least 15 credits of Chemistry coursework or permission of instructor. Hours: laboratory 4. **Signature Learning Experience: Capstone Experience.**

CH 471 - Internship in Forensic Science

Variable (2.00 to 6.00) credits. Work experience in a laboratory that performs forensic science analysis. The laboratory must be an ASCLD-certified laboratory (listed at www.ascld-lab.org/legacy/aslablegacylaboratories.html). The internship is normally performed during the summer months and need not be located near the College. A maximum of six credit hours from Chemistry 471 may count as chemistry electives. Additional credits count as free electives. **Signature Learning Experience: Internship.** Register by Instructor. Graded Pass/No Pass. This course is repeatable for credit.

CH 472 - Internship in Chemistry

Variable credit. Students gain off-campus work experience in a chemical or biochemical laboratory. For students in the *Chemistry Laboratory Sciences* major, twelve credits of CH 472 count as requirements for the major. For other chemistry majors, this may be taken as a chemistry elective course and a maximum of six credit hours from CH 472 may count this way. Additional credits beyond these amounts count as free electives. **Prerequisite(s):* Approval of the Dean. **Signature Learning Experience: Internship.** Register by Instructor. Graded Pass/No Pass. This course is repeatable for credit.

CH 480-489 - Independent Study in Chemistry or Biochemistry

Variable credit. Individual study in areas of interest for students capable of conducting independent research. **Prerequisite(s):* Approval of the Dean and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

CH 490 - Independent Problems in Chemistry

Variable (1.00 to 4.00) credit(s). An independent experimental or theoretical investigation under the close supervision of a faculty member. Experimental design and a written report are required. Register by Instructor. This course is repeatable for credit.

CH 491 - Research in Chemistry

Variable (1.00 to 4.00) credit(s). An original experiment or theoretical investigation under the close supervision of a faculty member. Experimental design and a written report are required. **Signature Learning Experience: Supervised Research.** Register by Instructor. Fall semester. This course is repeatable for credit.

CH 492 - Research in Chemistry

Variable (1.00 to 4.00) credit(s). An original experiment or theoretical investigation under the close supervision of a faculty member. Experimental design and a written report are required. **Signature Learning Experience: Supervised Research.** Register by Instructor. Spring semester. This course is repeatable for credit.

CH 495 - Chemistry Seminar III

1.00 credit. Part of a two-semester seminar sequence, CH 495 challenges students to critically evaluate how chemistry is communicated to a range of audiences through the written and spoken word. In addition to completing a major writing piece, students are required to deliver at least one oral presentation, as well as attend and evaluate the oral presentations of their peers. Hours: seminar 1. **Signature Learning Experience: Capstone Experience.** Fall semester.

CH 496 - Chemistry Seminar IV

1.00 credit. Part of a two-semester seminar sequence, CH 496 challenges students to critically evaluate how chemistry is communicated to a range of audiences through the written and spoken word. In addition to completing a major writing piece, students are required to deliver at least one oral presentation, as well as attend and evaluate the oral presentations of their peers. **Prerequisite(s):* CH 495. Hours: seminar 1. **Signature Learning Experience: Capstone Experience.** Spring semester.

ENV 113 - NPS Introduction to Environmental Science

4.00 credits. **(Natural and Physical Science Core Course)**
A lecture/laboratory course that provides an overview of environmental science. Principles of environmental relationships and how living organisms play a role in those relationships and respond to changes in their environment are emphasized. Current problems with pollution, hazardous wastes, energy, and population growth are examined in relation to those environmental principles. Hours: lecture 3, laboratory 3. Fall semester.

ENV 225 - Geographic Information Systems: Fundamentals and Applications

4.00 credits. Everything that happens, happens somewhere. A geographic information system (GIS) is a tool to evaluate the importance of that "somewhere." Students will learn the fundamental scientific and technological principles underlying GIS and gain hands-on experience designing and using a GIS in real-world applications. Hours: 4. Spring semester.

ESC 100 - Introduction to the Exercise Science Professions

1.00 credits. Students will be introduced to the field of exercise science and the inter-related disciplines of exercise physiology, motor development, nutrition, biomechanics and sports and exercise psychology. The course will provide an overview of the field as a profession, including career opportunities and planning, professional organizations and certification, the relationship of the field to the healthcare system, and current trends in healthcare, wellness and fitness. Students will also learn the structure and curricular options within the BS in Exercise Science program, as well as the opportunities to build a strong educational and professional portfolio to support their career trajectory. **Prerequisite(s):* Exercise Science majors or first-year students only.

ESC 110 - Foundations for Resistance Training Techniques

1.00 credit. Students will learn to perform and begin practicing coaching skills for resistance training and stretching techniques using various forms of traditional and non-traditional free-weights and machines, body weight, and other implements. Students will also gain knowledge and experience in applying safety precautions, spotting, foundations of exercise regressions and progressions, as well as the fundamentals warm-up and flexibility training. **Prerequisite(s):* Exercise Science Major, Exercise Science Minor, Coaching Minor, or approval from instructor.

ESC 140 - Sport Medicine

3.00 credits. Students will be introduced to sport medicine concepts, including an overview of human musculoskeletal anatomy and its application to movement. Athletic injury prevention, evaluation, management, and rehabilitation will be addressed. Discussion and application of introductory sport psychology and sport nutrition are covered. First aid and wound care, injury prevention and evaluation, management, and rehabilitation, as well as emergency response are covered, and CPR & AED training is included. Additional fees apply for CPR and AED training. **Prerequisite(s):* Declared Exercise Science majors and minors, Health Science majors and Coaching minors only. Fall Semester.

ESC 160 - Health and Wellness Promotion

3.00 credits. Students will be introduced to the scientific knowledge and skills to guide clients in averting physical and lifestyle behaviors that can cause injuries and diseases, and to educate clients in how to make healthy, positive physical and lifestyle behavior choices that will enhance their health and well-being. The course will cover a wide range of topics that are critical to prevention and wellness, including but not limited to mental health, drugs and alcohol, personal safety, nutrition, sexuality, motivation and resilience. Students will also develop knowledge about behavior change theories and skills in interpersonal communication to implement successful prevention and wellness strategies for clients. **Prerequisite(s):* Exercise Science majors and minors, Coaching minors, Health Science and Health Profession majors only.

ESC 180 - Kinesiology

3.00 credits. Students will learn how anatomy affects movement of the human body. The course will build upon, reinforce, and challenge the student's basic knowledge of structural anatomy with the intention of acquiring a mastery of basic concepts in this discipline. Presentation of concepts will begin with whole body orientation by region, and then work additively and systematically from skeletal anatomy identifications and joint structure, and through muscular investigation to provide a comprehensive study of applied structural anatomy to exercise. The students will apply structural kinesiology to exercise technique. **Prerequisite(s):* Declared Exercise Science majors and minors, Health Science majors and Coaching minors only.

ESC 220 - Psychology of Exercise and Sport

3.00 credits. Introduces theories of behavior change as they apply to physical activity participation and other health behaviors. There will be an emphasis on application of the theories and behavior change strategies to understand factors related to physical activity and exercise participation, and health behavior intervention planning to maximize adherence. Additionally, this course will address physical activity and exercise as they relate to psychological health issues. The course will be taught with an emphasis on introduction, understanding, and basic application of the concepts of sport and exercise psychology. **Prerequisite(s):* PSY 105, Declared Exercise Science majors and minors, Coaching minors, Health Science, Health Profession, and Psychology majors only.

ESC 240 - Motor Learning

3.00 credits. Students examine the behavioral, physiological, and psychological principles underlying motor control and motor learning. Specific topics include classifications and measurement of motor performance; the role and function of sensory processes, perception, memory, and attention; and the delivery of feedback and structure of practice. **Prerequisite(s):* PSY 105, Declared Exercise Science majors and minors, Coaching minors, Health Science and Health Profession majors only.

ESC 260 - Nutrition for Exercise and Sport

3.00 credits. Students will gain working knowledge of the role of nutrition in improving health and physical performance, including exercise training and athletic endeavors, as well as weight loss and weight gain. The course will cover the metabolic interactions associated with exercise and athletic activities, the effect of eating choices and disorders, how nutritional needs vary across athletic populations, and the efficacy of nutritional supplements and dietary regimens. **Prerequisite(s):* NTR 100; Exercise Science majors and minors, Coaching minors, Health Science and Health Profession majors only.

ESC 280 - Biomechanics

3.00 credits. Humans have the capacity to produce an infinite variety of postures and movements that require the structures of the human body to both generate and respond to forces that produce and control movement of the body's joints. We will examine the complexities related to human musculoskeletal function by examining the roles of the bony segments, joint-related connective tissue structures, and muscles, as well as the external forces applied to those structures. At the end of this course, students will have an increased understanding of how basic mechanical principles influence human motion. Concepts that will be discussed during this course include force and torque (kinetics), linear and angular motion (kinematics), as well as mechanical characteristics of structure. **Prerequisite(s):* BIO 201.

ESC 290 - Research Methods and Writing in Exercise and Nutrition Sciences

3.00 credits. Students will learn design and application of research methodology and writing that considers the physical, cognitive, affective, and psychomotor performance as they relate to health and human performance in the Exercise and Nutrition Sciences. Published research, review of literature, methodology, research skills, scientific writing, interpretation, and presentation of published research in the discipline will be included.

ESC 320 - Exercise Physiology

3.00 credits. Students will learn the physiological responses and adaptations of the human body to increased physical activity and exercise, including the cardiopulmonary, circulatory, endocrine, skeletal and neuromuscular systems, under both short-term and long-term activity and exercise conditions. The course will cover a variety of types of activity and exercise, and students will learn how to interpret data arising from measurements of physiological responses to exercise. **Prerequisite(s):* BIO 202 ; Exercise Science, Health Science and Health Profession majors only. **Corequisite(s):* ESC 321.

ESC 321 - Exercise Physiology Lab

1.00 credit. Students will apply exercise physiology concepts to a variety of written, field, and laboratory health-related fitness assessments. Data collection and organization test selection, administration, scoring, and

interpretation will also be addressed. All labs will reinforce and apply the concepts and physiological principles introduced in the ESC 320 lecture course. **Prerequisite(s):* BIO 202. **Corequisite(s):* ESC 320.

ESC 340 - Fitness Testing and Exercise Prescription

3.00 credits. Students will gain the knowledge and skills to choose, implement, and interpret various tests of physical fitness, and to use the findings to create safe, effective, and personalized exercise and activity programs for clients from varied populations including those who are apparently healthy as well as those with common chronic medical conditions such as diabetes, arthritis, cardiovascular disease, pulmonary disorders, renal disease, cognitive impairment, and neurological conditions. Exercise testing and prescription guidelines for special populations including children and adolescents, older adults, and pregnant women, will also be discussed. **Prerequisite(s):* ESC 320 and ESC 321. **Corequisite(s):* ESC 341.

ESC 341 - Fitness Testing and Exercise Prescription Lab

1.00 credit. Designed to prepare students to assess the physical fitness levels of healthy adults. Hands on experiences in measuring critical physiological variables as well as the following physical fitness components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, balance and stability, and body composition. Students will have practice in interviewing clients and working with subjects performing physical activity. **Prerequisite(s):* ESC 320 and ESC 321. **Corequisite(s):* ESC 340.

ESC 380 - Organization and Management of Fitness Facilities

3.00 credits. Students examine the health-fitness specialist's role in facility administration and program management. Students will discuss the role of the health and fitness administrator and learn how to conduct health promotion programming, evaluation and marketing strategies, equipment maintenance and legal implications of documented health screening, and safety procedures.

ESC 440 - Strength Training and Conditioning

3.00 credits. Students will gain the scientific knowledge and skills to devise safe and effective resistance exercise programs to improve muscular strength, power and endurance, utilizing a variety of methods and equipment. The course will also cover the various trends in muscle function improvement that are seen in both the research literature and in the fitness industry. **Prerequisite(s):* ESC 320 and ESC 321.

ESC 441 - Strength Training and Conditioning Lab

1.00 credit. Students will apply knowledge from the strength and conditioning lecture course as well as other prerequisite courses to develop skills to devise safe and effective strength and conditioning programming using a variety of methods and equipment. This course also serves as partial preparation for the CSCS exam given by the NSCA. **Prerequisite(s):* ESC 320 and ESC 321. **Corequisite(s):* ESC 440.

ESC 460 - ECG and Clinical Exercise Testing

3.00 credits. Students will learn how to administer and interpret resting and exercising 12-lead electrocardiograms at a fundamental level. Student will also become proficient in administering and interpreting the integrated response to graded exercise testing including heart rate, blood pressure, ECG, recognition of signs and symptoms characteristic of cardiovascular and pulmonary disease, and VO2 data. Students will learn to use data obtained from a graded

exercise test to properly prescribe exercise for both the healthy populations and individuals with known cardiovascular, pulmonary, and metabolic diseases using metabolic equations. ***Prerequisite(s):*** ESC 340 and ESC 341.

ESC 470-474 - Exercise Science Internship

3.00 credits. Students will apply the skills, knowledge and professional values they have learned in the curriculum to a real-life training experience, under the direction of an on-site preceptor and the monitoring of the Exercise Science program. The internship will allow the students to gain experience in client interactions, design, implement and assess exercise programs, and develop their behavioral attributes as professionals. ***Prerequisite(s):*** ESC 320 and ESC 321. This course is repeatable for credit up to a maximum of six credits. **Signature Learning Experience: Internship.**

ESC 490 - Strength and Conditioning Fieldwork I

2.00 credits. Students will have the opportunity to apply the skills, knowledge and professional values they have learned in the curriculum to a real-life training experience, under the direction of an on-site preceptor and the monitoring of the Exercise Science program. The internship will allow the students to gain experience with assessment and coaching of athletes in a strength and conditioning environment under the supervision of an NSCA-CSCS certified strength and conditioning coach. This internship will be offsite with an approved organization with a site supervisor who has a current CSCS certification. **Signature Learning Experience - Field Experience.**

ESC 491 - Strength and Conditioning Fieldwork II

4.00 credits. Students will have the opportunity to apply the skills, knowledge and professional values they have learned in the curriculum to a real-life training experience, under the direction of an on-site preceptor and the monitoring of the Exercise Science program. The internship will allow the students to gain experience with assessment and coaching of athletes in a strength and conditioning environment under the supervision of an NSCA-CSCS certified strength and conditioning coach. This internship will be onsite, supervised by Elizabethtown College's Head Strength and Conditioning Coach. **Signature Learning Experience - Field Experience.**

ESC 496 - Professional Certification Completion

0.00 credit. Completion of an approved national certification exam, is required for all Exercise Science majors, and must be completed prior to graduation. Approved professional certifications are accepted from the following professional organizations:

- National Strength and Conditioning Association (NSCA)
- American College of Sports Medicine (ACSM)
- American Council on Exercise (ACE)
- National Academy of Sports Medicine (NASM)
- Athletics and Fitness Association of America (AFAA)

Prerequisite(s): Exercise Science majors. **Signature Learning Experience: Capstone.** Register by Instructor.

ESC 498 - CSCS Certification Preparation Workshop

1.00 credit. This workshop is designed to address and fine-tune theory and practice of knowledge, skills, and abilities specific to the content of the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Coach (CSCS) certification exam. Students review and discuss exam topics through a combination

of classroom reviews and discussion, and CSCS practice exams. At the conclusion of this course, students will also have completed an online study course and practice exam for the Certified Strength and Conditioning Coach (CSCS) certification. **Prerequisite(s):* Exercise Science: Strength & Conditioning concentration majors only. **Corequisite(s):* ESC 320 and ESC 321. **Signature Learning Experience: Capstone.**

HE 105 - Introduction to Health and Wellness

4.00 credits. This course introduces students to foundational concepts of health and wellness from a broad variety of perspectives. Students will learn how factors such as culture, environments, and social relations influence health at personal and societal levels. The relationship between health and ability to participate in daily life will be explored. Health Science Majors.

HE 110 - Occupations across the Lifespan

4.00 credits. This course will examine occupational performance from birth through adult aging. An emphasis will be placed on the interaction of the person factors within different environments and context to support both meaningful occupation and role competence. Active learning labs and community based learning will support student learning outcomes. Health Science Majors only or permission of instructor. **Signature Learning Experience: Community-Based Learning.**

HE 205 - Evidence-Based Practice Foundation

4.00 credits. This is the first in a series of courses designed to promote the active use and application of scholarship in health care practice. Three modules include: evidence and the health care, tests & measurements, and evidence in health care practice. Skills, knowledge, and critical thinking introduced in this course will be integrated with later occupational therapy practice courses. **Prerequisite(s):* MA 251. Health Science majors only.

HE 210 - Global Health Care Systems

4.00 credits. In this course, students will describe, analyze, and critique health care systems globally. The impact of culture and policy on the delivery of health services will be explored. Students will also analyze the ethical and justice issues related to global health care delivery and utilization. **Prerequisite(s):* HE 105. Health Science majors or permission of instructor.

HE 305 - Conditions and the Implications for Occupational Performance

4.00 credits. Within this course, students will become familiar with common diagnoses and conditions that impact occupations. An emphasis will be placed on understanding the incidence, epidemiology, etiology, diagnosis, symptomatology, prognosis, and functional implications of conditions. **Prerequisite(s):* HE 110 and BIO 201, or matriculation into the post-baccalaureate OTD program.

HE 310 - Occupations and Activity Analysis

4.00 credits. This course addresses the analysis of how individuals and groups engage in meaningful occupations and activities in various contexts to support their health and well-being. Students consider how client factors, performance skills, performance patterns, activity demands, and context(s) and environments interact to support successful engagement in occupation. Students develop skills in analysis, and in grading and adapting the environment, tools, materials, occupations, and interventions to address client needs, the sociocultural context, and

technological advances. **Prerequisite(s):* HE 105, HE 110, and BIO 201, or matriculation into the post-baccalaureate OTD program.

HE 475 - Health Internship

0.00 credit. Alternative internship experience in a health setting that is approved by the Program of Occupational Therapy. This experience allows students to apply skills and knowledge gained through academic work in a related service agency, health care facility, or community setting. **Prerequisite(s):* Senior Status. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

HE 480-489 - Independent Study in Occupational Therapy

Variable credit. The purpose of this course is to offer advanced students opportunity to study specialized areas not otherwise included in the curriculum. **Prerequisite(s):* Approval of the Dean and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

HW 110 - Being a Mental Health Ally

1.00 credit. Students will receive information about types of mental health concerns and mental health crisis situations. Discussion and activities in class will facilitate students' abilities to assist someone who is experiencing mental health concerns and help the person connect with resources. Information and discussions will facilitate increased awareness and decreased stigma about mental health topics.

HW 112 - Wellness and the College Student

2.00 credits. Students will gain an understanding of the eight dimensions of wellness with specific focus on health concerns for college students. Students will utilize health information to develop health promotion programming for the Elizabethtown College campus. Students will explore wellness topics including nutrition, physical activity, sexual health, healthy relationships, alcohol and drug use, sleep, stress, and mental health. Additionally, the class will examine leadership development, program planning, and evaluation for students interested in becoming a Student Wellness Advocate or Student Athlete Mentor.

HW 115 - Physical Fitness and Wellness

1.00 credit. Instruction in cardiovascular-type activities, strength, flexibility, weight control, nutrition, myths, physical activity, injury prevention and rehabilitation, safety, fitness equipment, stress, relaxation, games, exercises and the consumer-personalizing fitness, aerobic exercises.

HW 120 - Thriving 101: Integrating Positive Well-Being in Everyday Life

1.00 credit. In a world with growing stressors and distractions, learning to quiet our minds, take care of ourselves, and cultivate social connectedness can be difficult. Like all exercise, to see benefit, these are skills that need to be learned, practiced, and cultivated. Students in this class will learn a variety of research-based ways to develop these skills and increase positive well-being so they can craft and implement their own plan.

HW 130 - Introduction to Coaching

3.00 credits. Students will be able to demonstrate the skills and knowledge needed to lead and coach an athletic team at the high school or college level. Each student will develop a coaching philosophy that will address the key components needed to be successful, not only in terms of wins and losses, but also in the area of character development of athletes.

HW 135 - Sports Medicine

2.00 credits. This course is designed to introduce the essentials and basics of sports medicine to the students of Elizabethtown College. Basic concepts involve overview of human anatomy and movement systems, first aid and wound care, injury prevention, evaluation, management, and rehabilitation, as well as emergency response, sports psychology, and sports nutrition.

HW 470 - Coaching Internship

1.00 credit. Placement at an internship site provides students with practical experience in the coaching field while working under a site supervisor. Written assignments and discussions with the site supervisor and the course faculty member will enable students to integrate what they have learned through other courses in the coaching minor and further develop their identity, skills and knowledge-base as a coach. **Signature Learning Experience: Internship.**

MLS 490-494 - Special Topics in Clinical Laboratory Sciences

Variable credits. Students will complete an approved Medical Laboratory Science Training Program accredited by NAACLS. Laboratory scientists perform tests that lead to the detection, diagnosis, and successful treatment of disease. Training topics include Clinical Chemistry, Microbiology, Hematology/ Coagulation, Immunohematology, Immunology/ Serology. This clinical year completes the student's undergraduate medical laboratory science degree in a clinical setting (3+1 option). For more information, please speak with the Program Director for the Medical Lab Science Program. **Signature Learning Experience - Internship.** Register by Instructor. This course is repeatable for credit.

MLS 495 - Clinical Seminar

Variable credits. Courses not included in the above, such as orientation, seminar, laboratory management, education, clinical microscopy, and other courses unique to the individual hospital program. These courses are taken at the hospital where the students have been admitted for their clinical (senior) year in the Medical Laboratory Science major. Register by Instructor. This course is repeatable for credit.

NEU 125 - Introduction to Neuroscience

4.00 credits. A survey of the biological basis of psychological processes, including neurons and brain organization, motor control, higher cortical functions and dysfunctions to provide an integrated understanding of the brain and behavior. Recovery from brain damage, emotion, language, mood disorders, schizophrenia and additional related topics also are covered. Offered every semester.

NEU 312 - Cellular and Molecular Neuroscience

4.00 credits.

Cellular and Molecular Neuroscience is an exploration into the physiological processes that underlie typical neuronal functions, focusing primarily on individual neurons. This course is broken into six component parts. First, we will take a deep dive into the cellular components of neurons and neuroglia. Second, we will investigate the mechanisms that allow neurons to develop, migrate, and differentiate. Third, we will explore the properties of neurons that give them the ability to transmit electrical signals. Fourth, we will explore the machinery that allows these electrical signals to be converted into neurochemical release, and fifth, the signaling-induced receptor activation. Sixth, and finally, we will explore cellular mechanisms underlying cognitive systems, such as learning and memory, motor actions, sleep, and sensory functions. Methodological approaches employed in investigating these questions will be discussed throughout.
**Prerequisite(s):* NEU 125 or BIO 212 and junior status or permission of professor. Spring semester, when offered.

NEU 320 - Behavioral Neuroscience

4.00 credits. Understanding the anatomy of the nervous system and how it works is vital to our understanding of human behavior. The goal of this course is to introduce the anatomy and physiology of the human nervous system by incorporating information from the fields of neuroscience, biology, medicine, and psychology. Topics include the anatomy and physiology of the central and peripheral nervous systems and clinical cases where damage to certain structures lead to problems with vision, audition, language, sleep, and memory. This course integrates information from recent neuroimaging studies to inform students on how certain brain structures and measures relate to human behaviors. This course prepares students for a number of more advanced courses in Psychology and Neuroscience that address specialized topics in neuroscience and may satisfy a requirement of these majors. Evaluation is based on objective exams and quizzes, student presentations, and student participation. **Prerequisite(s):* NEU 125 and junior status or permission by instructor. Spring semester, when offered.

NEU 325 - The Neuroscience of Drug Abuse

4.00 credits. Psychoactive substances have been in use before the birth of civilization--thus understanding why humans have sought and taken psychoactive drugs is, in a sense, understanding our history. Psychoactive substances have an immense impact in our society. Some are abused and can be incredibly disabling--losing jobs, destroying relationships, and even death. Some are used recreationally (legally and illegally) and can relieve stress, improve cognitive function, and promote overall well-being. In this course, we will talk about the state of drug use in America and its impact on our society. We will take a Bio-Psycho-Social approach (with a heavy emphasis on brain mechanisms) in understanding how drugs affect the human condition. **Prerequisite(s):* NEU 125 and junior status or greater, or permission of instructor. Fall semester.

NEU 470-474 - Internship in Neuroscience

Variable (0.00 to 4.00) credit(s). Supervised experience in a professional setting related to neuroscience. Placement depends on student interest and goals, and availability of professional setting. A maximum of four credit hours may count as Neuroscience electives. Additional credits count as free electives. **Prerequisite(s):* Junior status or greater and Neuroscience major. Register by Instructor. Pass/No Pass. **Signature Learning Experience.**

NEU 490 - Research Practicum

Variable (0.00 - 4.00) credit(s). Research under the close supervision of a faculty member in a field related to Neuroscience. Topics for research are chosen in an area of interest to both persons. A maximum of four credits hours from NEU 490 may count as Neuroscience electives. Additional credits count as free electives. **Prerequisite(s):* PSY 280, PSY 285, junior status or greater, and Neuroscience major. **Signature Learning Experience: Supervised Research.** Register by Instructor.

NTR 100 - Introduction to Nutrition

3.00 credits. Students will gain a foundational knowledge and application of human nutrition and its impact on health and well-being. Students will explore the basic principles of nutrition, including macronutrients, micronutrients, digestion, metabolism, and the role of diet in disease prevention. Students will develop critical thinking skills to assess nutrition information and make informed dietary decisions.

NTR 150 - Food and Culture

3.00 credits. Food and culture explores the intricate relationship between food, culture, and nutrition, examining how traditions, social structures, and global systems influence food choices and health outcomes across different populations globally and within the US. The total systems of food production, distribution, preparation, and consumption, as a lens for understanding history, identity, power, and social life. Perspectives from anthropology, sociology, history, and nutrition are also integrated to examine how what we eat is shaped by more than just biological needs.

NTR 250 - Nutrition Through the Life Span

3.00 credits. Knowledge and application of the principles of human nutrition across the continuum of life, from pre-conception and pregnancy through infancy, childhood, adolescence, adulthood, and advanced age, are essential for health professionals. Emphasizes is on the physiological and metabolic needs at each stage, considering how factors like growth, development, physical activity, and disease risk influence nutritional requirements.

NTR 300 - Nutrition Counseling and Education

3.00 credits. Nutrition counseling and education equips students with the knowledge and practical skills required to effectively communicate nutrition science and facilitate lasting positive behavior change in diverse individuals and groups. It serves as the crucial link between theoretical nutrition knowledge and real-world application. Emphasizes evidence-based strategies and established counseling and education theories, enabling future professionals to help clients set realistic goals, overcome personal and environmental barriers, and adopt sustainable, healthy eating patterns. **Prerequisite(s):* NTR 250.

NTR 350 - Sports Supplements and Ergogenic Aids

3.00 credits. Sports supplements and ergogenic aids enable future health and nutrition professionals to complete critical, evidence-based examination of substances, techniques, and devices used to enhance athletic performance, commonly known as ergogenic aids. Students will move beyond anecdotal claims to analyze the physiological mechanisms, efficacy, safety, and ethical implications associated with various performance enhancers. Emphasizes the application of exercise science, metabolism, and nutrition principles to evaluate both legal and prohibited methods for improving strength, endurance, and recovery **Prerequisite(s):* ESC 260.

NTR 400 - Advanced Nutrition

3.00 credits. Advanced nutrition focuses on the biochemical, physiological, and molecular bases of human nutrition, which must be examined to build on foundational knowledge. Students delve deeply into the complex metabolism of macronutrients and micronutrients and their critical roles in regulating health, disease prevention, and disease management across the lifespan. Emphasis is placed on critically evaluating current scientific literature and applying evidence-based nutrition principles. **Prerequisite(s):* NTR 350.

NTR 470 - Nutrition Internship

3.00 credits. The nutrition internship provides students with supervised, practical experience in a professional nutrition setting. The internship allows students to apply academic knowledge and develop critical competencies in a real-world environment, which may include clinical, community, food service management, or wellness/corporate settings. **Prerequisite(s):* NTR 300. **Signature Learning Experience - Internship.**

OT 346 - Exploring the Culture and Services of Vietnam (SW 346)

2.00 credits. This course serves as an introduction to the history and culture of Vietnam as it relates to the social problems and social services in modern-day Vietnam. Lectures will provide background on social services and non-profit organizations, specifically Brittany's Hope Foundation. Class periods will focus on the Vietnam War and development 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 in the May-term Service Learning Trip to Vietnam. **Prerequisite(s):* Acceptance to OT 347. **Signature Learning Experience: Cross-Cultural Experience.** Register by Instructor. Alternating Spring semesters.

OT 347 - May Term in Vietnam (SW 347)

2.00 credits. This course is comprised of a seventeen-day international trip to Vietnam. Students will have the opportunity to examine issues of culture, poverty, social development, and the needs of orphaned children in Vietnam through direct service learning, lectures, and reflective sessions. **Prerequisite(s):* OT 346. **Signature Learning Experience: Cross-Cultural Experience.** Graded Pass/No Pass. Register by Instructor. Alternating May terms.

OT 492 - Undergraduate Scholarship Practicum I

Variable (2.00 or 4.00) credits. An original scholarship project planned, implemented and written by students with substantive supervision and consultation with faculty. Any occupational therapy student may petition to take this course. All students who qualify for the Honors in the Discipline will be extended an invitation to use this course for scholarship endeavors. Students must obtain permission of the professor who they wish to serve as their scholarship mentor prior to enrollment and must submit for IRB approval. Scholarship used as Honors in the Discipline must have a minimum of four credits across OT 492 and/or OT 494. This is not an occupational therapy curricular required course. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass. Register by Instructor. Fall semester.

OT 494 - Undergraduate Scholarship Practicum II

2.00 credits. An original scholarship project planned, implemented and written by students with substantive supervision and consultation with faculty. Any Occupational Therapy student may petition to take this course. All students who qualify for the Honors in the Discipline will be extended an invitation to use this course for scholarship endeavors. Students must obtain permission of the professor whom they wish to serve as their scholarship mentor prior to enrollment and must submit for IRB approval. Scholarship used as Honors in the discipline must have a minimum of four credits across OT 492 and/or 494. This is not an Occupational Therapy curricular required course. **Signature Learning Experience: Supervised Research.**Graded Pass/No Pass. Register by Instructor. Spring semester.

OT 505 - Occupational Therapy Evaluation: Adult Populations

4.00 credits. Through this course, students will gain knowledge, and develop clinical reasoning skills and professional attributes to complete occupational therapy assessment with adult populations. **Prerequisite(s):* BIO 202, HE 110, HE 205, HE 305, HE 310, and NEU 125, or matriculation into the post-baccalaureate OTD program. **Corequisite(s):* OT 571. Register by Instructor.

OT 515 - Occupational Therapy Evaluation: Pediatric Populations

4.00 credits. Through this course, students will gain knowledge, and develop clinical reasoning skills and professional attributes to complete occupational therapy assessment with pediatric populations. **Prerequisite(s):* BIO 202, HE 110, HE 205, HE 305, HE 310, and NEU 125, or matriculation into the post-baccalaureate OTD program. **Corequisite(s):* OT 571. Register by Instructor.

OT 525 - Occupational Therapy History and Theory

4.00 credits. Students learn about the historical, philosophical, and ethical development of occupational therapy. Students will perform a complex analysis of major occupation-based theories and models. Application of models and theories across populations and settings will be explored. **Prerequisite(s):* HE 205, HE 210, HE 305, HE 310, and NEU 125, or matriculation into the post-baccalaureate OTD program. Register by Instructor.

OT 532 - Occupational Therapy Intervention: Adult Populations

4.00 credits. Through this course, students will gain knowledge and develop clinical reasoning skills and professional attributes to complete occupational therapy intervention with adult populations. **Prerequisite(s):* OT 505 and OT 525. **Corequisite(s):* OT 571. Register by Instructor.

OT 533 - Occupational Therapy Intervention: Pediatric Populations

4.00 credits. Through this course, students will gain knowledge and develop clinical reasoning skills and professional attributes to complete occupational therapy intervention with pediatric populations. **Prerequisite(s):* OT 515 and OT 525. **Corequisite(s):* OT 571. Register by Instructor.

OT 534 - Scholarship I: Analysis of the Literature

4.00 credits. This is the second in a series of courses designed to promote the active use and application of scholarship in occupational therapy practice. The primary focus of this course is to analyze the literature related to a

particular topic and formulate scholarship questions. **Prerequisite(s):* HE 205 and matriculation into the graduate program in Occupational Therapy. Register by Instructor.

OT 550 - Advanced Occupational Therapy Theory and Application

4.00 credits. Students will learn how to apply theory to practice in this seminar course. A key element of this course will be combining theories to maximize therapeutic outcomes. Students will have the opportunity to explore and build upon existing theories, as well as create their own. **Prerequisite(s):* OT 525.

OT 553 - Occupational Therapy Across the Continuum of Care

4.00 credits. Students will apply clinical reasoning, skills and knowledge to a various case scenarios in a variety of settings to include homes, communities, and facilities (inpatient and outpatient). Client examples will include newborns through elderly. **Prerequisite(s):* OT 505, OT 515, OT 525, OT 532, OT 533 and OT 534. **Corequisite(s):* OT 571. Summer term.

OT 571 - OT Undergraduate Fieldwork Level I Fall

1.00 credit. Level I Fieldwork provides students with opportunities to integrate academic information with clinical examples through observations of and participation in activities with a variety of populations. Under the supervision of a qualified site supervisor and/or faculty, learning activities and assignments to support the students' learning process will be provided. Level I Fieldwork helps prepare students for Level II fieldwork but does not count toward the amount of time required for Level II fieldwork. **Corequisite(s):* OT 505 and OT 515. **Signature Learning Experience: Fieldwork.** Fall semester.

OT 572 - OT Undergraduate Fieldwork Level I Spring

1.00 credit. Level I Fieldwork provides students with opportunities to integrate academic information with clinical examples through observations of and participation in activities with a variety of populations. Under the supervision of a qualified site supervisor and/or faculty, learning activities and assignments to support the students' learning process will be provided. Level I Fieldwork helps prepare students for Level II fieldwork but does not count toward the amount of time required for Level II fieldwork. **Prerequisite(s):* OT 571. **Corequisite(s):* OT 532 and OT 533. **Signature Learning Experience - Fieldwork.** Spring semester.

OT 590 - Graduate Project Practicum

1.00 credit. This course is designed to support the graduate student projects mentored by OT faculty and accompanies the graduate research sequence courses. The course provides a structure for a faculty-mentored graduate project that is inspired, planned, implemented, and then prepared for publication/ presentation. Specific projects will include: general overview of the problem, review of the literature, problem statement, methodological design that supports research questions, aggregation and summary of data, comparison of research with other studies, and a critical analysis of the research conducted. Students will have a variety of research topics from which to choose based on faculty area of clinical expertise and scholarly endeavors. **Corequisite(s):* OT 534, and either OT 554 or OT 564. Graded Pass / No Pass. Register by Instructor. This course is repeatable for credit.

PE 100 - Pilates and Yoga

1.00 credit. This course introduces a fitness program that incorporates both pilates and yoga. Both pilates and yoga emphasize the balanced development of the body through core strength, flexibility, and awareness. Graded Pass/No Pass.

PE 120 - Fitness & Strength

1.00 credit. A diversified fitness program that will apply the core principles of cardiovascular exercise and muscular strength and endurance for fitness and well-being. Graded Pass/No Pass.

PE 140 - Bowling

1.00 credit. Rules, playing techniques and skill development. Additional fee. Graded Pass/No Pass.

PSY 105 - SSC Introduction to Psychology

4.00 credits. **(Social Sciences Core Course)**
An introduction to psychological science, including methods of inquiry, learning and motivation, abnormal behavior, developmental and social influences, cognition, sensation and perception, neuroscience and personality. Offered every semester.

PSY 130 - Introduction to LGBTQ+ Issues

4.00 credits. **(Western Cultural Heritage Core Course)**
This introductory course provides an overview of lesbian, gay, bisexual, trans, queer, and beyond (LGBTQ+) communities and identities, with an emphasis on history and social justice struggles. Spring semester, when offered.

PSY 205 - Career Seminar

1.00 Credits. This one-credit course orients Psychology majors to a broad range of careers available to them. Students will explore their own strengths and abilities, learn about the subfields of psychology as well as diverse career options for majors, and discern their fit in the field. In this course, students will interview professionals in the field, create a customized education plan, and develop the skills necessary for communicating their interests, abilities, and experiences to a professional audience. **Prerequisite(s):* PSY 105, declared Psychology major, and at least sophomore status. Graded Pass/No Pass. Spring semester.

PSY 210 - Sensation and Perception

4.00 credits. This course investigates how we construct a conception of physical reality from sensory experience. Through lectures, in-class demonstrations and discussions, we will examine how environmental information gets to humans through our visual, auditory, cutaneous, olfactory and gustatory senses and how this information is interpreted by the brain so that we have a conscious experience of our environment. **Prerequisite(s):* PSY 105 or NEU 125. Offered annually.

PSY 211 - SSC Political Psychology (PS 211)

4.00 credits. **(Social Science Core Course)**
This interdisciplinary course explores the intersection between political science and psychology. It introduces students to psychological theories and research findings to explain what people think, feel and do about contemporary political issues. Specifically, the course draws on psychological concepts regarding motivation, personality, cognition, attribution, emotion and identity to examine mass political behavior and public opinion. **Prerequisite(s):* EN 100.

PSY 220 - Health Psychology

4.00 credits. This course will provide an overview of and introduction to the field of health psychology, which examines the bidirectional relationship between physical and mental health. We will use lectures, class discussions, individual and group projects, and readings to explore topics such as the impact of social support on coping with chronic illness, how best to promote healthy eating and exercise, and the effects of stress on health. **Prerequisite(s):* PBH 111 or PSY 105. Spring semester.

PSY 230 - Psychology of Women and Gender

4.00 credits. This course will examine theory and research related to the psychology of women and gender. Gender will be analyzed as a system that influences lives, and the ongoing significance of gender role socialization across the lifespan will be considered. Research on gender differences and similarities will be examined, and the social contexts that produce and explain these differences and similarities will be highlighted. **Prerequisite(s):* PSY 105. Offered alternate years.

PSY 235 - Social Psychology

4.00 credits. Social psychology is the scientific study of how the real or imagined presence of other people affects our behaviors, thoughts, and emotions. This broad definition will include topics such as the self, social cognition, conformity, attitudes, stereotyping, attraction, aggression, and helping. **Prerequisite(s):* PSY 105. Offered annually.

PSY 236 - NCH Social Issues in South Africa I (SW 236)

2.00 credits. **(Non-Western Cultural Heritage Core Course)**
The central goal of these two 2-credit courses is for students to understand the struggles that South Africa has gone through leading up to the institution of apartheid, during the apartheid years, and post-apartheid. Students learn about the social issues related to the conflict and the different approaches used to try to resolve these conflicts within the framework provided by social work and psychology. Register by Instructor. Spring semester, when offered.

PSY 237 - NCH Social Issues in South Africa II (SW 237)

2.00 credits. **(Non-Western Cultural Heritage Core Course)**
The central goal of these two 2-credit courses is for students to understand the struggles that South Africa has gone through leading up to the institution of apartheid, during the apartheid years, and post-apartheid. Students learn about the social issues related to the conflict and the different approaches used to try to resolve these conflicts within the framework provided by social work and psychology. **Prerequisite(s):* PSY 236. Signature Learning Experience: Cross Cultural Experience. May term, when offered.

PSY 240 - Child and Adolescent Development

4.00 credits. This course examines social, emotional, cognitive, and physical development from a psychological perspective. We will take a chronological approach and examine human development from the prenatal period through adolescence. The course will explore how sociocultural context and government policies influence children's development. **Prerequisite(s):* PSY 105. Students who complete PSY 240 may not enroll in PSY 247, and those who complete PSY 247 may not enroll in PSY 240. Offered annually.

PSY 245 - Adult Development and Aging

4.00 credits. This course examines human development from emerging adulthood through old age. The fundamental principles of aging will be explored as well as more detailed information about biological, cognitive, social and emotional changes. The ever-changing nature of human experience will be considered with an emphasis on understanding cultural and environmental influences on the aging process. **Prerequisite(s):* PSY 105. **Signature Learning Experience: Community-Based Learning.** Offered annually.

PSY 247 - Lifespan Development

4.00 credits. Physical, perceptual, linguistic, intellectual and social-emotional human development, covering the periods of infancy, childhood, adolescence, adulthood and old age. **Prerequisite(s):* PSY 105. Students who complete PSY 247 may not enroll in PSY 240. Offered as an occasional summer course.

PSY 250 - Psychopathology

4.00 credits. An overview of diagnostic process in mental health. The course will cover the history of mental illness, models for understanding mental illness, and a broad cross-section of mental disorders as defined by the DSM (e.g., schizophrenia, depression, anxiety, PTSD). Students will have the opportunity to practice diagnostic skills on real case studies as well as critique the depiction of mental illness in the media. **Prerequisite(s):* PSY 105. Offered every semester.

PSY 255 - Psychotherapy and Assessment

4.00 credits. This course introduces the basic principles of psychological assessment and psychotherapy. The first half of the course will cover theory and techniques used in various psychotherapeutic orientations (e.g., psychodynamic, cognitive, and behavioral), and the second half of the course will focus on principles of assessment for various disorders/conditions (e.g., memory problems, Attention Deficit Hyperactivity Disorder). **Prerequisite(s):* PSY 105. Offered annually.

PSY 280 - Psychological Statistics

4.00 credits. Analysis of experimental and correlational research. Students will learn how to use statistical software for data analysis. **Prerequisite(s):* Psychology and Neuroscience majors only, PSY 105 or permission of instructor. Students must achieve an average of a C- or better for PSY 280 and PSY 285 to continue in the major. Fall semester.

PSY 285 - Psychological Research Methods

4.00 credits. This course will introduce the scientific methods that researchers use to study psychological phenomena. You will learn how to develop a hypothesis, design an experiment to test the hypothesis, run the

experiment, and interpret and report the results. **Prerequisite(s):* PSY 280. **Corequisite(s):* PSY 285L. Students must achieve an average of a C- or better for PSY 280 and PSY 285 to continue in the major. Hours: lecture 3, laboratory 2. Spring semester.

PSY 310 - Intelligence and Creativity

4.00 credits. A critical examination of issues in the study of intelligence and creativity, including multiple intelligences, bias in IQ testing, the Flynn effect, intelligence and aging, creativity measurement, the role of motivation in creativity, and the relationship between creativity and mental illness. Students will debate controversial issues in the field. **Prerequisite(s):* PSY 105 and junior status, or permission of the instructor.

PSY 315 - Cognitive Psychology

4.00 credits. A study of current theory and research on cognitive processes including how we perceive, attend, think, remember, make decisions, solve problems, and use language. Coverage will include applications of cognitive psychology to everyday life and to other disciplines. **Prerequisite(s):* PSY 105 and junior status, or permission of the instructor. Offered annually.

PSY 330 - Psychology of Prejudice (WGS 330)

4.00 credits. This course will examine stereotyping, prejudice, and discrimination. We will consider the cognitive, social, and emotional processes involved in racism, sexism, sexual prejudice, as well as other forms of prejudice. Additionally, we will explore psychological research on unconscious bias and on prejudice reduction. **Prerequisite(s):* PSY 105 and junior status or permission of instructor. Offered annually.

PSY 335 - Applied Social Psychology

4.00 credits. Applied Social Psychology combines the science of social psychology with the practical application of solving problems in the real world. Applied social psychologists focus on social problems that affect such variables as organizations, the justice system, education, the environment, sports, and consumer behavior. **Prerequisite(s):* PSY 105 and junior status or permission of instructor. Offered alternate years.

PSY 350 - Child Psychopathology and Treatment

4.00 credits. This course explores the assessment, diagnosis, and treatment of psychopathology in childhood and adolescence. In this course, we will attend to developmental and sociocultural factors that influence the onset, maintenance, and treatment of mental health disorders in children and adolescents. In addition to in-depth coverage of specific disorders (e.g., Autism Spectrum Disorder, conduct problems), we will discuss ethical and legal issues pertinent to clinical work with these populations. **Prerequisite(s):* PSY 105 and junior status or permission of instructor. Offered alternate years.

PSY 355 - Counseling Psychology

4.00 credits. This course will provide you with an introduction to foundational counseling skills required of mental health care providers. The course will cover basic therapeutic microskills, select interventions designed to promote well-being, and issues pertaining to professional practice. To achieve a foundational level of skill, substantial class time is devoted to role-playing various counselor/counselee situations. **Prerequisite(s):* PSY 105 and junior status or permission of instructor. Spring semester. Register by Instructor.

PSY 360 - Psychology of Stress

4.00 credits. This course is intended to provide you with a thorough understanding of the field of stress and coping, from both theoretical and applied perspectives. Learning will take place through course lectures, readings, engagement with community-based partner organizations, clinical case conceptualization, presentations of pertinent psychological interventions, and a literature review of psychological research on a stress & coping topic of your choosing. **Prerequisite(s):* PSY 105 and junior status or permission of instructor. Offered alternate years. **Signature Learning Experience: Community-Based Learning.**

PSY 465 - Seminar in Psychology

4.00 credits. In this seminar, you will explore the literature in an area of psychology. You will read original empirical papers, learn about research paradigms in the field, and develop critical and creative thinking skills in summarizing, critiquing, and synthesizing research ideas. You will explore the literature in your area of interest, develop a research question, propose novel hypotheses, design your own study, and write a major research proposal for a study you may conduct in Advanced Psychological Research. **Prerequisite(s):* An average grade of C- or better in PSY 280 and PSY 285 or permission of instructor, and a 300-level course with a PSY or NEU prefix.

PSY 475 - Internship in Psychology

Variable (0.00 to 4.00) credits. Supervised training and experience in a professional setting related to psychology, and a weekly one-hour class meeting. Placement depends on student interest and goals, and availability of professional setting. A maximum of four credit hours from Psychology 475 may count as psychology electives. Additional credits count as free electives. **Prerequisite(s):* PSY 105, junior status, and Psychology major. Register by Instructor. **Signature Learning Experience: Internship.** Graded Pass/No Pass.

PSY 480-489 - Independent Study in Psychology

Variable credit. Opportunity for students to engage in independent study. **Prerequisite(s):* Permission of the Dean and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

PSY 485 - Advanced Psychological Research

4.00 credits. In this course, students will conduct an original, empirical research project. This includes revising an existing literature review and/or research proposal, writing an IRB proposal, collecting and analyzing data, writing up results, writing an APA-style research paper, preparing a poster presentation, and presenting to the school. In-class time will include mini-lectures and workshop-style sessions as well as instruction on advanced statistical techniques. Much time will also be spent in individual consultation with the instructor. **Prerequisite(s):* An average grade of C- or better in PSY 280 and PSY 285 or permission of instructor and Dean, and PSY 465. Offered every semester. **Signature Learning Experience: Supervised Research.**

PSY 490 - Research Practicum

Variable credit. Research in psychology under the close supervision of a faculty member. Topics for research are chosen in an area of interest to both persons. **Prerequisite(s):* PSY 280 and PSY 285. **Signature Learning Experience: Supervised Research.** Register by Instructor.

SPT 500 - Ethical Sports Leadership

3.00 credits.

This course considers leadership dilemmas that can arise when individual values conflict with those of the organization or when a situation requires decisions with conflicting value sets. Students use case studies, their own experiences, and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. Students work on a real-life ethical dilemma for understanding in-depth reasoning of the problem and to develop an action plan for solving and preventing similar problems at the organizational and societal levels. From these discussions, students have an opportunity to develop a personal model for ethical leadership.

SPT 510 - Media Relations and Marketing in Sports

3.00 credits. This course explores the basic knowledge and understanding in media relations and marketing in sports. Emphasizes building and managing effective media relations, statistics, publications, and promotions. Critical to success is development of leadership skills and customer service skills. Students will embrace an ability to adapt to emerging technologies, innovation, and competing priorities.

SPT 520 - Sports Program Resource Management

3.00 credits. This course provides an overview of management of resources and administration pertaining to all levels of athletics. Focuses on basic theories of management and administration in athletic organizations. Addresses planning, scheduling, and financing aspects required to run a successful athletics program. Students develop communication and management skills with an emphasis placed on decision making.

SPT 530 - Leadership and Excellence in Sports

3.00 credits. This course will explore how to bring out the best in yourself and others to drive team performance. Students will develop an understanding of strategic management and apply elements, such as decision-making, implementation, listening, learning, change management and strategy execution, to impact outcomes.

Individualized Major (B.A.)

An Individualized Major at Elizabethtown College allows students to pursue unique disciplinary trajectories by working in close collaboration with faculty from multiple disciplines.

Program Requirements

A student who wishes to declare an individualized major will ordinarily need to do so in writing only **after** completing 30 credit hours and **before** completing 48 credit hours.

A student seeking to pursue an individualized major will select faculty co-advisors from two different disciplines, or a faculty advisor and an advisor from the Office of Academic Advising.

In consultation with their co-advisors, the student will submit an Individualized Major application to the Associate Provost for Student Learning and Dean of Faculty, and the Registration and Records Office that includes:

- a personal statement of intent (300-word minimum) that explains the unique nature of the individualized major; the intellectual, career, and/or creative path, and student learning outcomes.
- explanation of how (at least) two Signature Learning Experiences will be completed as part of the proposed academic course of study.
- be composed of no less than 40 credit hours in the major.

Students cannot propose an individualized major necessitating certification by an external accrediting body. Upon formal approval by the Associate Provost for Student Learning and Dean of Faculty, the Registration and Records Office will officially update the student's academic record with the individualized major.

Any changes to the program of study must be approved by the Associate Provost for Student Learning and Dean of Faculty, the Registration and Records Office, and both co-advisors **before** additional and/or alternate courses will count toward the student's major requirements.

Major Course Requirements

- at least 4 courses at the 300- or 400-level
- no more than 4 courses at the 100-level
- additional courses can be counted as free electives
- ordinarily, the program of study should include at least 16 credit hours from each of two different disciplines

Integrative Studies (B.A.)

The Bachelor of Arts in Integrative Studies creates an avenue for those in their third year and beyond to find a path toward completing a college degree. The degree seeks to prepare students to be competitive in the job market upon graduation by:

- Honoring previous academic experience
- Providing focused academic advising and career development services
- Equipping through on-the-job training and real-world application via internships and/or a capstone course

Students are required to work with a member of the Office of Academic Advising to determine course equivalencies, develop a degree completion plan according to the requirements of the Integrative Studies major, and complete the Integrative Studies application. Students earning a BA degree complete all Core requirements (44 credit hours), as well as at least 20 credit hours of coursework in two emphasis areas, typically within the arts and humanities, social sciences, and communications. A two-credit internship or a capstone course specific to the emphasis areas are also required. All applications and degree plans must be approved by the Associate Provost for Student Learning.

Integrative Studies Requirements:

The Bachelor of Integrative Studies requires 125 credits to graduate, inclusive of the following requirements:

Core Requirements:

- FYS 100 First Year Seminar
- Power of Language: English
- Power of Language: Modern or Ancient Languages
- Humanities
- Western Cultural Heritage
- Non-Western Cultural Heritage
- Social Sciences
- Mathematics
- Natural and Physical Sciences
- Creative Expression
- Two Signature Learning Experiences (SLE)

Students must complete at least 20 credit hours of course work in two different emphasis areas. Courses may be taken in-person or online inclusive of programming provided by the School for Graduate and Professional Studies in accordance with current academic policy.

- IS 470 - Internship in Integrative Studies 2.00-4.00 credits.
  or
- IS 497 - Capstone in Integrative Studies 2.00 credits.

Notes:

- Students may take as many electives as needed to meet the 125 credit hour requirement for graduation. Courses applied to the student's Core and/or major may not be applied to their elective credit hour count.
- A minimum of 30 credit hours must be taken at Elizabethtown College.
- A minimum of 12 credit hours towards the degree must be taken at the upper-level (300/400).

- A maximum of 90 transfer credits may be applied to the degree.
- The awarding of either a B.A. or B.S. is dependent upon the two emphasis areas and course completions. In cases where a student is completing courses in both a B.A. and B.S. Program, the degree associated with the majority of the credits will be awarded.

Integrative Studies (B.S.)

The Bachelor of Science in Integrative Studies creates an avenue for those in their third year and beyond to find a path toward completing a college degree. The degree seeks to prepare students to be competitive in the job market upon graduation by:

- Honoring previous academic experience
- Providing focused academic advising and career development services
- Equipping through on-the-job training and real-world application via internships and/or a capstone course

Students are required to work with a member of the Office of Academic Advising to determine course equivalencies and develop a degree completion plan according to the requirements of the Integrative Studies major, and complete the Integrative Studies application form. Students earning a BS degree complete all Core requirements (44 credit hours), as well as at least 20 credit hours of coursework in two emphasis areas, typically within the physical and natural sciences, mathematics, education, and some business areas. A two-credit internship or a capstone course specific to the emphasis areas are also required. All applications and degree plans must be approved by the Associate Provost for Student Learning.

Integrative Studies Requirements:

The Bachelor of Science in Integrative Studies requires 125 credits to graduate, inclusive of the following requirements:

Core Requirements:

- FYS 100 First Year Seminar
- Power of Language: English
- Power of Language: Modern or Ancient Languages
- Humanities
- Western Cultural Heritage
- Non-Western Cultural Heritage
- Social Sciences
- Mathematics
- Natural and Physical Sciences
- Creative Expression
- Two Signature Learning Experiences (SLE)

Students must complete at least 20 Credit hours of course work in two different emphasis areas. Courses may be taken in-person or online inclusive of programming provided by the School for Graduate and Professional Studies in accordance with current academic policy.

- IS 470 - Internship in Integrative Studies 2.00-4.00 credits.
  or
- IS 497 - Capstone in Integrative Studies 2.00 credits.

Notes:

- Students may take as many electives as needed to meet the 125 credit hour requirement for graduation. Courses applied to the student's Core and/or major may not be applied to their elective credit hour count.
- A minimum of 30 credit hours must be taken at Elizabethtown College
- A minimum of 12 credit hours towards the degree must be taken at the upper-level (300/400).
- A maximum of 90 transfer credits may be applied to the degree.
- The awarding of either a B.A. or B.S. is dependent upon the two emphasis areas and course completions. In cases where a student is completing courses in both a B.A. and B.S. Program, the degree associated with the majority of the credits will be awarded.

Minors

Architectural Studies Minor

The interdisciplinary minor in Architectural Studies provides a general introduction to careers in architecture. The curriculum includes architectural design, sustainability, engineering principles and the history of the built environment. Students learn to design original buildings for real-world contexts with client and community involvement. They research, document, and render their original designs and present and defend them in critiques. Stewardship of natural resources, innovations in sustainability, LEED standards and certification are emphasized in courses and projects. Prior knowledge of physics and advanced mathematics is not required.

Student Learning Outcomes

Students will be able to:

- Students will design and produce models for an original project for a specific client that includes architectural plans, materials, cost and sustainability and defend their design to a panel of judges composed of faculty, architects, artists, engineers and investors.
- Students will be able to demonstrate knowledge of the historical and contemporary architecture built throughout the world for sacred, civic, commercial, cultural, and domestic environments.
- Students will be able to explain the national standards of LEED (Leadership in Energy and Environmental Design), and their incorporation within buildings and landscape architecture.
- Students who have completed the Architectural Studies minor will prepare a professional portfolio that includes selected design works from EGR353 Green Architectural Engineering, ART/EGR495 Architecture Studio I, ART/EGR496 Architectural Studio II, and other courses and creative works of their choosing. Students must post their portfolios online.

For further information, contact Dr. Joseph Wunderlich, School of Engineering and Computer Science.

The Architectural Studies minor requires:

- ART 105 - CE Drawing I 4.00 credits.
- ART 280 - NCH World Architecture 4.00 credits.
- EGR 353 - Green Architectural Engineering 3.00 credits.
- EGR 495 - Architectural Design Studio I (ART 495) 2.00 credits. or
- ART 495 - Architectural Design Studio I (EGR 495) 2.00 credits.
  AND
- EGR 496 - Architectural Design Studio II (ART 496) 2.00 credits. or
- ART 496 - Architectural Design Studio II (EGR 496) 2.00 credits.

One ART elective requirement from the following:

- ART 155 - WCH Introduction to the History of Art I 4.00 credits.
- ART 157 - WCH Introduction to the History of Art II 4.00 credits.
- ART 205 - Painting I 4.00 credits.
- ART 210 - Drawing II 4.00 credits.

One elective requirement from the following (minimum of two credits):

- ART 480-489 - Independent Study in Fine Art and Design Variable credits. (emphasis in architecture)
- EGR 200 - Engineering Research/Project Variable credits. (emphasis in architecture)
- EGR 355 - Sustainable Resource Engineering and Design 3.00 credits.
- EGR 470-474 - Internship in Engineering Variable credits. (emphasis in architecture)
- EGR 480-489 - Independent Study in Engineering Variable credits. (emphasis in architecture)
- HM 472 - Internship in Arts and Humanities 2.00 credits. (emphasis in architecture)
- HM 474 - Internship in Arts and Humanities 4.00 credits. (emphasis in architecture)

Cognitive Science Minor

Student Learning Outcomes

This interdisciplinary minor integrates elements of Psychology, Biology, Neuroscience, Philosophy, and Computer Science into a unified field of study to better understand the human mind.

Students will be able to:

- Students, through both oral and written assignments, and laboratory work will demonstrate a basic understanding of the various methodologies used by neuroscientists, psychologists, computer scientists, and philosophers to address questions about cognition, consciousness and behavior, and how those methodologies work together.
- Students, as part of a senior capstone seminar - will be able to demonstrate an ability to synthesize research findings from an array of disciplines in the cognitive sciences in the evaluation of a question pertaining to cognition, consciousness and behavior.

For further information, contact the Cognitive Science Minor Advisor, Dr. Michael Silberstein.

Required Classes (12 credits):

- NEU 125 - Introduction to Neuroscience 4.00 credits.
- CSC 290 - Introduction to Cognitive Science (PH 290) 4.00 credits.
- CSC 462 - Cognitive Science Capstone 4.00 credits.

Neurobiology Track

- CSC 315 - Cognitive Neuroscience (PH 315) 4.00 credits.
- PSY 210 - Sensation and Perception 4.00 credits.

Psychology Track

- CSC 350 - Animal Minds (PH 350) 4.00 credits.
- PSY 315 - Cognitive Psychology 4.00 credits.

Computational Track

- CS 121 - MA Computer Science I 4.00 credits.
- EGR 434 - Robotics and Machine Intelligence 4.00 credits.

Creative Writing Minor

The **Creative Writing Minor** requires six courses from those listed below. All minors take CW 160, a survey course; CW 490, a creative writing project; and EN/CW 496, an interdisciplinary capstone course their junior or senior year.

Creative Writing Survey

- CW 160 - CE An Amplified Life: Building Your Creative Writing Practice 4.00 credits.

Topics in Writing

At least 3 courses from the following:

- COM 224 - CE Script and Screenwriting 4.00 credits.
- CW 104 - CE Travel Writing - Text and Image 4.00 credits.
- CW 230 - CE Novel Study and Writing 2.00 credits.
- CW 260 - CE The Flash Form - Fiction and Nonfiction 4.00 credits.
- EN 165 - CE Introduction to Creative Writing 4.00 credits. (or HEN 165)
- EN 260 - Creative Writing: Poetry 4.00 credits.
- EN 261 - CE Writing and Analyzing the Short Story 4.00 credits.
- EN 262 - CE Creative Non-Fiction 4.00 credits.
- EN 263 - CE Young Adult Literature 4.00 credits.
- EN 360 - Advanced Fiction Writing 4.00 credits.
- TH 200 - CE Playwriting 4.00 credits.

Creative Writing Project

- CW 490 - Special Project in Creative Writing Variable (2.00-4.00) credits.

Capstone course:

- CW 496 - Word, Web, and Design (EN 496) 4.00 credits.

General Science Minor

The **General Science minor** offers students the opportunity to study the natural sciences as a group, based on the view that the natural sciences together are the area of secondary interest for the student.

This minor is especially appropriate for, but not limited to, early childhood education majors with aptitude and interest in the natural sciences and others interested in cross-disciplinary content. Although some students may wish to complete a minor in a separate science discipline, others may want a wider curricular base and mix in the content they wish to study. The General Science minor provides this while retaining unity and focus. Further, in addition to providing breadth of study of the natural sciences as a group, it allows for a measure of investigation in depth of a selected discipline.

For further information, contact the General Science Minor Advisor, Dr. Peter Licona.

The minor in General Science requires seven courses (at least 27 credits). One required course must be selected from each of the following five disciplines:

Mathematics:

- MA 121 - MA Calculus I 4.00 credits.

Earth Science:

- ES 113 - NPS Earth in Space: Evolution of a Planet 4.00 credits. or
- ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere 4.00 credits. or

Physics:

- PHY 101 - General Physics I 4.00 credits. or
- PHY 105 - NPS How Things Work 4.00 credit. or
- PHY 201 - College Physics I 4.00 credits.

Chemistry:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science 4.00 credits. or
- CH 109 - NPS Introduction to Forensic Science 4.00 credits. or
- CH 113 - Organic Chemistry I 4.00 credits.

Biology:

- BIO 101 - NPS Biological Concepts 4.00 credits. or
- ENV 113 - NPS Introduction to Environmental Science 4.00 credits. or
- BIO 111 - Molecules, Cells, & Animal Systems 4.00 credits.

Two or more elective courses (totaling at least seven credits)

Chosen from any biology, chemistry, earth science, physics, or engineering courses 200-level or above (or at 100-level if the elected course has a prerequisite in the same discipline that also must be completed). See Course Descriptions.

International Studies Minor

The **International Studies minor** is an interdisciplinary minor, comprised of a cluster of foreign culture, language, and international affairs courses with a largely contemporary focus. It provides the students with enhanced understanding of the conditions in the rest of the world that are making themselves felt in the daily lives of Americans. In addition to the general liberal arts goal of broadening students' horizons of awareness of other peoples and places, the minor offers a valuable complementary education for many career-oriented and pre-professional programs of study. The minor provides three principal categories of an international education: competency in a second language, knowledge of other cultures, and appreciation of global interdependence among nations.

For further information, contact the International Studies Minor Advisor, Dr. Oya Dursun-Ozkanca.

Student Learning Outcomes:

Students will be able to:

- Draw effectively on primary and/or secondary sources to analyze a multicultural and/or international topic from a political, historical, economic, legal, cultural, religious, or geographic perspective.
- Communicate in a language other than English at an intermediate level.
- Communicate effectively orally and in writing about a multicultural and/or international topic.

The requirements for an International Studies minor are 26 credits as follows:

Foundational requirement (4 credits):

- PS 245 - NCH International Relations 4.00 credits.

Language requirement (8 credits):

Two semesters of modern language at the 200-level or above. At least one of these two courses should be taken at the Elizabethtown College. Up to 4 credits can be taken at an affiliated or approved non-affiliated study abroad program. Exceptions to this language requirement can be made by petitioning the Director of the International Studies Minor (for example, students who are native or near-native speakers of a language other than English).

Elective courses (12 credits):

Select any three courses from the following list, with the caveat that two would come from the same discipline or language (defined in practical terms by course prefix), and one would come from a different discipline or language (defined in practical terms by course prefix).. At least one of these elective courses should be taken at the 300- or 400-level. Up to 8 credits can be taken at an affiliated or approved non-affiliated study abroad program. In addition to the elective courses listed below, students may also take a number of 170- and 370-series courses that are approved by the International Studies Minor Program Committee to satisfy the minor elective requirements.

Business

- BA 197 - Introduction to International Business 4.00 credits.
- BA 337 - International Legal and Ethical Environment of Business 4.00 credits.
- FIN 427 - International Financial Management 4.00 credits.
- FBE 280 - Global Family Business 4.00 credits.
- FBE 450 - Family Business and Entrepreneurship: A European Trek 4.00 credits.
- BA 350 - European Union Simulation I (PS 350) 4.00 credits.

Communications

- COM 251 - International Communications 4.00 credits.

Economics

- EC 280 - International Organizations Seminar Variable (2.00 or 3.00) credits.
- EC 307 - International Economics 4.00 credits.
- EC 311 - Economic Development 4.00 credits.

Fine and Performing Arts

- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240) 4.00 credits.
- ART 280 - NCH World Architecture 4.00 credits.
- MU 205 - NCH World Music 4.00 credits.

History

- HI 226 - NCH History of Modern China 4.00 credits.
- HI 225 - History of Modern Japan 4.00 credits.
- HI 316 - The Enlightenment and French Revolution (1600-1800) 4.00 credits.
- HI 320 - Middle East in Modern Times 4.00 credits.
- HI 321 - North Africa in Modern Times 4.00 credits.

Interdisciplinary Curriculum

- IC 206 - NCH/SSC Middle East Politics 4.00 credits.

International Studies

- INT 233 - NCH The Arab Spring (PS 233) 4.00 credits.
- INT 246 - HUM Refugees in Global and Regional Context & Advocacy Lessons from Nobel Peace Laureates (PS 246, HON 246) 4.00 credits.
- INT 332 - Model United Nations (PS 332) 4.00 credits.
- INT 470-474 - Internship in International Studies Variable (0.00, 2.00, or 4.00) credits.

Modern Languages

- Any 300-level or above modern language course, and/or any 200-level or above modern languages course that does not have 11 or 12 as final two digits in the course number

Political Science

- PS 150 - NCH Introduction to Comparative Politics 4.00 credits.
- PS 233 - NCH The Arab Spring (INT 233) 4.00 credits.

- PS 246 - HUM Refugees in Global and Regional Context & Advocacy Lessons from Nobel Peace Laureates (HON 246, INT 246) 4.00 credits.
- PS 332 - Model United Nations (INT 332) 4.00 credits.
- PS 340 - Terrorism and Counterterrorism 4.00 credits.
- PS 350 - European Union Simulation I (BA 350) 4.00 credits.

Religious Studies

- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh 4.00 credits.
- REL 293 - NCH Islam 4.00 credits.
- REL 392 - Discovering Chinese and Japanese Philosophy 4.00 credits.

Social Work

- SW 360 - International Social Development 4.00 credits.

Sociology and Anthropology

- AN 111 - NCH Understanding Human Cultures 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.

Capstone requirement (2 or 4 credits):

- INT 490 - Directed Research Project in International Studies Variable (2.00 or 4.00) credits.

Note:

The International Studies minors can double-count up to 18 credits.

Transformative Justice Minor

The Transformative Justice minor provides a general introduction to an abolitionist framework and approach to responding to violence, harm, and abuse. The interdisciplinary program is an examination of how violence occurs within the context and conditions that perpetuate the cycle of violence. This orientation works to address and break generational cycles of trauma, marginalization, and harm. Transformative justice prioritizes responses that do not cause more violence and trauma to actively reduce harm and offers an alternative to state responses to violence as exemplified in the massive prison industrial complex. TJ is rooted in the work of indigenous communities, Black communities, immigrant communities of color, poor and low-income communities, communities of color, people with disabilities, sex workers, and queer and trans communities. The minor has three tracks: Generalist, Race Issues, and Global Issues.

Students will be able to:

1. Define and reflect on personal positionality

2. Interrogate and reimagine current institutional and structural practices within the context of historical knowledge

3. Contextualize American racial realities within the global system of racial hierarchy

4. Investigate the origins, history, and markers of whiteness and white supremacy

5. Examine the roots and impact of colonialism and the violence that is perpetuated as a result

6. Explore the ways in which systems such as schools, prisons, and governments perpetuate oppression and white supremacy

7. Organize and advocate to dismantle oppressive systems and create more just communities

For further Information, contact the Transformative Justice Minor Advisor.

The Transformative Justice Minor requires:

- TJ 200 - NCH Foundations of Global White Supremacy and Dehumanization 4.00 credits.
- TJ 300 - HUM Emergent Strategy and Social Change Movements 4.00 credits.

Generalist Track - Choose four electives:

- CJ 100 - WCH Introduction to Criminal Justice 4.00 credits.
- CJ 200 - Policing in America 4.00 credits.
- CJ 220 - Corrections in America 4.00 credits.
- CJ 320 - Community Corrections 4.00 credits.
- HON 210 - HNR Rethinking Leadership: Creativity, Collaboration, and Social Change 4.00 credits.
- IC 204 - CE/HUM Artistic Peacebuilding 4.00 credits.
- PBH 211 - Introduction to Global Health 4.00 credits.
- PS 246 - HUM Refugees in Global and Regional Context & Advocacy Lessons from Nobel Peace Laureates (HON 246, INT 246) 4.00 credits.
- PS 340 - Terrorism and Counterterrorism 4.00 credits.
- PSY 330 - Psychology of Prejudice (WGS 330) 4.00 credits.
- REL 103 - HUM Religion and Nonviolence 4.00 credits.
- REL 105 - HUM Interfaith Peacebuilding 4.00 credits.
- SO 101 - SSC Discovering Society 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.
- SO 217 - WCH Sociology of Religion 4.00 credits.
- SO 220 - Race and Ethnic Relations 4.00 credits.
- SW 160 - SSC Social Problems and Response of Social Welfare Institutions 4.00 credits.
- WGS 205 - WCH Writing Trauma and Resilience 4.00 credits.

Global Issues Track - Choose four electives:

- COM 252 - HUM Multi-Cultural Communications 4.00 credits.
- IC 204 - CE/HUM Artistic Peacebuilding 4.00 credits.
- PBH 211 - Introduction to Global Health 4.00 credits.
- PS 246 - HUM Refugees in Global and Regional Context & Advocacy Lessons from Nobel Peace Laureates (HON 246, INT 246) 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.
- WGS 205 - WCH Writing Trauma and Resilience 4.00 credits.

Racial Issues Track - Choose four electives:

- CJ 100 - WCH Introduction to Criminal Justice 4.00 credits.

- CJ 200 - Policing in America 4.00 credits.
- PSY 330 - Psychology of Prejudice (WGS 330) 4.00 credits.
- SO 220 - Race and Ethnic Relations 4.00 credits.

Women and Gender Studies Minor

The **Women and Gender Studies (WGS)** program is designed for students who want to understand the world about them using concepts such as gender, race/ethnicity, class, sexuality, and religion. It is also designed for students who are passionate about social change. Passion and practicality work together. This interdisciplinary minor draws on courses from WGS and programs such as Psychology, Sociology, Social Work, Communications, and English. Students can easily find classes that intrigue them and also count toward Core and major/minor requirements. WGS is a flexible minor that complements any major.

Our lives are shaped by "categories of difference": gender, race/ethnicity, class, sexuality, religion. Students in WGS use these categories to reflect on their own intersectional identities, others' experiences, and the impact of social forces. They study the struggles of women and other groups to achieve social justice and equality--in the past, in the present, and across the globe. WGS courses make students ready for social action. They also inspire students' scholarship, develop their capacities for critical thinking, clear communication, teamwork, and prepare them for careers in diverse workplaces. Possible careers include Government and Politics, Nonprofit and Advocacy Work, Business, Law and Human Rights, Teaching, Social Work, Occupational Therapy, Psychology.

The WGS minor requires a minimum of 20 credit hours, comprised of five courses: WGS 105, WGS 315, and three elective courses from the Humanities and Social Sciences lists. No more than two courses may be taken from the same list. Students may double-count a research project in their major for WGS 490/WGS 491, if that project deals with gender or multicultural issues and if they obtain permission from their major discipline and the WGS Director. Note that several WGS courses also satisfy Core requirements, and other courses may fulfill requirements for a student's major.

Student Learning Outcomes

Students will be able to:

- Discuss the history, evolution, theoretical bases, and methods of inquiry of this interdisciplinary field;
- Discuss the statuses of women within and across various societies, and current and historical struggles to achieve social justice through individual and collective action;
- Explain the impact of perspectives on gender from various disciplines;
- Critically analyze the inequities, root causes, and reinforcing structures of categories of difference, which include, but are not limited to, gender and its intersections with class, race and ethnicity, sexuality, and religion;
- Critically reflect on their own identity, the social forces that impact it, and the ways that it informs their own worldview

For further information, contact the Women and Gender Studies Program Director.

Required courses:

- WGS 105 - SSC Sex and Gender in Society 4.00 credits.
- WGS 315 - Feminist and Gender Theory 4.00 credits.

Elective courses:

Three courses – at least one and not more than two – from each category: Humanities and Social Sciences.

Humanities electives:

- AS 112 - NCH Understanding Asian Cultures 4.00 credits.
- COM 252 - HUM Multi-Cultural Communications 4.00 credits.
- COM 261 - HUM Film Studies 4.00 credits.
- EN 210 - WCH British Literature, Focus Course 4.00 credits.
- HI 321 - North Africa in Modern Times 4.00 credits.
- PSY 130 - Introduction to LGBTQ+ Issues 4.00 credits.
- REL 323 - Women, Gender, and the Hebrew Bible 4.00 credits.
- WGS 205 - WCH Writing Trauma and Resilience 4.00 credits.
- WGS 490 - Directed Research Project 2.00 credits. or
- WGS 491 - Directed Research Project 4.00 credits.

Social Science electives:

- COM 180 - SSC Media, Sports, and Society 4.00 credits.
- PS 365 - Women and Politics 4.00 credits.
- PSY 230 - Psychology of Women and Gender 4.00 credits.
- PSY 330 - Psychology of Prejudice (WGS 330) 4.00 credits.
- SO 204 - SSC Population and Global Issues 4.00 credits.
- SO 305 - Marriage and Family (WGS 305) 4.00 credits.
- SW 280 - Multicultural Counseling Skills 4.00 credits.
- SW 360 - International Social Development 4.00 credits.
- SW 339 - Human Sexuality 4.00 credits.
- SW 355 - Women in Society 4.00 credits.
- WGS 305 - Marriage and Family (SO 305) 4.00 credits.
- WGS 490 - Directed Research Project 2.00 credits. or
- WGS 491 - Directed Research Project 4.00 credits.

Courses

CSC 290 - Introduction to Cognitive Science (PH 290)

4.00 credits. Cognitive science is an interdisciplinary science that integrates elements of philosophy, psychology, neuroscience, and computer science into a unified field of study. As a required course for the Cognitive Science Minor, Introduction to Cognitive Science provides exposure to a variety of disciplines, with particular focus on how they cooperate to study cognition and behavior. Fall semester.

CSC 315 - Cognitive Neuroscience (PH 315)

4.00 credits. Philosophers of Mind have been exploring the human mind for centuries. Cognitive Psychologists have been exploring the human mind through behavioral studies for over fifty years. In parallel, neuroscientists have built-up our understanding of the human brain. Cognitive Neuroscience lies at the intersection of these fields. This course will provide a big picture, theoretical, up to date introduction to twenty-first century Cognitive Neuroscience. The student will also learn how this key discipline fits into the larger field known as Cognitive Science.

CSC 350 - Animal Minds (PH 350)

4.00 credits. There is a growing consensus that many non-human animals are conscious and much more intelligent than previously believed. Throughout this interdisciplinary course, we will try to answer the question what, if anything, makes humans unique with regard to cognitive abilities and conscious experience? We will explore similarities and differences between humans and other animals for a variety of cognitive abilities such as perception, attention, learning, memory, reasoning, tool use, and language using primary scientific evidence and an evolutionary framework. We will explore particular debates in current animal cognition research.

CSC 462 - Cognitive Science Capstone

4.00 credits. Students will read and discuss articles in the cognitive science literature dealing with major advances in cognitive science. A paper and oral presentation on subject related to the discussion is required. ****Prerequisite(s):*** PH 290, NEU 125, and at least 12 credits in the minor. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Fall or spring semester.

CW 104 - CE Travel Writing - Text and Image

4.00 credits.

(Creative Expression Core Course)
This course will introduce students to multiple styles of travel writing, including poetry and creative nonfiction. Students will read model works, craft pieces, and practice photography elements that often accompany travel writing.
*Students participating in the summer study abroad program will receive SLE credit.

CW 160 - CE An Amplified Life: Building Your Creative Writing Practice

4.00 credits. **(Creative Expression Core Course)**
So much of our discussion on creative writing centers on product – the published story, memoir, or poem. Sometimes we talk about process – brainstorming, outlining, revising. But how often do we consider a creative

writing practice, the regular habits and small steps writers take to commit to their creative work? This class helps students develop their own creative writing practice. Students will generate and revise creative work in a variety of genres, read craft and model texts by published authors, and try various writing practices. The goals are to build a writing practice and writing community, and to reflect on the ways those supports provide lasting benefits to a creative life. **Prerequisite(s):* EN 100.

CW 230 - CE Novel Study and Writing

2.00 credits. **(Creative Expression Core Course).**
This class is designed to introduce students to novel writing. Students will study four novels per semester and generate their own creative work. Students will also give presentations addressing craft, style, and current trends in literature. This course is two credits and can be repeated in the spring semester (spring semester can be viewed as a carryover from the fall semester—or it can be taken as a standalone). **Prerequisite(s):* EN 100.

CW 260 - CE The Flash Form - Fiction and Nonfiction

4.00 credits. **(Creative Expression Core Course)**
This class is designed to introduce students to the compressed/flash form of fiction and creative nonfiction. Weeks will alternate between fiction and nonfiction. Starting with week three, students will submit a weekly, polished flash piece. Other elements of the class will include workshops and student-led craft presentations. The final project will consist of making a portfolio of ten original pieces. Spring semester.

CW 490 - Special Project in Creative Writing

Variable (2.00-4.00) credits. Students will propose and complete an independent project focused on creative writing. **Prerequisite(s):* CW 160 and EN 100.

CW 496 - Word, Web, and Design (EN 496)

4.00 credits. This advanced course instructs students in web writing and layout techniques. It provides opportunities to learn and practice messaging skills useful for future careers writing for nonprofit and company websites. The course focuses on the aesthetic and professional presentation of one's work. **Prerequisite(s):* Open to juniors and seniors. *Professional Writing majors must have completed EN 185. **Signature Learning Experience: Capstone Experience.** Spring semester.

INT 233 - NCH The Arab Spring (PS 233)

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
***A Guided Writing and Research Course.**
This course provides an in-depth analysis of the Arab Spring, series of revolutions, protests, rebellions that have been ongoing in the Arab world since 2011. It analyzes the causes behind the uprisings and the path that each continues to take. Situating the Arab Spring in diplomatic history, it explores the political and socio-economic characteristics of the countries to illustrate why the success of democratic transition in the Middle Eastern and North African region vary. **Prerequisite(s):* EN 100. May term only.

INT 246 - HUM Refugees in Global and Regional Context & Advocacy Lessons from Nobel Peace Laureates (PS 246, HON 246)

4.00 credits. **(Humanities Core Course)**
***A Guided Writing and Research Course.**
This course will offer the intellectual, analytical and research tools to understand the history and complexities of forced migration and refugeehood and their centrality to political, social and economic change in global, national and regional contexts. It will introduce students with an interest in local, national, as well as international career opportunities in human rights, development, refugees, and migration, and develop an understanding of various policy responses from around the world, including our regional context in Lancaster, PA, using extensive partnership with Church World Services. Students will explore the legacy of Nobel Peace Laureates whose work has shaped global refugee policy and humanitarian action—such as Fridtjof Nansen, who pioneered international refugee protections; the Quakers, honored for their post-war refugee relief; and UNHCR, awarded twice for its global refugee support. We will also examine the personal journeys of Laureates like Nadia Murad, Malala Yousafzai, and Andrei Sakharov, whose lived experiences as refugees or exiles inform their peacebuilding efforts. The course will analyze global responses to refugees by examining the policies of the United States, European Union, and Turkey. Particular attention will be paid to the driving forces behind the record-breaking numbers of refugees around the world, such as civil wars, risk of genocide, organized crime, terrorism, ecological disasters, and lack of human security. **Prerequisite(s):* EN 100. **Signature Learning Experience: Community-Based Learning.** Offered Summer semester.

INT 332 - Model United Nations (PS 332)

4.00 credits. This course introduces the history, structure, functions, and activities of the United Nations. It is designed to provide students with theoretical and historical foundations to study the UN and understand the modalities of international diplomacy at this defining moment in history. This course goes beyond a traditional approach to the study of the UN, as students taking this course are required to participate at an intercollegiate Model United Nations simulation conference. **Signature Learning Experience: Internship.**

INT 470-474 - Internship in International Studies

Variable (0.00, 2.00, or 4.00) credits. This course is an internship seminar designed to integrate previous coursework in the interdisciplinary field of international studies into the internship experience of International Studies minor students. Internship experience can clearly enhance the students' learning and is a valuable supplement to classroom instruction. The main purpose of this course is to assist students in the learning process of reflection, analysis, and integration of experiences and insights gained through their internships with the academic theory, principles, concepts, and social and ethical dimensions of international studies. This course is designed specifically for junior and senior students pursuing the International Studies minor, with a GPA or 2.0 or higher. Each student produces a research paper and a log of daily entries into their internship diary. **Signature Learning Experience: Internship.** Register by Instructor.

INT 490 - Directed Research Project in International Studies

Variable (2.00 or 4.00) credits. This course is a capstone seminar designed to integrate previous coursework in the interdisciplinary field of international studies and produce a major research project on a topic related to international studies. It is designed specifically for senior students pursuing the International Studies minor. Each student produces a major research paper and is required to present the results in front of Capstone Directed Research Project Committee, consisting of the Director of the International Studies Minor and a supervising faculty member (if both

positions are filled by the same faculty member, then the student is required to invite another faculty member to serve as the reader). **Prerequisite(s):* Successful completion of all other requirements of the international studies minor) in their senior year on either fall or spring semester. Therefore, students need to successfully complete PS 245 NCH International Relations, two semesters of modern language at the 200 level or above, and three elective courses approved by the International Studies Minor Program Committee, before they become eligible for enrolling in this course. **Signature Learning Experience: Supervised Research.** Register by Instructor.

IS 470 - Internship in Integrative Studies

2.00-4.00 credits. Internships provide students with practical workplace experience at a venue that provides training, mentorship and oversight by working professionals in the field. Graded Pass/No Pass. Signature Learning Experience: Internship. **Signature Learning Experience: Internship.** Register by Instructor. Repeatable for credit.

IS 497 - Capstone in Integrative Studies

2.00 credits. A capstone course providing an integration of course work, knowledge, skills and experiential learning to enable the student to demonstrate a broad mastery of professional expectations, promise of future employability, written and oral communication skills, collaboration, and flexibility mindsets. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

TJ 200 - NCH Foundations of Global White Supremacy and Dehumanization

4.00 credits. **(Non-Western Cultural Heritage Core Course)**
This course examines the historical foundations of white supremacy and the influence of colonialism and imperialism resulting in the systematic dehumanization of Black and Brown people all over the world. The focus is on using a critical, historical, and global lens to build an understanding of current systems and societies that supports transformative justice work. Transformative Justice is an abolitionist, political framework and approach to responding to violence, harm, and abuse. A TJ orientation recognizes that violence does not happen in a vacuum and seeks to connect that violence with the context and conditions that perpetuate the cycle of violence to address and break generational cycles of trauma, marginalization, and harm.

TJ 300 - HUM Emergent Strategy and Social Change Movements

4.00 credits. **(Humanities Core Course)**
This course explores theories and approaches to social change rooted in transformative justice. The focus is on approaches that address systemic oppression that perpetuate violence and concrete ways to create a more peaceful world by fostering the agency and dignity of all humans. Emergent strategy, restorative practices, and lessons from historical social movements are presented as tools for liberation.

WGS 105 - SSC Sex and Gender in Society

4.00 credits. **(Social Sciences Core Course)**
Serving as an introduction to the fields of gender and women's studies, this course is designed to help students understand the social construction of gender and its influence on women's and men's lives. The course addresses historical perspectives about women and gender, the structure of public and private institutions, and contemporary issues such as discrimination and harassment, health, and violence. Feminist theory and feminist research methods as well as broader social science methods of inquiry will be addressed. Offered every semester.

WGS 205 - WCH Writing Trauma and Resilience

4.00 credits. **(Western Cultural Heritage Core Course)**
Students will study trauma, gender, sexuality, and multifaceted identity through diverse forms of media and literature. The course engages students in cross-cultural dialogue(s) about the nature, framing, and representation of trauma and resilience.

WGS 305 - Marriage and Family (SO 305)

4.00 credits. A study of cross-cultural marriage and family patterns and the comparison of these frameworks to premarital, marital, postmarital and nonmarital aspects of family life in our society.

WGS 315 - Feminist and Gender Theory

4.00 credits. An interdisciplinary study of theory and research methods, this course continues students' investigation of fundamental concepts (e.g., sex, gender, race/ethnicity and class). It also covers the political positions that have defined the American women's movement, such as individual rights; the appropriations and revisions of major theories by feminist thinkers (e.g. Marxism, psychoanalysis); and the grounding of theories in experiences unique to women, such as motherhood. **Prerequisite(s):* WGS 105 and junior or senior standing. Register by Instructor. Offered alternate years.

WGS 330 - Psychology of Prejudice (PSY 330)

4.00 credits. This course will center on understanding social difference and social inequality, and will examine the cognitive and emotional underpinnings of stereotyping, prejudice, discrimination, and identity. We will consider how conscious and unconscious bias influence people's judgments and affinities, and will also closely examine the development of meaningful group identities (e.g., race, ethnicity, gender, sexual orientation). Learning will take place though in-class lectures, activities, and discussion, class readings, and engagement with a community-based placement. **Prerequisite(s):* PSY 105 and junior status or permission of instructor.

WGS 490 - Directed Research Project

2.00 credits. This required capstone course allows students to design a project integrating previous course work and their own interests in the interdisciplinary field of Women and Gender Studies. Each student produces a major research paper or equivalent project (such as an internship) and is encouraged to present the results publicly. Students take either the two-credit or four-credit version of this course. **Prerequisite(s):* WGS 105, WGS 315, and two WGS elective courses from different Programs. See the Director of Women and Gender Studies for more information. Register by Instructor. Offered every semester. This course is repeatable for credit.

WGS 491 - Directed Research Project

4.00 credits. This required capstone course allows students to design a project integrating previous course work and their own interests in the interdisciplinary field of Women and Gender Studies. Each student produces a major research paper or equivalent project (such as an internship) and is encouraged to present the results publicly. Students take either the two-credit or four-credit version of this course. **Prerequisite(s):* WGS 105, WGS 315, and two WGS elective courses from different Programs. See the Director of Women and Gender Studies for more information. Register by Instructor. Offered every semester. This course is repeatable for credit.

Enrollment

Change of Personal Information

Personal information changes (name, address, phone number, etc.) may be submitted through JayWeb, using the Address Change Form.

A student wishing to obtain a legal name change or gender marker change should communicate directly with the Office of Registration and Records. Proper legal documentation will be required before any changes are updated in our systems. Please refer to the Personal Identification Change Form available on the office forms webpage.

Campus Name Change Requests

A student may select a Campus, or preferred, name by which a student will be known to faculty, staff, and peers on-campus ONLY. Any communication for federal reporting, billing, or other non-campus communications will utilize the students legal name ONLY. Any student wishing to institute a campus name should refer to the JayWeb Instructions for Students on how to initiate a campus name change request.

Academic Load and Progress

Since the completion of at least 125 credits is required for a bachelor's degree, a student who plans to graduate in four years must satisfactorily complete an average of 16 credits in each of eight semesters. However, some students wisely elect to take a lighter academic load to do better work and choose to complete one or more summer courses or attend a partial fifth year. Some programs require a highly sequenced set of courses and any deviations from the sequence may delay program completion. Students should review the requirements for any intended major or minor programs to ensure full understanding of program expectations. Students completing courses through accelerated subterms can expect to complete 6-12 credits each semester and are required to meet the 125 minimum credits for graduation.

Definition of a Credit

Elizabethtown College utilizes an outcome-based curriculum and assessment in accordance with our accreditor, Middle States Commission on Higher Education, and other discipline-based accrediting associations. The College complies with the academic practices and provisions defined in Pennsylvania Department of Education 22 Pa. Code § 31.21.

A semester credit hour represents a unit of curriculum material that normally can be taught in a minimum of 15 hours of classroom instruction plus a minimum of two hours of out-of-class student work for approximately 15 weeks (or a total of 225 hours of instruction and a minimum of 30 hours of out-of-class student work over the length of the term), including final examination or equivalent activity as determined by the faculty. An equivalent amount of work is required in courses and academic instructional activities where direct instruction is not the primary mode of learning, such as online, hybrid, and remote courses; laboratory work; directed study; independent study; internships; practicum; field work; etc. Credits are awarded based on documented learning objectives, learning outcomes, and expectations within a specified period of academically engaged time.

The Pennsylvania Department of Education has developed the following parameters for developing curriculum content equivalent to classroom-based instruction. Each of the following four requirements must be met for any equivalent learning experience activity:

1. Be directly related to the objectives of the course/program,
2. Be measurable for grading purposes,
3. Have the direct oversight or supervision of the faculty member teaching the course, and
4. In some form be the equivalent of an activity conducted in the classroom.

The equivalent does not include:

1. Homework Assignments
2. "Time Spent" – a calculation of the time a student spends accomplishing a task.

Full-time/Part-time Status

An undergraduate student taking 12 or more credits per semester at Elizabethtown College is considered a full-time student and pays full tuition and fees.

An undergraduate student taking fewer than 12 credits per semester is considered part time. Part-time students pay the regular semester credit rate plus applicable fees.

National Collegiate Athletic Association (NCAA) regulations stipulate that a student must carry a minimum of 12 credits per semester to be eligible for intercollegiate athletic competition.

Voluntary Withdrawal from College

Students who withdraw from the College during a semester also withdraw from all their classes for that semester. Full-time students withdraw from the College through the Center for Student Success; part-time students withdraw through the Office of Registration and Records. Students who withdraw during the semester are expected to leave the campus as of the effective date of their withdrawal.

For purposes of billing, room reservation, academic responsibility, etc., the effective date of withdrawal is the date on which the completed official notice is returned to the Center for Student Success or the Office of Registration and Records. A student who withdraws without notification receives no refunds and may incur the full room penalty. Failure to comply with the withdrawal procedures may result in loss of the privilege of readmission to the College and the right to the release of a transcript of credits earned. See the Institutional Refund Policy for information about pro-rated refunds.

Students who were on academic recovery contract and/or probation who wish to return to Elizabethtown College at a later date must petition Academic Standing Committee for approval.

For more information about the voluntary withdrawal process, contact Stephanie Rankin, Associate Dean of Students**.**

Medical Withdrawal (Voluntary)

A medical withdrawal for physical or mental health reasons is defined as a withdrawal from the College for at least the remainder of the semester in which it is initiated. Guidelines for a Medical Withdrawal are outlined on the College's Student Health website. The withdrawal may extend through subsequent semesters depending on the nature and course of the health concerns.

A medical withdrawal for physical or mental health reasons is requested voluntarily by the student and may be approved if, in the judgment of a licensed medical or mental health provider, it is determined to be in the best interest of the student. A Medical Withdrawal Documentation Form must be signed by the student and completed by the student's treatment provider. The form must be submitted to the Associate Dean of Students for Student Counseling and Health Needs, who also speaks with the student before the withdrawal can be authorized.

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

Prior to being considered for readmission by the College, the student must have their treatment provider submit the Medical Withdrawal Re-Entry Documentation Form to the Associate Dean. Consulting with Associate Dean is necessary as part of the readmission process following a medical withdrawal. See the Re-Entry Requirements after a Medical Withdrawal document for details on the re-entry process.

Academic Progress and Transcription after medical withdrawal approval

Students enrolled in an accelerated blended or online distance education program, where the student may be registered into coursework across multiple sub-terms within the same semester

- will have a grade of "W" transcribed for the sub-term in which the medical leave was initiated, all other course registrations in any sub-term after the leave is approved will result in course drops for the duration of the current semester.
- may seek re-entry into a subsequent sub-term in the current semester, provided (1) the student has satisfied the Re-Entry Requirements after a Medical Withdrawal resulting in approval from Dr. Bruce Lynch, Associate Dean of Students for Student Counseling and Health Needs and (2) the request for re-entry is less than 25 days from the initial approval for medical withdrawal within the current semester.

Students enrolled in programs, requiring physical presence or direct instruction by a faculty on campus,

- will have a grade of "W" transcribed for all courses in the semester for which the medical leave was initiated.
- may not seek re-entry into coursework, requiring physical presence or direct instruction by a faculty member, in the current semester where a medical leave of absence was granted, due to academic progression of course instruction.
- a student may seek re-entry into an online course offered through the School of Graduate and Professional Studies in a sub-term that begins after the student has satisfied (1) the Re-Entry Requirements after a Medical Withdrawal with formal approval from Dr. Bruce Lynch, Associate Dean of Students for Student Counseling and Health Needs and (2) the request for re-entry is less than 25 days from the initial approval for medical withdrawal within the current semester.

Students should contact the Business Office regarding associated fees for re-entry into the same semester where a medical leave was approved previously.

Students are also encouraged to review possible additional requirements for Re-entry required by other administrative offices:

- Residential students (students not participating in blended or online distance education programs), should contact Residence Life at (717) 361-1197 as soon as possible for information about the procedures for moving out of the Residence Hall, and to inquire about the housing registration process. Housing is guaranteed for residential students upon re-entry within the two semesters following the medical withdrawal.
- Contact Disability Services at (717) 361-1227 to discuss accommodation during the re-entry process. It may be necessary to provide documentation from your health care provider to support requests for accommodation.
- Petition Academic Standing Committee for return if on academic contract and/or probation at the time of the Medical Withdrawal.
- Consult Financial Aid and the Business Office regarding implications for individual financial aid and the Institutional Refund Policy.
- Students must also submit a readmission application located on the Office of Registration and Records website.

For more information about a voluntary medical withdrawal, contact Dr. Bruce Lynch, Associate Dean of Students for Student Counseling and Health Needs.

Involuntary Withdrawal

An Involuntary Withdrawal may be imposed by the Dean of Students when a student exhibits behavior that has not been appropriately resolved through the Student Conduct process or is threatening to the safety and well-being of the college community.

Each situation will be reviewed on a case-by-case basis through an individualized assessment of the student's ability to safely participate in college programs. The Vice President of Student Life and Dean of Students will consult with the Associate Dean of Counseling and Health Needs, Director of Campus Safety, Associate Dean of Students for Student Success, Director of Residence Life, Coordinator of Disability Services, and college legal counsel as necessary to fully consider available medical knowledge and the observed, documented behavior which prompted the review to determine if a reasonable accommodation can be made or if a withdrawal is recommended.

If a withdrawal is recommended, the Dean of Students will confer with the student and/or parent/guardian to explain the advantages of a voluntary withdrawal or voluntary medical withdrawal and the conditions for re-entry which may include a medical clearance from a licensed physician or psychologist. If the student declines to take a voluntary withdrawal or voluntary medical withdrawal, the Dean may impose an involuntary withdrawal. The Dean will explain the implications for the student including the conditions for re-entry which may include a medical clearance from a licensed physician or psychologist. During an Involuntary Withdrawal, the student is immediately administratively withdrawn from all classes and from college housing if applicable. The transcript will indicate "W" for all currently enrolled courses. The student may be eligible for a refund according to the Institutional Refund Policy**.**

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

Appeal of an Involuntary Withdrawal

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

Students who believe they may have been discriminated against based on disability can follow the grievance procedure.

Leave of Absence

Students may take a leave of absence from the College for a period of time not to extend beyond the academic year in which the leave is taken. Leaves of absence must be approved by the Director of the Center for Student Success. To return to the College following a leave of absence, students must submit a readmit request to the Office of Registration and Records. For more information about the Leave of Absence process, contact the Associate Dean of Students.

Readmission

Students who leave the College in good academic standing (minimum 2.00 cumulative grade point average) gain readmission by written request to the Office of Registration and Records. Students who leave the College in academic difficulty (below 2.00 cumulative grade point average and/or on academic recovery contract) must petition the Academic Standing Committee for readmission. Students may not normally use a College Catalog dated more than four years prior to graduation to determine requirements for a degree. The only exception to this is for students who have been continuously enrolled for more than four years.

For more information, please visit www.etown.edu/offices/registration-records/readmit.

Fresh Start Policy/ Academic Forgiveness Policy

Undergraduate, associate and baccalaureate, degree seeking students who re-enroll at Elizabethtown College following an absence of five successive calendar years (60 consecutive months) may apply for academic forgiveness under the Fresh Start Policy. The School Dean, and Registrar, will review prior and intervening factors for evidence of potential for improved academic success under the Fresh Start Policy.

Academic Standards

A student reenrolled (approved for readmission) under this policy must meet current degree requirements and will be reviewed under current academic standards requirements applicable at the time of readmission**.**

Transcript Effects

All previously transcribed courses will remain on the student's academic record and transcript, no exceptions.

Courses previously used to satisfy a prior degreed credential are not eligible for forgiveness. These credits and grades will remain permanently locked on the student's academic record and transcript. They will continue to be used in calculating the cumulative GPA.

All other courses with grades below C- are eligible for academic forgiveness. Students must request specific courses for forgiveness. When courses are approved for forgiveness, they are given the notation of "#FG" (Forgiven Grade). There is no limit on the number of courses/credits below a C- that can be given the "#FG" notation on the transcript.

Financial Aid Effects

Students reenrolled under the Fresh Start Program must still meet the financial aid qualitative and quantitative student academic progress, SAP, requirements (using all previously enrolled semester data). Federal regulations do not permit the Financial Aid Office staff to remove or ignore any academic statistics.

Constraints

This policy may be applied only once. Academic forgiveness, excluded courses, and GPA recalculation once enacted cannot be reversed.

- For a **first bachelor's degree**, a minimum of 30 credits must be completed at Elizabethtown after a student return under this policy.
- For a **first associate degree**, a minimum of 15 credits must be completed at Elizabethtown after a student return under this policy.
- For a **first embedded certificate**, a minimum of 6 credits must be completed at Elizabethtown after a student return under this policy. Please note, undergraduate certificates do not stand alone. They are only transcribed upon completion of a degreed program (associate or baccalaureate).

Class Standing

The student's class standing is determined based on the number of completed, earned, credits.

Undergraduate Student Classification

First-Year	0 to 29 completed credits
Sophomore	30 to 59 completed credits
Junior	60 to 89 completed credits
Senior	90 or more completed credits

Official Electronic Correspondence

All students are provided with a college e-mail account (@etown.edu). These accounts are considered the college's official method of electronic correspondence and students are required to check this e-mail account on a regular basis, including during holiday breaks and summer. Students will be provided with their account information (username and password) prior to matriculation. This address is used for official correspondence, so students should check their email regularly at http://mail.etown.edu.

The Academic Program

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

Academic Advising

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

The First-Year Advising Program for students is designed to touch on all aspects of the first-year experience, assisting new students to better understand themselves, and to learn to use the College's resources to meet their educational needs and aspirations.

Upperclass advisors work closely with students during the registration period for course selection for the coming semester. For those upperclass students who have declared a major, advisors in the major program also provide assistance in regard to graduate or professional school and/or career planning.

See the Academic Resources section of this Catalog for more information about the First-Year Advising Program and upperclass student advising.

Student Responsibilities

Students are required to consult with their major advisor as to course selection, course sequences, graduation requirements, etc. Consultation with the second major or minor advisor is an expectation, but not a requirement. **It is the student's responsibility to ensure that all graduation requirements have been met and that other requirements, regulations and deadlines have been observed.**

Health Professions Advisory Committee (HPAC)

The Health Professions Advising Committee (HPAC) is designed to provide each student, regardless of their major, with the information necessary to enable them to make an informed choice about the pursuit of a health-related career. This information is provided through both academic and practical experiences. The HPAC works with the health profession student and the student's major advisor to ensure that a reasonable and sound course of study will enable the student to develop the skills necessary for a health-related career. The HPAC advises the student on how to best prepare for standardized exams (e.g., MCAT), obtain internships and shadowing experience, and works with the student in the preparation and submission of their professional school application materials. In addition, the HPAC supports each student as they select suitable programs while considering career goals and experiences.

To take best advantage of the opportunities provided by the HPAC, students interested in pursuing a health-related profession should register with the HPAC by contacting the Department of Biological and Environmental Sciences or the Chair of the HPAC as early as their first year.

HPAC sponsors on-campus speakers and off-campus field trips designed to provide useful information to students interested in a pursuing a health profession.

For further information, review the website or contact the Chair of the HPAC, Dr. Debra Wohl.

Pre-Law Advising Program

The Pre-Law Advising Program is designed to provide each student, regardless of their major, with the information necessary to enable them to make an informed choice about the pursuit of a law degree or law-related career. This information is provided through both academic and practical experiences. The Pre-Law Director works with the pre-law student and the student's major advisor to ensure that a reasonable and sound course of study will enable the student to develop the skills necessary for law school or a law-related career. The Pre-Law Director advises the student on how to best prepare for the Law School Admissions Test (LSAT) and works with the student in the preparation and submission of their law school application materials. In addition, the Pre-Law Director aids each student in selecting a suitable law school while considering financial aid and career goals.

To take best advantage of the opportunities provided by the Pre-Law Advising Program, students interested in pursuing a law degree or law-related career should register for the Pre-Law Advising Program through either the Center for Student Success or the Pre-Law Director as soon as possible (preferably early in their first year).

The Pre-Law Director also advises the Pre-Law Club and works with the College's mock trial team. The Pre-Law Club sponsors on-campus speakers and off-campus field trips designed to provide useful information to pre-law students. The College's mock trial team participates in regional and national mock trial tournaments and provides students with an excellent opportunity to experience firsthand the litigation process.

For further information, contact the School of Public Service.

Academic Progress Survey System

Mid-term grade reports are not issued. However, during the fifth week of each semester, faculty are asked to complete the Starfish academic progress survey (for all 100- and 200- level courses, with 300- and 400-level courses strongly encouraged).

Students may receive flags for areas of academic concern or kudos for areas of academic strength. Students receiving flags are encouraged to consult with their instructors to discuss options for improving their performance. All students receiving a flag will receive an email from the Center for Student Success inviting the student to take advantage of the Center's supports and resources.

Degree Planners and Degree Audits

Degree Planners for academic majors and minors list the requirements for each program and can be used by students to track their progress.

In addition, electronic degree audits (aka, Grad Reports) are available 24/7 to students and their academic advisors through the College Web system, Jayweb. The degree audit matches the student's course work against the

requirements for a degree and notes which requirements are met and which still are required. The degree audit is not the same as the transcript. The degree audit is an advising tool and as such, is an unofficial document, whereas the transcript is the official record of course history and degree completion. Students are encouraged to review their degree audits and transcripts at the start/end of every semester. While the degree audit is usually accurate, at times the complicated nature of a program or the unique circumstances of a student's course completions may lead to inaccuracies. If there are inaccuracies, students are responsible for reporting these to the Office of Registration and Records. An error in the degree audit does not change the actual requirements for graduation; in particular, unfulfilled requirements are not waived because of degree audit errors. **The responsibility for understanding and meeting degree requirements rests with the student.**

Declaration and Change of Major/Minor

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

Please refer to the graduation policy titled Program Requirements. The Program Requirements policy outlines minimum uniqueness and discipline aspects associated with the completion of additional programs in addition to the students primary major.

Grades and Quality Points

Grades are reported as A, B, C, D, and F. Plus and minus distinctions are made. Designations of I, W, WF, P, NP, and AUD are used in appropriate situations.

Grade definitions are:

A	Distinguished
B	Above Average
C	Average
D	Poor
F	Failure
I	Work Incomplete
W	Withdrawal from Course
WF	Withdrawal Failing from Course
P	Pass
NP	No Pass (Failure)
AUD	Audit

Grades submitted to the Office of Registration and Records are considered official at the time submitted. Official grades can be changed only by successful appeal under the College's Grade Appeal Policy or by an instructor's petition to the School Dean to correct a documented grading error.

Grade appeals and evidence of grading errors must be submitted within 30 days of the date on which the grade was formally issued from the Office of Registration and Records. Exceptions to the 30-day time limit require formal petition to and approval by the Academic Standing Committee.

Quality Points

A 4.00 quality point system is used. Quality points are assigned as follows:

Letter Grade	Quality Points per Semester Hour of Credit
A	4.00
A–	3.70
B+	3.30
B	3.00
B–	2.70
C+	2.30
C	2.00
C–	1.70
D+	1.30
D	1.00
D–	0.70
F, WF	0.00

Grade Point Average Calculation

The grade point average is dependent upon the credits attempted and the quality points earned. To determine the quality points earned for a semester, multiply the credits for each course by the quality points for the grade earned in the course, sum the results, and divide by the total credits attempted in the semester. Courses in which a grade F or WF is received are included in the calculation. Courses in which a grade of W or I is recorded are excluded, as are Pass/No Pass and Audit courses.

The cumulative grade point average and the grade point average in majors and minors are calculated in the same manner as the semester grade point average. All courses that could fulfill a requirement for the majors or minors – whether in excess or not – are used for the grade point average calculation.

Incomplete Grades

A student grade of incomplete may be assigned, in consultation with the course instructor, when the student is unable to complete coursework for extraordinary reasons such as illness, emergency, or other reasonable cause. An Incomplete is not simply to allow additional time to complete course work and is not an alternative to a failing grade. It is a privilege granted by the instructor because of a unique set of circumstances, not a right or expectation of the student. The policy provides students the opportunity to address emergencies and establishes a reasonable deadline to discourage procrastination in the completion of course requirements.

Criteria for an Incomplete grade

Student requests for an Incomplete will only be considered if the student has:

- Completed at least 50% of course work,
- A current passing grade in the course.
- The ability to complete the work without attending additional classes.
- A well-defined plan at the time of the request.

Incomplete contracts must be emailed to the course instructor **PRIOR** to the last day of class. An incomplete grade must be resolved by the agreed upon contract timelines, but no later than the default incomplete contract timelines.

Contract Default Timelines

- **Sub-Term (less than 6 weeks)**
  Incomplete grades must be replaced by a final grade by no more than the length of the accelerated sub-term in which the incomplete grade was granted.
- **Sub-Term (greater than 5 weeks, but less than 14 weeks)**
  Incomplete grades must be replaced by a final grade by no more than the length of the accelerated sub-term in which the incomplete grade was granted.
- **Semester (14 – 16 weeks)**
  Incomplete grades must be replaced by a final grade by no more than the following:
  - Fall Incomplete Deadline: March 1st
  - Spring Incomplete Deadline: August 1st
  - Summer Incomplete Deadline: November 1st

Student Responsibilities:

- The student presents a valid appeal and request to their instructor before the last day of class.
- The student is responsible for circulating the Incomplete Contract for signature. The signed form must be submitted to the Office of Registration and Records.
- The Center for Student Success will circulate an Emergency Incomplete on behalf of the student in collaboration with the Office of Registration and Records when an emergency warrants in support of the student and their family.
- If the student fails to complete the work by the extended and/or default deadline, the instructor will enter a grade based only on work completed during the semester and the Incomplete contractual agreement.
- The student's grade point average calculation will be updated to include the awarded grade, or failing grade if work is not completed.

Faculty Responsibilities:

- The instructor will establish an appropriate completion date with the student. *This date may not exceed the identified default timelines above.*
- The instructor will initially report a grade of "I" in JayWeb. The incomplete grade will appear on the student's Grad Report/Academic Record as an "I".
- The instructor is expected to communicate with the student prior to the submission of the final grade.
- The instructor will submit a final grade for the course, on or before the contracted and/or default completion date, through JayWeb Incomplete to letter-grade change process.

Additional Considerations

An incomplete grade issued to a student on academic probation will not prevent or delay academic action of dismissal.

Receiving an "I" grade in a course means the course *will not* satisfy prerequisites for subsequent course registrations.

Students will not be permitted to graduate with an incomplete grade on their record because their grade point average is not final. Any candidate for graduation earning an unresolved incomplete will automatically be moved to the subsequent date of graduation. The degree and/or post-graduate certificate is not conferred until all requirements for graduation are satisfied.

Registration

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

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

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

The Office of Registration and Records will publish all registration related materials to their website - www.etown.edu/offices/registration-records.

Registration Holds

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

Repeating Courses

Elizabethtown College recognizes the need for increased flexibility for students to progress toward degree completion. A student may repeat courses at Elizabethtown College provided that each attempt resulted in an earned grade of C or lower, which includes grades of F or NP.

When repeating a course to earn a different grade, the original grade remains on the transcript but is removed from calculation of the grade point average, course credits are counted only once toward degree and program requirements, and only the last (i.e., most recent, better, or worse) grade earned for the course is counted in the grade point average. The student must file a course repeat form in the Office of Registration and Records.

A few courses are designated as repeatable for credit in the Catalog because the course content is not duplicated. The repeatable for credit designation appears in the course description in the Catalog.

Students seeking to repeat a course that is no longer offered should petition the Chair of the Academic Standing Committee for an exception to written policy.

Directed Study is an alternative study option and not recommended for course repeat unless the original course registration was a directed study. Exceptions to this rule require approval of the Dean governing the course discipline.

Repeating a course graded F or NP

Students may repeat any course in which they earned an F or NP and may attempt failed courses as many times as needed until the course is passed. A student can self-register through JayWeb under this circumstance, without the submission of a Course Repeat Form through the Office of Registration and Records.

Repeating a course letter-graded C, C-, or in the D range

Under certain conditions, students may be eligible to repeat a course to improve their earned letter-grade. The course may be repeated, regardless of instruction modality, under the following circumstances:

- The course was taken at Elizabethtown College.
- The course credits and grading type, Pass/No Pass or Letter-grade, are identical.
- The course was not an independent study. *An independent study may* not *be used to replace a course listed in the curriculum, to fulfill any Core Program requirement, or to substitute for registering an internship, co-op, or field work/experience.*
- *If the course is repeatable for credit with adjustable course topics with each offering, the Dean governing the course discipline will need to approve the requested course repeat topic under this policy.*
- A student may not seek to repeat a course with GPA adjustment after degree conferral.
- A course with an earned incomplete must be graded before any future repeat attempts can be registered.
- The course syllabus supports the requested modality for instruction.
- The student must file a course repeat form in the Office of Registration and Records.

Financial Aid and Course Repeats

Federal financial aid regulations limit the number of times a student may repeat a course and receive financial aid for that course. The following guidelines apply to students eligible for federal aid.

1. A student may receive aid when repeating a course that was previously failed.
2. Once a student passes a class, they can only receive aid for retaking that course one additional time, regardless of the grade earned for that additional attempt. Any subsequent attempts will not be eligible for aid.
3. If a student retakes a course that is not aid eligible, a recalculation of aid is done to exclude the credits for the repeated course. Students are notified by the Office of Financial Aid if their aid needs to be reduced.
4. A course that is dropped is not considered an attempt for purposes of the course repeat policy.

Auditing Courses

Students in good academic standing (2.00 overall or better) may elect to audit courses provided they do not preempt regularly enrolled students, and they have the permission of the professor teaching the course.

The requirements for the audit are determined by the professor. Upon completion of all such requirements, the audit is posted on the student's permanent record card. Audit courses carry neither academic credit nor grade.

Audit credits are included in the total credits to determine full-time status and overload charges. A fee is charged on a per-credit basis for part-time students who wish to audit courses. Auditors – both full-time and part-time – also must pay any additional fees for labs, studio supplies and other direct costs. Students may add a course for audit or change a course registration from audit to credit during the first week of class only. Change of course registration from credit to audit cannot be made after completion of the fourth week of the semester. Once a course has been audited, it may not be taken for credit. Likewise, a course that has been completed for credit may not be repeated and recorded as an audit course.

Experimental/Special Topics Courses

Experimental courses are intended to provide a platform for faculty to introduce a relatively new topic, to address a timely issue (e.g., an election), or simply to try out new course ideas before submitting the course for formal approval and publication in the undergraduate catalog with a unique number. The Core Committee welcomes faculty to exercise flexibility and creativity in designing experimental courses as part of the Core Program.

A program may offer Special Topics courses using the following course sequence numbers: 170-173, 270-273, 370-373, or 670-673. Experimental courses are formal courses in the program curricula and may be repeatable for credit. An experimental course may be offered for **a maximum of three semesters** before the program must seek formal approval through the faculty governance process for inclusion in the College Catalog.

Discontinuance of Courses

The College reserves the right to withdraw or discontinue any course in the Catalog. The School Dean reserves the right to identify and offer a course exception for any program impacted by the discontinuance of a course in their curriculum.

Pass/No Pass

The Pass/No Pass grading option is intended to encourage students to explore areas of study beyond those of their major or minor. Courses registered on Pass/No Pass basis earn credits (for grades of P) but are not included in the calculation of the grade point average. Students may select one course per semester to be graded in this manner under these conditions:

A student currently must have junior or senior standing (60 or more credits).

The student must have a cumulative GPA of 2.75 or higher.

The selected course may carry no more than four credits and must be a free elective. It may not satisfy a Core Program requirement **(no Core courses can be taken Pass/No Pass)** and may not be a course that could fulfill a requirement for the student's major or minor. However, if major/minor requirements are already met (i.e., completed, not in progress), then an additional course in the major/minor Program can be taken Pass/No Pass.

No more than four courses in total (excluding Physical Education activity courses) may be taken under this grading option.

All students may elect to take Physical Education courses Pass/No Pass. Pass/No Pass registration opens at the end of the second week of classes and must be completed by the end of the fourth week of the semester. Forms are available on JayWeb and in the Office of Registration and Records. Once a course is registered under the Pass/No Pass option, it may not be changed. Grades of D- or higher are recorded Pass; grades of F are recorded No Pass. Students should be aware that courses taken Pass/No Pass may not be transferrable to other institutions.

Overload Credits

A student who achieves a cumulative grade point average of 3.20 or above, or who has the approval of the Registrar, may overload in a particular semester. An additional tuition fee is assessed for credits based on load maximums for the identified semester. Overload Petitions are available in JayWeb and on the forms page of the Office of Registration and Records website. Students are encouraged to submit Overload Petitions ahead of open registration to ensure ease of course registration.

Semester Loads

- **Fall Semester. (15 weeks)**. The Fall semester is comprised of multiple sub-terms at the graduate (#A, A#) and undergraduate level (#F, F#). A student may register for a maximum of 18 credits across all sub-terms before seeking permission to overload, with associated fees. A student may carry a maximum of 20 credits in the fall semester.

- **Spring Semester. (19 weeks).** The Spring semester is comprised of a combination of winter and spring sub-terms. Below is the permissible combination of credits across the sub-terms:

- **Winter sub-terms Only:** A student may register for **a maximum of 4 credits** in the winter-sub-term(s): Undergraduate (#W,W#) and Graduate (#I,I#).
- **Spring sub-terms Only:** A student may register for **a maximum of 18 credits** across any combination of spring sub-terms: Undergraduate (#S, S#) and Graduate (#P, #P) before seeking permission to overload.
- **Winter/Spring Combination:** A student may register for a maximum of 4 credits in the winter along with a maximum registration of 18 credits across spring sub-terms before seeking permission to overload.
- **Summer Semester. (14 weeks).** Students may carry up to maximum of 12 undergraduate (#J, J#) or graduate (#U, U#) credits before seeking permission to overload. Overloads are permitted for a maximum of 16 credits in the summer.

- **Overload Fee Waivers.** Due to program curricular demands and accreditations, a program may have pre-approved per-semester overload waivers. Please refer to the program, or program director, for more information.

Cross-Registrations

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

Cross-Registrations are approved on a space-available basis with the approval of the student's academic advisor and the student's School Dean, or designee, governing their primary major declaration. The Request to Register Across Schools form is in JayWeb with a quick link to the form on the Office of Registration and Records Forms and Petitions webpage.

Students are advised to review the Concurrent and Subsequent Credentials Policy to understand how cross-registrations function as a pathway for a student interested in accelerating their entry into their graduate studies here at Elizabethtown College.

Guidelines for Cross-Registration across Academic Schools:

- A student must be in good academic standing.
- Undergraduate students currently seeking a bachelor's degree must have successfully completed a minimum of 30 credits.
- Undergraduate students currently seeking an associate degree must have successfully completed a minimum of 15 credits.
- Undergraduate students seeking to take graduate level courses must have a 3.0 career GPA
- Graduate Students may only register for courses at the 500 level or above, except for students with academic scholarships that require registration into undergraduate division coursework.
- The course cannot be used to satisfy a Core Program requirement.
- The course cannot be used to satisfy a major/minor requirement.
- The course registration must comply with program accreditation. Please contact the School Dean governing the program for more information accreditation standards.
- All course pre-requisites must have been met prior to requesting enrollment in the course.

Guidelines for Cross-Registration across Divisions (Undergraduate and Graduate):

An undergraduate student cannot "register" for a graduate course at the graduate level (and have it transcribed on a graduate transcript) unless (1) they have earned their bachelor's degree or (2) they can demonstrate through their degree audit or graduate acceptance through GPS, that their bachelor's degree is obtainable at the time the request is submitted. A cross-registration course evaluation will be provided to the student once all cross-registration requests are submitted and graduate acceptance is confirmed.

All students are encouraged to speak with their financial aid advisor to understand how to maintain federal financial aid and academic progress across two divisions.

- A student must have an overall 3.0 minimum GPA.
- A student has an open application for seeking a graduate post-graduate certificate or degreed program within the School of Graduate and Professional Studies
- The course registration must comply with program accreditation. Please contact the School Dean governing the program for more information on accreditation standards.
- All course pre-requisites must have been met prior to requesting enrollment in the course.
- An undergraduate student enrolled in a graduate course is subject to all academic policies governing the degree they are currently pursuing.

Once a course is reserved for graduate credit, the course classification cannot revert to undergraduate degree.

Course Attendance

Fall and Spring: Prior to the start of the semester every enrolled student must self-certify their enrollment and their intent to attend all registered courses through the *Preliminary Check-In* process and in compliance with Federal Financial Aid regulation (34 CFR 668.22). Subsequently, any student registering for a course after the Preliminary Check-In deadline has passed will have their attendance certified/recertified through the **Academic Progress Survey**. Faculty are encouraged to utilize Starfish throughout the semester/sub-term to alert administration of a student of lack of attendance.

Winter and Summer: SGPS students and Residential students electing to enroll in the winter and summer sessions will be certified as attending by the course instructor through Starfish.

Academic Calendar and Important Dates

Once registered, students are considered enrolled and attending. Students are responsible for adherence to the Academic Calendar and Important Dates associated with enrollment and course registration. If a circumstance arises where a student needs to discontinue with a course registration, they must submit the appropriate registration form to change their scheduled registration status. Any student with a need to execute a college withdrawal should contact the Center for Student Success. School of Graduate and Professional Studies students must contact their academic advisor about college withdrawal.

Please visit the Office of Registration and Records Academic Calendar and Important Dates.

Student Attendance Responsibilities

Self-Certification of Enrollment through completion of the Preliminary Check-In

Students self-certify their intent to enroll and participate in all courses listed on their schedules each semester through the completion of the preliminary check-in. Students who fail to complete the preliminary check-in will be prohibited from future registrations until completed.

Class Attendance

Class attendance expectations are determined individually by the course instructor and outlined in the course syllabus. Each instructor announces their attendance policy at the start of each semester. **A course instructor and/or the College may dismiss a student from a course for excessive absences.**

Students are responsible for the completion of course related activities regularly and punctually, regardless of modality (face-to-face, hybrid, remote, or online). Attendance is defined as active participation by the enrolled student in accordance with the course syllabus and learning objectives.

Academic programs and courses may be offered in an accelerated format or a modality other than face-to-face. Regardless of modality, students are expected to participate in all course activities. Active participation includes attending all scheduled in person or synchronous sessions, online activities, discussion boards, and assignments throughout the course.

Online courses typically have weekly activities for students to participate in throughout the course, where attendance is monitored by access of the LMS, Canvas, submission of assignments, live session attendance, and/or communication with the course instructor.

Academically Inclined Work for Enrollment and Attendance

Elizabethtown College models federal financial aid's definition of Academic Attendance and Attendance at an Academically-Related Activity .

Academic Related Activities include, but are not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending or participating in a study group that is assigned by the instructor/institution;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member/instructor to ask a question about the academic subject studied in the course.

Academically Related Activities do not include activities where a student may be present online (logging into view Canvas content) but not academically engaged, such as:

- logging into an online class without active participation
- participating in academic counseling or advisement

Faculty Attendance Responsibilities

Elizabethtown College manages attendance through **Starfish** and **Academic Performance Surveys**.

Starfish Documentation

Starfish Documentation is maintained by the Center for Student Success. Any questions relating to Starfish should be directed to the appropriate Starfish Coordinator.

Starfish Coordinators

Starfish Coordinators are located in

- the School of Graduate and Professional Studies, SGPS, Academic Advising Office.
- the Center for Student Success for on-campus residential programs.

Faculty may consult with either coordinator through starfish@etown.edu.

The Academic Progress Survey

Faculty are responsible for the completion of the **Academic Progress Survey** coordinated through the Center for Student Success and GPS Academic Advising. Additionally, faculty may report "lack of attendance" or an "academic flag" of concern for any enrolled student using Starfish throughout the sub-term/semester.

Attendance and Academic Progress Survey Reporting

Course Instructors:

1. Starfish Attendance Notifications are circulated on the second Monday in each semester, or sub-term, in compliance with Federal Financial Aid regulation (34 CFR 668.22). Faculty will receive subsequent email reminders until they comply with the attendance survey. Instructors will receive an email confirmation upon completion.
2. Participate in the Academic Progress Survey for all registrants in all their course(s) each semester.
3. Submit a Starfish flag(s) or kudos for any student academic performance concern or achievement, this includes lack or discontinuance and/or attendance in their course.
4. Enter the students' last date of attendance for failing or incomplete grade during grade entry.

Nonattendance Policy

Illness or Personal Circumstance

Students are responsible for knowing the attendance policy for each course and consulting with the course instructor in the case of absences due to illness or other personal circumstances. A medical withdrawal for physical or mental health reasons is requested voluntarily by the student or their parent or guardian. Refer to the Medical Withdrawal Policy for more information on this process.

Dismissal for Class Nonattendance

Any student dismissed by a faculty for nonattendance will receive a withdrawal failing, "WF". The grade is assigned when a student registers for a course, completes academically related work, and then ceases participation without adherence to the published course drop and/or withdrawal deadlines for the semester/sub-term. Administrative actions (enrollment status, tuition, and fees) are based on the student's official last date of attendance in the course. The "WF" grade results in zero credit and zero quality points. Grades of "WF" are calculated into your grade point average, GPA, as an "F".

Grades earned for nonattendance may affect your academic standing and financial assistance (federal financial aid or veteran benefits). Students may register for the course again without completing a course repeat form. All applicable tuition and fees apply when the student elects to retake the course.

Semester (14-16 Weeks)

Students dismissed for nonattendance in the **first through fourth weeks** of the semester results in removal of the course from the student's academic record. A student's last date of attendance, assessed through the completion of academically related activities, will be determined by the course instructor and any resulting grade and/or refund will be based on that date.

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

Students dismissed for nonattendance prior to the **end of the second week** of the sub-term results in removal of the course from the student's record. A student's last date of attendance, assessed through the completion of academically-related activities, will be determined by the course instructor and any resulting grade and/or refund will be based on that date.

Sub-term (less than 6 weeks)

Such a dismissal prior to the **end of the second week** of the sub-term results in removal of the course from the student's record. A student's last date of attendance, assessed through the completion of academically related activities, will be determined by the course instructor and any resulting grade and/or refund will be based on that date.

Right to Appeal for Reinstatement

A student may appeal to the Academic Standing Committee for reinstatement into the course.

Long-Term Absences

A long-term absence from classes or from campus may result in mandatory withdrawal from the College. **After 15 consecutive class days of absence from all classes, a student is considered to have withdrawn from the College.** Students absent for verified medical reasons will be granted a Medical Withdrawal.

Cancellation of Classes

In the event of a campus delay, closure, or early dismissal, students should consult the related policy in their course syllabus and follow the guidance provided by their course instructor.

Final Examination/Project Policy

All academic courses are expected to conclude with a final examination administered during the assigned time of the examination period. Within the last three meeting days for classes (not for any individual course) prior to final examinations, no in-class assessment, counting more than 2/3 of a letter grade toward the final course grade may be administered, lab examinations/practica are exempt.

The following may or may not have final examinations, depending upon the judgment of the instructor:

- laboratory sections
- advanced seminar in which an assigned paper or project is the major activity
- a performance class in which a recital or similar artistic performance is required
- an internship

- a practicum

Any faculty member seeking an exception to the final examination rule for an academic course shall secure the approval of the School Dean.

Students with three exams in one day may directly request of a professor that one exam be rescheduled during exam week. There is no obligation on the part of the faculty member to reschedule the exam. All requests for rescheduling an exam must be made at least five class days before the start of the final exam week. Students with four exams in one day may request that one or two of the exams be rescheduled following the same procedure. When a scheduling conflict cannot be resolved between professor(s) and student, the student may take their case to the School Dean.

Course - Modifications for Non-native English Speakers

Elizabethtown College is committed to providing equitable access to all courses, programs, and services for non-native (international and domestic) English speakers. Students may request tutoring, learning resources, course modifications, and learning opportunities.

Students interested in seeking a course modification should contact Ms. Maria Petty (pettym@etown.edu), International Student Programs Advisor, at (717) 361-1594.

Scholar's Privilege

With the permission of the instructor, a full-time undergraduate student who appeared on the Dean's List of Honor Students for the preceding semester may attend any class at the College on a space-available basis as a scholar's privilege without registration or credit.

Programmatic Student Privilege

With the permission of the instructor, a full-time or part-time junior or senior student may attend any class within the student's major or minor Program on a space-available basis without registration or credit. This is not applicable to courses in an accelerated subterm.

Verification of Student Identity in Distance Education Policy

All credit-bearing courses and programs delivered through distance courses at Elizabethtown College must verify that a student registered is the student academically engaged in the course. Methods used by the college to verify student identification must protect the privacy of student information by complying with the Family Educational Rights and Privacy Act (FERPA). Any associated fees to students with the student verification procedure must be articulated in writing and shared with students.

Students must provide complete and true information to comply with the Student Code of Conduct. Use of any disguise or technology to conceal identity or IP addresses while accessing and/or using college resources is forbidden and considered a violation of this policy, the Acceptable Use Policy, and Academic Dishonesty. Users are responsible for any use and activity of their accounts. Behavior or acts that violate the Student Verification Identification policy will be addressed and adjudicated by the appropriate College judicial or administrative body and could result in the loss of privileges up to dismissal.

Course Modality

- **EC Online (ONLN),** the class is offered exclusively asynchronously and fully online;
- **EC Remote (RMTE),** the class is offered virtually but with one or more scheduled synchronous sessions (at specific days and times);
- **EC Hybrid (HYBR),** the class has a blended modality which is a combination of face-to-face and distance learning for all students; and
- **By Arrangement,** this modality is reserved for alternative study options (internships, practicums, fieldwork, directed studies, etc.).

Time Zone Policy

Elizabethtown Courses, including distance learning, operate on Eastern Standard Time (EST). Courses begin at 12:00 am EST of the first day of the session and end at 11:59 pm EST on the last day of the session. Course participation and assignments are due in accordance with the course syllabus following EST.

Transfer Credit and Off-Campus Study

Students can transfer courses from institutions that are regionally accredited or hold accreditation from other, non-regional accreditors recognized by the U.S. Department of Education. Coursework from non-regionally accredited institutions will be reviewed on a case-by-case basis subject to review by the School Dean governing the course discipline, if applicable, or simply accepted for free-elective credit. All off-campus study will be judged by the Registrar and the appropriate program (in the case of courses for a major/minor) to be high quality, involve active delivery methods (ongoing exchange of ideas with an instructor), and are consistent with the mission and program goals of Elizabethtown College. Elizabethtown College transfers credits – but not grades or quality points. The course must be letter-graded with an earned grade of C- or better. The College does not accept courses taken Pass/No Pass (or Satisfactory/Unsatisfactory) at other institutions.

- **Transfer Credit for college courses taken during high school.** The practice of a student being enrolled at two schools simultaneously (high school and post-secondary) is known as Dual Enrollment. Please remember to have an official transcript, from the credit-granting institution, sent directly to the Office of Registration and Records at Elizabethtown College. A student will not receive duplicate credit through examination, or any other college courses taken before or after enrolling at Elizabethtown College.
- **Students must complete 300- and 400- level core coursework** for their major(s) in residence**.** Exceptions require written approval by the School Dean governing the program and Registrar.
- **Currently enrolled students** who wish to transfer credits to Elizabethtown College must obtain permission in advance from the Office of Registration and Records. If a student elects to take a course without obtaining prior written permission, the College is not obligated to accept the course for transfer.
- **Degree seeking students** may not carry courses concurrently at any other institution without prior written consent of their School Dean and the Registrar.

Courses that are eligible to be repeated must be taken at Elizabethtown College and not at another institution as a transfer course. Please refer to the college's "repeating courses" policy for more information.

Students must request that the Registrar's Office of the transferring institution send an official transcript to the Office of Registration and Records at Elizabethtown College.

For more information regarding transcripts and course transfer, contact the Office of Registration and Records at (717) 361-1409 or visit the office's website.

Credit by Examination

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

College Board's Advanced Placement Examinations

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

CLEP Examinations

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

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

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

International Baccalaureate (IB)

The International Baccalaureate (IB) Diploma Program is a rigorous pre-college course of study that leads to examination. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements at various national educational systems; thus, the diploma model is based on the pattern of courses in no single country. Elizabethtown College recognizes International Baccalaureate (IB) for the purpose of admission, course credit, advanced standing, or placement. Students do not have to earn a full IB diploma to earn academic credit.

- Students will receive 3 academic credits for standard level (SL) examinations transcribed with a score of four or higher and approved by the American Council on Education (ACE), including IB Theory of Knowledge. For more information on ACE approved courses, please visit ACE National Guide o the IB Diploma Program.
- Students will receive 4 academic credits for higher level (HL) examinations transcribed with a score of four or higher.
- IB Diploma recipients, a student earning a total score of 30 or higher, may earn up to a maximum of 32 academic credits (equivalent to sophomore status). Credits can only be awarded when an official score report has been received in the Office of Registration and Records. Score minimums are outlined above.

- IB Certificate recipients, a student earning a score outlined above may earn Core Program or Free-elective credits for each qualifying course. A School dean, or program director, may grant an introductory course equivalent in their discipline or area of expertise.

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

Students are required to request the organization submit their official transcripts and/or scores directly to the Office of Registration and Records. For precise placement determinations, we may request a review of the course syllabus or examples of written work. If an accurate evaluation of foreign credentials is not possible, the student may be requested to secure, at their expense, a professional evaluation from a nationally recognized organization like World Education Services (WES), www.wes.org.

DSST Examination

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

English Proficiency Examination

International students accepted, matriculated, and enrolled with Elizabethtown College who have completed an English Proficiency Examination may receive four credits of English as a Second Language, which will satisfy the Core Program – Ancient of Modern Language area of understanding.

Minimum Examination Score(s) for the award of academic credit:

- Duolingo 105
- TOEFL iBT 80
- IELTS 6.0
- CEFR B2
- SAT 450 on Critical Reading section of SAT Exam
- ACT 19 on English section of ACT Exam

Students must contact their Education Testing Service to request to have their official scores directed to the Office of Registration and Records for evaluation. Copies of examination scores will not be accepted for the evaluation of transfer credit. The Office of Registration and Records will review your admissions application for the documents listed above and automatically award transfer credit based on written policy. Questions can be directed to the Office of Registration and Records Office (regandrec@etown.edu)

Students with Earned Associate's Degrees

Transfer Candidates approved through Admissions with an earned Associate's degree, that have at least 40 corresponding general education credits from a regionally accredited college or university will be recognized as meeting all of the requirements of the Elizabethtown College Core Curriculum with full junior standing. The foregoing provision does not supersede curricular prerequisites or departmental program requirements established in

the College catalog. It does not exclude the student from completing the signature learning experience requirement, or residency requirements, for completion of a Bachelor's degree.

For more information, please contact the Office of Admissions or the Office of Registration and Records.

Military Credit Evaluation

Students who were formerly able to access and request a transcript through the AARTS or SMARTS web sites must now use the Joint Services Transcript (JST) website. The Joint Services Transcript (JST) is a function of the Department of Defense and is not associated with the Department of Veterans Affairs. To have your transcript evaluated, request an official copy of your transcript through JST to be sent to Elizabethtown College, Registration and Records Office for evaluation.

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

Challenge Testing

Challenge Testing is a comprehensive term encompassing all tests prepared and/or administrated by Elizabethtown College faculty. Students must obtain written approval through the Office of Registration and Records and the Dean of the School governing the course discipline. Students must submit the Challenge by Examination approval form PRIOR to the administration of the challenge test. Student may not complete Challenge Examinations for practicums, internships, research courses, or the First-Year Seminar within the Core Program.

There is a per-test fee for Challenge Examinations given at the request of the student. The fee is for the test itself and is charged regardless of the test results. In addition, 50 percent of the appropriate part-time tuition rate in effect at the time the test is administered is charged for academic credit awarded as a result of performance on Challenge Tests.

- **Challenge Examinations for Academic Credit.** A currently enrolled Elizabethtown College student may request a Challenge Examination in hopes of earning credit for a particular course in the College Catalog. All challenge examinations are graded Pass/No Pass. A grade of Pass indicates that the credit and/or advanced placement is to be awarded.
- **Challenge Examinations for Placement and/or Waiver by the Student.** A currently enrolled student, or a School governing a course discipline, may request examination for proper placement in a course sequence such as modern languages and mathematics. Upon successful completion of the examination, the Office of Registration and Records will place a notation on the student's graduation audit for clearance and registration purposes. No academic credit is awarded for placement.
- **Challenge Examinations for Placement and/or Waiver by the School.** Challenge Tests given at the initiative of the College are administered without fee to the student.

Placement Testing

A student enrolling at Elizabethtown College may have their high school transcript as well as college credits earned through examination or dual enrollment evaluated for proper placement into English and Modern Language courses at Elizabethtown College.

Mathematics Placement

The Mathematical Science program utilizes a comprehensive assessment plan to evaluate readiness for Calculus placement. The assessment process for registration into Calculus is comprised of a review of the student's math background and their performance on an online ALEKS® Math Placement Assessment. Additionally, students may be "automatically" placed into Calculus based on outcomes through self-disclosed high school math performance recorded on their high school transcript (i.e., AP Calculus, math SAT) and/or the award of transfer credits earned through examination (AP, CLEP, IB, etc.) and Dual Enrollment.

Student's intending to declare a program that requires the completion of Calculus will be asked to complete the ALEKS® Math Placement Assessment to determine the most appropriate placement for their skill level. For more detailed information on Calculus placement, please visit the ALEKS® Math Placement Assessment website. Additionally, students should consult their First-Year Seminar advisor for further guidance and support on math placement.

Modern Language Placement

A modern language placement is based on language background and an online modern language placement examination. Students planning to study Spanish, French, or German need to complete the ML Placement Exam for that language. The examination information is found on the Modern Languages Program webpage. Students, having completed high school level 3 or higher, no matter what the placement examination results dictate, are prohibited from enrolling in a language at the 111 level.

Students interested in studying Japanese, or Latin, MUST meet with their First-Year Seminar advisor during summer orientation for instructions on how to proceed. Several ancient languages (i.e., Sanskrit, Biblical Hebrew, Classical Greek) are offered through other programs. For details, students should consult with their First-Year Seminar advisor.

Seal of Biliteracy

All 50 states and Washington D.C. offer a "Seal of Biliteracy" to recognize high school graduates who demonstrate proficiency in both English and at least one other language, signifying their multilingualism. The Seal of Biliteracy is an award given by a school, school district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The seal of Biliteracy takes the form of a gold seal that appears on the transcript or diploma of the graduation and is a statement of accomplishment for future employers and for college admissions.

Bilingual seals are accepted to meet the Core Power of Language requirement provided the seal level is intermediate high or higher. Each state determines the level at which they award their state seal.

Students currently in the applicant status with our Admissions office should submit their official high school transcript with the seal indicated on it and email Admissions@etown.edu a copy of the PDF certificate the school

provided. Currently enrolled students should contact the Office of Registration and Records to review their high school transcript (regandrec@etown.edu).

Bilingual seals do not earn credit, they only satisfy the Core Power of Language requirement. Students are still required to complete a minimum of 40 credits within the Core Program to earn their bachelor's degree.

Credit for Prior Learning (CPL) through High School Articulation Agreements for Undergraduate Students

Elizabethtown College awards academic credit for previous prior learning achieved through multiple sources including collegiate and non-collegiate (high school) settings. All prior learning is assessed to determine academic achievement of student learning outcomes based on subject matter experts and academic standards. Credit earned through CPL is not calculated into the student's grade point average. No more than 15 credits may be earned through Credit for Prior Learning.

A student who successfully completes the requirements agreed upon by both the school district and Elizabethtown College may be eligible to receive academic credit for prior learning. A student must be admitted and enrolled with Elizabethtown College within three-years of their high school graduation. These college-level credits will be transcribed as only free-elective credits (*CPL XXX*) counting toward the overall 125 credits required for degree completion at Elizabethtown College.

Credit for prior learning college-level approved pathways:

Brandywine School District – Brandywine Design & Engineering (D&E) Career and Technical Education Program

o Community Engaged Engineering 2 credits

o Engineering Mindset mentor Training 2 credits

o Engineering Mindset Mentor Practicum 2 credits

Transcripts

Transcript requests must be sent to the Office of Registration and Records and should be received at least one week prior to the date needed. Federal law requires that all requests be made in writing by the student. Telephone requests and e-mail requests cannot be honored. Transcripts also cannot be requested by parents, friends, spouses or potential employers.

Transcript request forms are available in the Office of Registration and Records or by printing a copy from the office's website. Letters are accepted instead of the form. The following information must be included in all requests: 1) name(s) and address(es) to whom the transcript should be sent, include specific names/ offices when possible; 2) dates of Elizabethtown College attendance; 3) student's full name, including maiden name if applicable; and 4) student's signature.

Students may print unofficial transcripts via the College web system. Unofficial transcripts might not be acceptable to other institutions or potential employers. Elizabethtown College does not send or accept facsimile copies of transcripts.

Academic Standing

Students in good academic standing maintain a minimum 2.00 cumulative grade point average.

Academic Probation

Academic probation means that a student is in danger of being dismissed from the College for academic reasons. Students who fall into the following categories are placed on academic probation and may also be required to sign an academic recovery contract:

Etown Semester Hours Attempted	**with**	**Cumulative Grade Point Average Below:**
1 - 18		1.70
19 - 34		1.90
35 or more		2.00

Students on academic probation and/or academic recovery contract in a given semester should normally limit their academic load to four courses – or a maximum of 16 credits. The maximum summer academic load should be two courses or 8 credits. Students taking courses through accelerated sub-terms should work closely with their academic advisor to review their degree requirements, develop a course plan for upcoming semesters, and identify resources that can aid in their success.

Academic Dismissal

At any time, the College – upon recommendation of the Academic Standing Committee – may dismiss a student who is experiencing academic difficulty and/or lack of progress toward degree completion. A student should be aware that all cases are decided individually, and that poor academic performance may result in dismissal at the end of any semester, whether or not a student was previously on an academic recovery contract. Further, violations of the conditions of an academic recovery contract may result in dismissal at any time of the semester.

A student who is in academic difficulty (below 2.00 cumulative grade point average) may be requested by the Academic Standing Committee – in consultation with the student – to enroll in a unique or particular set of courses and to become involved in testing, counseling, or other developmental activities. A student's satisfactory performance in such assignments may be interpreted by the Academic Standing Committee as satisfactory progress and may make it unnecessary to recommend dismissal.

Individual Program Adjustments

Academic Schools reserve the right to counsel any student out of a major or minor for academically related reasons. A student has the right to appeal such School action to the Chair of Academic Standing Committee, who will direct warranted appeals to the Academic Standing Committee.

Academic Judicial System

Responsibility for judicial matters of an academic nature is assumed by the Academic Standing Committee. The Academic Standing Committee handles matters pertaining to academic dishonesty, grade appeals, academic probation, academic dismissal, readmission and deviations from the academic curriculum of the College.

Academic Due Process

At Elizabethtown College, academic due process is understood to include the following student rights:

Regarding Grading:

To receive a specific explanation of how a course grade was determined.

To appeal a course grade if the student believes that a grade was influenced by matters other than academic performance, class attendance and punctuality in submitting assignments.

Regarding Academic Dishonesty:

When penalized for academic dishonesty, to receive a written notification specifying the nature of the infraction and the recommended penalty.

To request a hearing before the Academic Standing Committee when found by a faculty member to be in violation of the standards of academic integrity and to receive a written statement from that committee summarizing the findings of the committee and its disposition on the matter.

To request a hearing before the Academic Standing Committee when recommended for academic dismissal due to cheating, plagiarism or other violations of the standards of academic integrity.

To inspect any information on file in the Office of the Provost and Senior Vice President for Academic Affairs (or its proxy) dealing with incidents of academic dishonesty attributed to that student.

Standards of Academic Integrity

Elizabethtown College assumes that students will act honorably. Students are expected to adhere to the Pledge of Integrity adopted by both the students and the faculty in 1995 and revised in 2014:

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.

Reflecting commitment to the pledge, new students are expected to sign a pledge stating, "I pledge to be honest and to uphold integrity."

Academic dishonesty – including cheating and plagiarism – constitutes a serious breach of academic integrity. Academic work is expected unequivocally to be the honest product of the student's own endeavor.

Cheating is defined as the giving or receiving of unauthorized information as part of an examination or other academic exercise. What constitutes "unauthorized information" may vary depending upon the type of examination or assessment involved, and the student must be careful to understand in advance what a particular instructor considers to be "unauthorized information." Faculty members are encouraged to make this definition clear to their students through statements on the syllabi.

Plagiarism is defined as taking and using the writings or ideas of another without acknowledging the source and/or without rephrasing the information into their own words. Plagiarism occurs most frequently in the preparation of a paper but is found in other types of course assignments as well. The advent of generative Artificial Intelligence (AI) has provided both appropriate and inappropriate uses of such tools in assignments. Generative AI can include ChatGPT, CoPilot, Claude or any tolls that are used to specifically generate content. Faculty members must provide guidance on how AI may be used (if any) for a given assignment and/or in the course syllabus. If guidance is not provided, it is the student's responsibility to seek approval before using AI to complete any part of an assignment. Inappropriate use of AI to complete assignments is an academic integrity violation.

If suspected inappropriate use of AI is the reason for an Academic Integrity violation, faculty should provide multiple points of evidence when taking the case to the School Dean and subsequently the chair of Academic Standing Committee. Evidence can include inaccurate use of references, level of vocabulary used, examples of comparative prior work, and students' knowledge of the subject outside of the assignment. While AI detectors may be used as a starting point for discussion with the student, they are not sufficiently accurate to be used as conclusive evidence of academic misconduct.

Other forms of academic dishonesty include (but are not limited to) fabrication, falsification, or invention of information when such information is not appropriate. To knowingly help or attempt to help another student to commit an act of academic dishonesty is an equivalent breach of academic integrity and is treated as such.

Cases of academic dishonesty are reviewed individually and according to the circumstances of the violation; however, students who violate the standards of academic integrity can normally expect a grade of F in the course and/or possible dismissal from the College.

A student may not withdraw "W" from a course in which an integrity violation has occurred unless the course instructor, academic advisor and Chair of Academic Standing Committee agree to the withdrawal. Withdrawal from a course in which an integrity violation has occurred will most often result in a grade of "WF".

Procedures for Dealing with Cases of Academic Dishonesty

Instances Involving Course Work. The following steps are to be followed when dealing with instances of academic dishonesty involving course work:

> **Initial Conference.** When a faculty member discovers evidence of academic dishonesty, an initial conference is scheduled promptly with the student or students involved. If a face-to-face meeting is not possible, this conference can take place by video conferencing (i.e. Zoom) or via e-mail. If an instructor is unable to schedule a conference before grades are due, a grade of Incomplete for the course should be assigned in the interim. If the student confirms his or her academic dishonesty in the initial conference, then the procedure continues with the Written Notification step below.
>
> **Second Conference.** If, in the initial conference, the student denies academic dishonesty, but the instructor is satisfied that there is evidence of academic dishonesty, the faculty member schedules a second conference with the student involved. In cases involving more than one student, either individual or group conferences may be appropriate depending on the circumstances of the case. The second conference should include the

School Dean. If the School Dean commenced the integrity violation a second faculty member from the School should be included. The student also has the right to have a faculty member, another student, or a member of the Center for Student Success present as a silent observer. Due to the nature of this second conference, it should be scheduled as a face-to-face meeting. If a face-to-face meeting is not possible, this conference can take place by video conferencing (i.e. Zoom)

Written Notification. If, following either the initial or second conference, the initiating faculty member is satisfied that there is proof of academic dishonesty, the faculty member will give the accused student(s) written notification specifying the infraction and the recommended penalty. Copies of this notification are sent to the School Dean (or equivalent) and the Chair of the Academic Standing Committee. Should the School Dean (or equivalent) not agree with the faculty member's recommended penalty, both the faculty member and the School Dean (or equivalent) will give written notification with rationale to the Chair of the Academic Standing Committee. The Chair of the Academic Standing Committee will review the matter and recommend action and will inform the student and instructor in writing of the recommended action.

Reported Cases. Cases of alleged academic dishonesty reported by a student, students, or College staff are managed as described above.

Academic Standing Committee. Following the second conference, the accused student(s) will have the alternative of (1) accepting the penalty recommended by the faculty member or the Chair of Academic Standing Committee [in the case of a difference between the faculty member and the Chair of Academic Standing Committee], or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the Chair of Academic Standing Committee within five business days of receipt of the notice of recommended action. In no case may the Academic Standing Committee impose a penalty more severe than the one imposed by the faculty member, or the Chair of Academic Standing Committee.

Dismissal. Beyond the penalty imposed for the individual course, the Chair of Academic Standing Committee will review each case of academic dishonesty and exercise judgment as to whether a student found to be in violation of the standards of academic integrity should be recommended for dismissal from the College. If it is the Chair of the Academic Standing Committee's judgment that academic dismissal is appropriate, the Chair of the Academic Standing Committee will notify in writing both the student and the Academic Standing Committee of their decision and the factors that influenced that decision.

Academic Standing Committee. In the event of dismissal, the student will have the option of (1) accepting the Chair of the Academic Standing Committee's decision, or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the Chair of the Academic Standing Committee within five business days of receipt of the Chair of the Academic Standing Committee's decision. The Academic Standing Committee's decision is final.

Note: If the Chair of the Academic Standing Committee initiates an integrity violation, then the Associate Provost for Student Learning or Provost will participate in the processes, as described, in replace of the Chair of the Academic Standing Committee.

Other Instances

All forms of dishonesty in academic matters are violations of the Standards of Academic Integrity and are the concern of the Academic Review Committee. Inappropriate actions – for example, lying to College officials or forgery of an advisor's signature – are violations equivalent to cheating and plagiarism in course work. Such

dishonesty will be dealt with following the general procedures set forth above. Cases are reviewed individually and according to the circumstances of the violation; possible penalties include suspension or dismissal from the College.

Grades are considered official at the time they are submitted by the faculty. Questions concerning grades must be called to the attention of the instructor immediately after the official grade report is received. **Formal grade appeals must be submitted within 30 working days of the date on which the grade was issued from the Office of Registration and Records.** An exception to the 30-day time limit requires formal petition to and approval of the Academic Standing Committee.

Procedures for Grade Appeals

If a student believes that a final grade has been influenced by matters **other than** academic performance, class attendance and punctuality in submitting assignments, then the following steps are to be followed.

Initial Conference. The student may request an initial conference with the instructor to discuss the matter. If a face-to-face meeting is not possible, this conference can take place by video conferencing (i.e. Zoom) or via e-mail. If the student and the faculty member reach consensus on a grade change, then the procedure continues with the Written Notification step below.

Second Conference. If the student is unsatisfied with the outcomes of the initial conference, then the student may submit a request in writing for a second conference on the matter to the School Dean. If the School Dean assigned the final grade, a second faculty member from the School should be included. For the meeting, the student will prepare a written statement outlining the basis for the appeal. The student also has the right to have a faculty member, another student, or a member of the Center for Student Success present as a silent observer. Due to the nature of this second conference, it should be scheduled as a face-to-face meeting. If a face-to-face meeting is not possible, this conference can take place video conferencing (i.e. Zoom). The decision regarding the course grade in question will be made by the faculty member in consultation with the Dean (or equivalent).

Written Notification. Following either the initial conference or second conference, as appropriate, the faculty member will provide the student written notification of the decision. A copy of this notification is sent to the School Dean (or equivalent) and the Associate Provost for Student Learning. Should the faculty member and the School Dean (or equivalent) not agree following the second conference, both the faculty member and the School Dean (or equivalent) will give written statements to the Chair of Academic Standing Committee explaining the reasons for upholding or altering the grade. The Chair of Academic Standing Committee will then review the matter, recommend action, and will inform the student and Associate Provost for Student Learning or Provost in writing of the recommended action.

Academic Standing Committee. The student will have the alternative of (1) accepting the grade recommended by the faculty member or the School Dean [in the case of a difference between the faculty member and the School Dean (or equivalent)], or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the Chair of Academic Standing Committee within ten business days of receipt of the notice of information. In no case may the Academic Standing Committee impose a grade lower than the one originally determined by the faculty member or the School Dean, as the case may be. The Academic Standing Committee's decision is final.

Note: If the Chair of the Academic Standing Committee assigned the grade in question, then the Associate Provost for Student Learning or Provost will participate in the processes, as described, in replace of the Chair of the Academic Standing Committee.

Petition of Exception to Academic Policy

Students have the right to appeal to the Academic Standing Committee if they believe they have a unique set of circumstances that warrants an exception of written policy established by the faculty at Elizabethtown College. Petition forms may be found online or for pickup in the Office of Registration and Records. It is the student's responsibility to provide sufficient information on why their unique situation warrants an exception to College policy and to obtain necessary signatures.

Academic Honors

Dean's List

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

Emergent Scholars Program

Awarded to those undergraduate students who demonstrate strong academic achievement at the end of three semesters of full-time study at Elizabethtown College. Such early academic achievement is indicative of habits of mind that embody the Elizabethtown Educational Philosophy and Learning Goals. Recognition at this point in a student's college career seeks to encourage deeper academic engagement on the path to achieving the promise of a transformative Elizabethtown College education.

Qualifying students are full-time students who have not previously attended another college or university for full-time study and have earned at least 42 credits in three consecutive semesters of study at Elizabethtown College or one of its affiliated programs (or, by petition, a non-affiliated program). Students must have attained at least a 3.75 cumulative grade point average at the end of their first three semesters. Students will be identified after their third semesters at Elizabethtown and recognized in a ceremony.

Graduation (Latin) Honors

At the time of graduation, an undergraduate student who has achieved a cumulative grade point average of 3.60 is graduated *cum laude*; of 3.75, *magna cum laude*; of 3.90, *summa cum laude*. At the time of commencement, student academic records are not finalized, therefore, Latin Honors are officially annotated on the transcripts and diplomas of students who have graduated.

A transfer student is eligible for and receives these same honors if the student earns a minimum of 60 credits at Elizabethtown College and is recommended for honors by the major School.

Honors in the Discipline

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

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

Graduation

Degree Conferrals and Commencement

Elizabethtown College celebrates the achievement of its graduates through an annual commencement ceremony, held in May. The ceremony is typically held on the morning of the second or third Saturday in May, outdoors in The Dell, except in cases of severely inclement weather when the ceremony is held in an alternate location.

Students earning their degrees in the previous summer or fall are invited to participate and be recognized at this ceremony. Prior graduates, August, and December, in the prior calendar year must notify the college of their interest in Commencement Participation via the College's Commencement website for the May Ceremony of the current academic year.

Candidates for Participation in Commencement

Students earning a degree in the current academic year will be invited to participate in the Commencement ceremony held annually each May. Students are approved to participate in Commencement with their class, have their name listed in the official program, and are called to the platform for recognition as members of the graduating class. They are not graduates and do not receive a diploma until they have successfully completed all requirements.

Following participation approval, students have two years from when they participate in Commencement to complete remaining graduation requirements and earn their degree. During this grace period, students may not change their major declaration(s). Students not completing their degree within the designated two years from date of participation will need to follow the Catalog requirements in effect during the year they complete their degree (see "Other Requirements").

At any time, a student may alter their graduation plans by submitting a subsequent graduation application to alert us of their change in plans for graduation.

Application for Graduation and Commencement Participation

Students will be required to submit applications to formally apply for graduation and to participate in Commencement in May. August and December graduates who were not previously approved to participate in a prior graduation ceremony in May will be invited to participate in the May ceremony after degree completion.

Students anticipating completion of all degree requirements, including summer study, must submit an Application for Graduation during their final semester by deadlines outlined below.

Application Deadlines:

- Deadline for **May** Graduation: **April 1**
- Deadline for **August** Graduation and **Early Participation*** in May Commencement: **April 1**
- Deadline for **August** Graduation and not participating early in Commencement: **June 1**
- Deadline for **December** Graduation: **October 1**

Application for May Commencement Participation:

The application for participation is managed by the Commencement Committee. In the spring, prior to commencement all students will be invited to submit their interest in participating in the graduation ceremony. For more information, please visit https://www.etown.edu/commencement.

Undergraduate

Any student registered and completing all remaining degree requirements in the spring and subsequent summer of the current academic year, regardless of total number of credits completed, will be eligible to participate in Commencement. Students who have completed all undergraduate course work, except their zero-credit professional internship may participate in the Commencement ceremony, but do not receive their diplomas until their internship is successfully completed. Any student approved to complete final graduation requirements off-campus, through the off-campus approval process, will be required to submit documentation to support their application for participation approval.

Latin honors and Honors in the Discipline are not reflected in the Commencement program. Honors designations will be transcribed on the student's diploma and official transcript after final graduation clearances are completed. Diplomas are mailed to the student's legal home permanent address, or available for pick-up, within two weeks following degree completion.

To be eligible to participate, students must:

- At the time of the ceremony, undergraduate students must have a 2.00 grade point average in their major(s), minor(s), and overall, to be eligible to participate.
- Submit a Graduation Application to the Office of Registration and Records on or before April 1 of the academic year they plan to graduate.
- Notify the college of their interest in Commencement Participation via the College's Commencement website.

Graduate and Doctoral

Students registered and completing all remaining degree requirements in the spring and subsequent summer of the current academic year, regardless of total number of credits completed, may be eligible to participate in Commencement. Some graduate programs have accreditation requirements prohibiting early participation. Physician Assistant Studies candidates have a dedicated ceremony each August.

Any student approved to complete final graduation requirements off-campus, through the off-campus approval process, will be required to submit documentation to support their application for participation approval.

Graduate and Doctoral students are not recipients of Latin or Honors in the Discipline honors.

To be eligible to participate, students must:

- At the time of the ceremony, graduate students must have a 3.00 grade point average in their major(s), minor(s), and overall, to be eligible to participate.
- Submit a Graduation Application to the Office of Registration and Records on or before April 1 of the academic year they plan to graduate.
- Notify the college of their interest in Commencement Participation via the College's Commencement website.

Credit Requirements

To receive a Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music degree from Elizabethtown College, the student must earn a minimum of 125 credits. Some programs may require more than this minimum to complete all program requirements (See the program requirements for specific information).

No more than one bachelor's degree is ever awarded to an individual by Elizabethtown College; however, students may complete a second major, a minor, or teacher certification after graduation.

Program Requirements

Students are required to successfully complete all requirements of the major and the Core Program. The College does not guarantee graduation to any student who is unable to complete the requirements of a specific program or academic major.

In addition to their major, students have the option of pursuing a second major and/or one or more minors. Second majors must include at least 16 credits not included in the student's primary, first major. In addition, the primary major must have 16 unique credits not counting toward the second major. For each minor, the student must complete at least eight credits that are not used to fulfill the requirements of the major(s) or another minor.

Second majors and minors represent additional knowledge and interest in areas outside the first major. Therefore, second majors and minors must be selected in disciplines outside the first major, and additional minors must be selected in disciplines outside the first minor. Major and minor disciplines are determined by the predominant course prefix of the major/minor course requirements. For secondary education majors, the major subject area is considered to be the discipline of the major. Students seeking to double major in related disciplines (as defined by the predominant course prefix) would appeal to the School Dean of the major and then the Chair of Academic Standing Committee.

Grade Point Average

To be eligible for graduation, a student must have a cumulative grade point average of at least 2.00, with a minimum average of 2.00 in a major (and a 2.00 in a minor, if the minor is to be recorded on the student's transcript). A student who transferred from another college to Elizabethtown College must have an average of at least 2.00 in courses pursued in residence at Elizabethtown. Any student whose primary major or overall GPA is below 2.00 will not be included on pre-graduation correspondence or lists.

Residency Requirement

To meet graduation requirements, the student must earn on-campus credits as follows: l) a minimum of 16 credits in the major, at least eight of which are at the upper level (normally 300 and 400 level) and 2) at least 30 of the last 60 credits. To recognize completion of a minor on the transcript, a student must have completed at least eight credits of the requirements on the Elizabethtown College campus and must have earned a bachelor's degree at Elizabethtown College.

Note: While a student is matriculated at Elizabethtown College, credits earned through an affiliated study-abroad program or another study-abroad program formally affiliated with Elizabethtown are considered on-campus credits for residency purposes.

Other Graduation Requirements

Graduation requirements are governed by the College Catalog dated four years prior to graduation or, for major or minor requirements, by the College Catalog in effect at the time of graduation, if the student so chooses. For most students, this means they will follow the requirements of the Catalog in effect when they begin their studies at Elizabethtown College. Students who choose to change Catalog years for their major or minor to the one in effect at the time of graduation must inform their academic advisor and the Office of Registration and Records by the end of the fall semester of their senior year. Students may **not** use a **combination** of College Catalogs to complete a major or minor. Transfer students are subject to the requirements of the College Catalog in effect when they begin studies at Elizabethtown College or, for major requirements, the one in effect at the time of graduation.

Students may not normally use a College Catalog dated more than four years prior to graduation to determine requirements for a degree. The only exception to this is for students who have been continuously enrolled for more than four years.

Elizabethtown College will graduate only those students who meet the moral and financial obligations incurred in pursuit of their studies. The completion of the required number of credits does not in itself constitute eligibility for graduation. It is the responsibility of the candidate for a degree to make formal written application for the degree to the Office of Registration and Records by the stated deadline. Only students in good academic standing may apply for candidacy for degree conferral.

The Office of the President must be notified by any student who plans to graduate *in absentia*.

Concurrent and Subsequent Credentials Policy

Enrolled students complete two graduate credentials at the same level at the same time.

Acceptance into a concurrent credential is at the discretion of the program director, and the School Dean governing the program.

All credentials must be declared prior to applying for graduation. A student's grade point average will be based on all credential declarations, simultaneously or embedded credentialling.

Simultaneous Credentials

A student seeking to enroll in two credentials simultaneously will have each credential transcribed upon the successful completion of all requirements across all credentials. Students are not awarded credentials independent of the other, regardless of the successful completion of a particular course credential sequence.

Embedded Credentials

A student enrolled in degreed programs with embedded credentials will have those credentials transcribed with the completion of their degreed program. Non-degreed credentials do not stand alone.

Subsequent Credential

A student may seek to complete an additional, or subsequent, graduate credential after the completion of their first graduate credential. Students must apply for acceptance into the succeeding credential and admissions decisions are independent of all prior admissions decisions.

- **Bachelor's Degree to Graduate Degree Program**
    - Students may be approved to use up to nine (9) credits from a previous Elizabethtown undergraduate degree program to meet the requirements of a subsequent graduate degree.

- **Bachelor's degree to Graduate Certificate**
    - Undergraduate students enrolled with Elizabethtown College can accelerate their pathway to a post-graduate certificate credential. The post-graduate certificate must contain a minimum of 6 unique credits not counting toward their undergraduate degree.

- **Graduate Degree to Graduate Certificate**
    - Credits earned in prior degreed program may be applied to a subsequent certificate provided there are three unique credits completed in the subsequent certificate program.

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

  Requirements:

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

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

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

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

Student Rights and Responsibilities

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law (20 U.S.C. 1232g) that protects the privacy of a student's education records. A student is someone that has been accepted, matriculated, and enrolled (or a former student of) Elizabethtown College. An "eligible student" under FERPA is a student who is 18 years of age or older, or who attends a post-secondary institution.

FERPA Forms are in JayWeb

- Authorization to Disclose Educational Record Information
- Request for Non-Disclosure of Directory Information
- Request to Revoke a Previous Authorization

If you are a prior student with a need to update your FERPA preferences, please send an email to the Office of Registration and Records (regandrec@etown.edu) for assistance

FERPA Rights

1. **The right to review and inspect his or her own education records.**
   An eligible student has the right to inspect and review the student's education records within 45 days after Elizabethtown College receives a request for access. The Office of Registration and Records is the custodian of your academic record. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Office of Registration and Records will arrange for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Office of Registration and Records, you will be advised of the appropriate records custodian to whom the request should be addressed.

2. **The right to request an amendment of the education record.**
   An eligible student has the right to seek amendment of the student's education records that the student believes to be inaccurate, misleading, or otherwise a violation of the student's privacy rights under FERPA.
   - A student who wishes to ask the college to amend the record should write the records custodian responsible for the record, clearly identifying the part of the record the student wishes to be amended and specify why it should be changed.
   - The college will, within a reasonable time following the request, determine whether to amend the record as requested. The student will receive written notification of the research outcomes in writing.
   - If the college reaches a decision not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a formal hearing regarding the request for amendment. Additional information will be provided to the student when notification of the right to a hearing is conveyed to the student.

3. **The right to provide written consent before personally identifiable information is disclosed, except when FERPA authorizes disclosure without consent**.
   An eligible student has the right to provide written consent before the college discloses personally identifiable information (PPI) from the student's education records, except to the extent FERPA authorizes disclosure without student consent. The college may disclose education records without a student's prior consent when authorized by FERPA, including to "school officials" whom the college has determined to have "legitimate education interest".

4. **The right to file a complaint**.
   An eligible student has the right to file a complaint with the Family Policy Compliance Office concerning alleged failures by Elizabethtown College to comply with the requirements of FERPA.

FERPA Definitions

School Official

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. A school official can be a person: (1) employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement and health staff personnel); (2) members of the Board of Trustees; (3) individuals employed by or under contract to the college to perform a specific task, such as, an agent, an attorney, an auditor, or an outsourced service provider; and (4) a student representative on an official committee, such as a disciplinary or grievance committee, or a student assisting another school official in performing assigned tasks.

Legitimate Educational Interest

An individual with a legitimate educational interest, or "need to know", serves in a capacity that requires the ability to review student educational records for the purpose of performing assigned institutional research, or educational or administrative function of the individual's job description.

Education Record

An "education record" is defined, with certain exceptions, as those records that are (1) directly related to the student; and (2) maintained by an educational agency or institution, or by a party acting on behalf of the agency or institution. This record may 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. *There are circumstances under which Elizabethtown College can disclose information without a student's written consent. Such occasions are highlighted below under the heading 'When does FERPA permit disclosure of personally identifiable information (PII) without student consent?*

Along with Directory Information, an academic record includes:

- biographical data and address information
- the admissions application and supporting documents
- a students academic record, including class schedules, grade reports, and transcripts
- athletic records
- counseling records
- disciplinary records
- public information records
- financial records
- health records
- placement credentials
- campus security records
- Community Living records

Academic Records do not include:

- Sole possession records, such as private advising notes
- Law enforcement records
- Employment records, unless the employment is dependent on the employee's status as a student
- Treatment/Medical records

- Alumni Records - records that only contain information about an individual student after they are no longer an enrolled student.

Directory Information

Institutions may disclose a student's directory information without the student's consent, and without violating FERPA, if the student has not restricted personal information.

Directory Information includes:

- name
- enrollment status (e.g., undergraduate or graduate; part-time or full-time)
- campus box
- campus email address
- local and home address
- local and home telephone numbers (including cell phone numbers)
- date and place of birth
- dates of attendance
- class, field of study, degree
- date of graduation
- activities
- honors
- awards
- participation in officially recognized sports and activities (including height and weight information of the athlete)
- photographs
- most recently attended institution

Request for Restriction of Directory Information

Students may request to restrict the release of directory information (Request for Non-Disclosure of Directory Information) except to school officials with legitimate educational interest, which was defined above. A student can complete and submit a signed and dated request to the Office of Registration and Records, Zug Memorial Hall, Room 210. Should the student graduate or elect to withdraw from the college, this restriction will remain in place until revoked by the student.

Non-disclosure and Graduation

If a student has exercised the right to non-disclosure of directory information, the National Student Clearinghouse and the college are prohibited from disclosing degree completion to prospective employers. Students are reminded that they can amend their FERPA rights by submitting any of the above forms to the Office of Registration and Records.

Disclosure of personally identifiable information (PII) without student consent

FEPRA permits the disclosure of PII for student's education records, without the consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Exceptions include ….

The institution may disclose PII from the educational records without obtaining prior written consent of an eligible student:

- To other school officials whom the college has determined to have legitimate educational interests. These include contractors, consultants, volunteers, or other parties to whom the college has outsourced institutional services or functions, provided that certain conditions are met. [§99.31(a)(1)]

- To officials of another college or college where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. [§99.31(a)(2)]

- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a state post-secondary authority that is responsible for supervising the college's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. [§§99.31(a)(3) and 99.35]

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. [§99.31(a)(4)]
- To certain State and local officials or authorities when authorized by State statute in certain cases. [§99.31(a)(5)]

- To organizations conducting studies for, or on behalf of, the college, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. [§99.31(a)(6)]

- To accrediting organizations to carry out their accrediting functions. [§99.31(a)(7)]

- To parents of an eligible student if the student is a dependent for IRS tax purposes. [§99.31(a)(8)]

- To comply with a judicial order or lawfully issued subpoena. [§99.31(a)(9)]

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. [§99.31(a)(10)]

- When the information has been designated by the College as "directory information" under §99.37. [§99.31(a)(11)]

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. [§99.31(a)(13)]

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the college determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college's rules or policies with respect to the allegation made against him or her. [§99.31(a)(14)]

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the college, governing the use or possession of alcohol or a controlled substance if the college

determines the student committed a disciplinary violation and the student is under the age of 21. [§99.31(a)(15)]

- The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.

Student Complaint and Concern

General Student Feedback and Concerns

The policy provides the foundation and structure for resolving specific student complaints and concerns. This policy *is not* intended to address anonymous concerns. Students should always consult with their academic advising team when attempting to understand, resolve, or share concerns about their academic experience.

Elizabethtown College values student privacy and operates in compliance with the Family Educational Rights and Privacy Act (FERPA) where information collected throughout any process will only be shared only with "**school officials**" and those with "**legitimate educational interest**" in the resolution or progression of the resolution.

Students must initiate and pursue complaints on their own behalf, and others are not permitted to initiate and pursue complaints on behalf of a student including parents or family members. Student concern(s) with:

- a course and/or course instructor should be directed to the School Dean governing the course discipline to discuss their academic concern. If the concern is not resolved, the student should contact If the complaint is not resolved at that level, students have the right to appeal to the Academic Standing Committee.

- an academic advisement should be directed to the School Dean governing the program. If the complaint is not resolved at that level, students have the right to consult with the Associate Provost for Student Learning & Dean of Faculty.

- academic probation, academic dismissal, academic due process, academic integrity or dishonesty, grade appeal, or petitions for exception to academic policy are outlined in the Academic Standing section of this catalog.

- a non-faculty employee or a non-academic policy or procedure should be raised directly with that employee. If the complaint cannot be resolved at this level, the issue should be raised with the employee's direct supervisor. Should the concern fail to be addressed at that level, the issue should then be raised to the director of the department/area. Please consult the Elizabethtown Organizational Chart.

- pertaining to other issues related to campus climate may be raised through the Vice President for Student Life and Dean of Students and/or Student Assembly. Students may contact Student Assembly Chief Officers to determine who their Senators or Representatives are or may seek assistance through the Assembly Chief Officers.

- or grievances about another student should consult policies and procedures outlined in the Elizabethtown Student Code of Conduct.

Please be advised, this policy does not supersede specific policies and procedures outlined in the Catalog or Student Handbook.

Formal Internal Complaint

Students, where their concerns are not resolved after following the steps outlined above should contact the School Dean, who will consult with school officials on next steps.

Students, where their concerns not resolved after following the steps outlined above may then be brought forward as formal complaints utilizing the Student Complaint Form which can be found here.

The Complaint Form will be automatically directed to and reviewed by the Associate Provost for Institutional Effectiveness and Innovation. The Associate Provost will direct the Complaint form to the appropriate Executive Officer. Students submitting a complaint should expect a reply by the appropriate Executive Officer about the status of their complaint within 10 class days of submission. The resolution reached at the level of the Executive Officer is the final resolution.

Distance Education Complaint Process

Elizabethtown College participates in Federal student aid programs that are authorized under Title IV of the Higher Education Act of 1965. A participating institution, Elizabethtown College is legally authorized to operate within the state of Pennsylvania. **Title 34 CFR §600.9** requires States to have a "process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws." Title **34 CFR §668.43(b)** requires that institutions:

- "Make available for review to any enrolled or prospective student upon request, a copy of the documents describing the institution's accreditation and its State, Federal, or tribal approval or licensing.

- Provide its students or prospective students with contact information for filing complaints with its accreditor and with its state approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint."

To comply with this regulation, Elizabethtown provides the following information for our students.

Elizabethtown College makes every effort to resolve student complaints internally, using policies and procedures outlined in the current **Student Handbook** , and the **Online Catalog**. The institutional complaint process for distance learning students is the same for all students regardless of physical location. It is expected that students will fully utilize such administrative procedures to address concerns and/or complaints in as timely a manner as possible. For concerns or complaints not addressed or unresolved in the catalog, please contact **Academic Affairs (academicaffairs@etown.edu).**

If the complaint cannot be resolved at any level within the College, the student may contact one of the following agencies:

- **Students residing in Pennsylvania** : In the unlikely event that an issue cannot be resolved through the institutional complaint process, students residing in Pennsylvania should contact the Pennsylvania Department of Education (PDE), the applicable agency for oversight in resolving complaints.

- **Students residing outside of Pennsylvania** : Student Complaint Information by State and Agency

Elizabethtown College is approved to participate in the State Authorization Reciprocity Agreement (SARA) which regulates the way participating institutions may offer distance learning education to students who reside in other States. If a student has a complaint that involves distance learning education offered under the terms and conditions of SARA, the student must file a complaint with the institution first to seek resolution. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home State. If a person bringing a complaint is not satisfied with the outcome of the internal process for resolving complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the home state's **SARA portal entity.** For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of this agreement, or of laws, standards or regulations incorporated by the SARA Policies and Standards have been violated by the institution operating under the terms of SARA.

For a list of SARA member States, please visit the **NC-SARA website.** Students residing in non-SARA States should consult the list of non-SARA State agencies for further instruction for filing a complaint in their respective State of residence.

Further information on SARA and the SARA complaint process:

1. SARA for Students **(https://www.nc-sara.org/sara-students)**
2. Student Complaints **(**https://www.nc-sara.org/sara-student-complaints**)**

- **Unresolved complaints may be filed with the Middle States Commission on Higher Education , the College's regional accrediting agency once all other avenues provided by the College and the State agency or SARA have been exhausted.**

Middle States Commission on Higher Education
3624 Market Street, 2nd Floor West, Philadelphia, PA 19104
Telephone: (267) 284–5000
E-mail: info@msche.org Spanish: españolinfo@msche.org
General Link: www.msche.org

Students may review documents of accreditation by contacting the Registration and Records Office at 717-361-1409. Students wishing to file a formal complaint against an institution of higher education in Pennsylvania can visit Middle States Commission on Higher Educations Complaint page for more information.

Academic Advising

Academic Advising guides students in the development of meaningful educational plans that are compatible with their life goals. This program supports and complements the faculty advising system on campus and is available to all students at Elizabethtown College.

First-year students are assigned a faculty advisor, who also is their First-Year Seminar instructor. In their second semester, first-year students may declare a major and, if they do, will be assigned a faculty advisor from the school of their chosen major. Exploring students remain with their first-year advisor for another semester, and thereafter will be assigned to one of our professional advisors from Academic Advising until they declare a major. Additionally, our students benefit from support and guidance from trained peer mentors, peer academic advisors, resident assistants, and other Student Life professionals.

We strive to support students who are experiencing difficulty when that academic advice is the most productive – early and while there is still an opportunity to resolve concerns with a successful outcome. This office coordinates the use of Starfish Alert. This academic progress system provides a tool for intervention, referral and support. Additionally, Academic Advising provides support to all students at the College who are placed on academic probation.

The Director of Academic Advising or designee may conduct academic progress checks by contacting faculty to determine a student's current academic standing, attendance, participation, and observable behavior in courses for the purpose of follow-up, support, or intervention.

The Director of Academic Advising or designee may notify faculty and staff when a student is unable to attend classes due to brief illness, hospitalization, death of a loved one, or other personal circumstances. The Courtesy Notification is to facilitate communication only and does not supersede individual course attendance policies. The student will be responsible for contacting faculty to discuss missed work. The student or family member may call (717) 361-1415 for more information. For more information regarding a Leave of Absence or withdrawal from the College, see **Academic Policies**.

Career Development Center

The Career Development Center educates students on career readiness skills, facilitates connections with employers for internships and jobs, and provides support to students on their professional journey. Students can make an appointment with the Career Development Center for the following appointment types: resume, cover letter, internship or job search help, internship or job application review, career or major exploration, practice interview, LinkedIn/Handshake profile help, career assessment review, or general career guidance. All appointments can be made on Handshake. Please see below to learn more about our offerings during the academic year.

1-Credit Professional Development Courses

Career Pathway courses provide students with the opportunity to engage in 1-credit classes. Topics include exploring major and career options, developing professional skills, and implementing your post-graduate plans. These two courses are offered in both the fall and spring semester.

CP 141 - Mapping Career Goals

Students will identify primary career paths of interest and develop experiential goals relevant to preparing for life after college. Students will enhance networking skills and participate in a job shadow experience or a career relationship building opportunity. Graded Pass/No Pass. Meets 1x weekly. (1 Credit)

CP 151 - Professional Skills Development and Defining Career Goals

This course is designed to assist juniors or seniors with professional skills development. Class topics include writing resumes and cover letters, networking, interviewing, creating an effective online presence, and developing job or internship search strategies. Graded Pass/No Pass. Meets 1x weekly. (1 Credit)

Signature Events & Programs

The Career Development Center offers a variety of events during the academic year to connect students with both local and national employers, polish professional skills, and explore career paths. Our employer recruiting events are called Meet & Greets, and each academic school has a Meet & Greet hosted at least once per academic year. Meet & Greets include Business Meet & Greet, Engineering and Computer Science Meet & Greet, Creative and Public Service Meet & Greet, Spring and Summer Internship Meet & Greet, and the Science Health and Helping Professions Meet & Greet. Other signature events include Creative Careers Week, Exploration Stations, Teacher Recruitment Day, Careers in Sports Panel, Adulting is Scary, Senior Transitions, Mocktails & Mingle, Internship Panel, Internship Boot Camps, monthly Professional Development Workshops, and weekly drop-in hours. All programs are linked to the Etown Blue Print plan. Additional events happen throughout the year, please visit our website to stay informed on new events and programs.

Classroom Presentations

Faculty, staff, and student organizations can schedule professional development topic presentations with the Career Development Center during the academic year. Presentation topics include Career Development Center Resource and Event Introduction/Overview, Resume, Cover Letter, Interviewing, Job or Internship Search, Networking, LinkedIn/Handshake Best Practices, Professional Email Writing, or Employer Guest Speaker.

Wings of Success Internship Program (Signature Learning Experience)

Wings of Success Internship Program is a designated Signature Learning Experience (SLE). Built around the career readiness skills identified by the National Association of Colleges and Employers (NACE), students work with a Career Development staff member and an internship site supervisor to develop learning goals related to communication skills, teamwork, critical thinking, professionalism, leadership, and equity and inclusion.

Center for Student Success

The Center for Student Success provides comprehensive academic support services to Elizabethtown College students. The Center is comprised of distinct, yet integrated, service areas, including Academic Advising, Disability Services, Learning Zone, and Writing Wing. Additionally, the Center's Director chairs the Campus Wellness Network.

For more information, please visit www.etown.edu/offices/student-success.

Course Modifications for Non-native English Speakers

Elizabethtown College is committed to providing equal access to all courses, programs, and services for non-native (international and domestic) English speakers. The college supports students through tutoring, learning resources, course modifications, and learning opportunities.

Students interested in these programs should contact the International Student Programs Advisor, or call (717) 361-1594.

Disability Services

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

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

For further clarification about policies for students with disabilities or for information about the College's disability policy grievance procedures, please contact Michele Moohr, Director of Disability Services, at (717) 361-1227.

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

The High Library

The High Library, located on Elizabethtown campus, offers many resources for students. The physical building houses books, DVDs, and journal and magazine subscriptions. Study space is also available for students and faculty. (Students may reserve group study rooms via an online reservation system: http://etown.libcal.com/reserve/reserveroom.)

The library's homepage is a great place to start for all academic research, as the library subscribes to more than 100 searchable databases with lots of full-text articles, e-books, and other materials: http://www.etown.edu/library. Off-campus users will be prompted to enter their Etown usernames and passwords in order to access the library's online resources. (Students should contact their academic advising coordinator if they cannot log in or access information.)

The library's homepage features the following links and tools:

- Type a topic into the big QuickSearch box to search many general and subject-specific databases simultaneously.
- Choose the "Databases & Articles" button to view an alphabetical list of all databases. The list includes a helpful description of each database's content.
- Use the "Journal Finder" tab to see if the library subscribes to a specific journal, magazine, or newspaper. (Search by the publication's title.)
- Choose the "Research Help" button to view tips and tutorials for starting any research project.
- Choose the "Ask a Librarian" button to submit questions and to find contact information for the library staff. Students should not hesitate to reach out to the librarians for research assistance of any kind. The librarians are reachable via phone, email, text, and online-chat during the workday, and via email and text on evenings and weekends.
- On-campus study space is also available for students and faculty to use through the "Reserve a Study Room" button.

The library's schedule of hours is posted on the website: http://etown.libcal.com/. Note that summer and holiday hours may vary.

Students who wish to check materials out of the library are first encouraged to obtain a College ID card from Campus Security. Students without a current College ID should contact an academic advising coordinator prior to coming to campus.

Students may also take advantage of the library's reciprocal borrowing agreements with other area institutions:

- ACLCP is an association of Pennsylvania college and university libraries that includes Franklin & Marshall College, Harrisburg Area Community College, Lebanon Valley College, Penn State Harrisburg, and York College. Students may borrow books and other physical items from any ACLCP library listed here: http://www2.aclcp.org/?Members. Note that students are required to present a valid College ID card in order to borrow materials from these institutions. For more details, see the lending policy on ACLCP's web page: http://www2.aclcp.org/?Policy%20001.

- PALCI is an association of college and university libraries in Pennsylvania, New Jersey, New York, and West Virginia. Students may borrow books and other physical items from many PALCI libraries as well. Consult the "List of Participating Libraries" on PALCI's On-Site Borrowing web page: http://www.palci.org/on-site-borrowing/. Prior to traveling to another PALCI library, students should ask the Elizabethtown librarians to complete an Authorization Form (also on PALCI's web page) that will grant permission to borrow materials.

Some local libraries, including those that belong to ACLCP and PALCI, offer on-site search access to several online resources and database subscriptions. As these permissions are determined separately by each institution, students may contact individual libraries to investigate this option.

Learning Zone

The Learning Zone's mission is to assist students working toward achieving their academic goals, in an open and safe environment while demonstrating integrity, respect, confidentiality, and professionalism. The Learning Zone fosters a student-centered learning environment and provides academic and writing peer tutor support. For more information, please visit www.etown.edu/offices/learning.

Starfish

Starfish is a software tool that enhances advising relationships and student success at Elizabethtown College. Students receive real time feedback, encouragement and acknowledgement through flags and kudos and can easily connect to faculty, advisors, and staff through a network of information and services. The "Raise your Hand" feature allows students to ask questions about topics such as financial aid, residence life, major/minor inquiries and more. The "Success Network" is a personal list of individuals on campus to which a student is directly linked. Starfish (717) 361-1415 or www.etown.edu/offices/advising/starfish.

Strengths Education

At Elizabethtown College, we believe that every single person has unique natural talents. Our goal is to help each person discover their strengths and unlock their potential. We begin by utilizing the CliftonStrengths assessment, backed by 50 years of research and developed by Gallup. Students have the opportunity to complete this online

inventory, which returns their top 5 themes of talent, and engage in educational opportunities to learn how to utilize their strengths to succeed.

For more information, please visit www.etown.edu/strengthsfinder.

The Writing Wing

The Writing Wing can help all students improve their writing with the help of student tutors who are trained and updated on their skills by a faculty member who teaches writing at Elizabethtown, and who is a professional writer. Writing Wing tutors are friendly, and it's easy for students connect with them for an hour-long session. Many tutors are education or English majors, but there are also some from other majors. We emphasize a chain of events frequently called the writing process. It's not simply a proofreading service; instead, it's a learning service aimed at helping students become better writers. The Writing Wing also conducts workshops about all aspects of writing for faculty and students and can act as a resource about writing for anyone in the campus community.

To learn more about The Writing Wing, please visit www.etown.edu/offices/writing-wing, or to stop by and see us in the Baugher Student Center, second floor, in Learning Services.

Athletics

Elizabethtown College proudly sponsors one of the top NCAA Division III intercollegiate athletic programs in the nation. Enjoying a 96-year tradition of success, the College's 24-team, 13-sport varsity program operates within the principles and rules of the NCAA and the Landmark Conference's philosophy of amateur student-athlete participation. Our exceptional coaching staff believes in the importance of integrating our students' academic and athletic experiences.

All Elizabethtown students receive free admission to home contests. The entire campus community joins in cheering on our Blue Jays to victory.

For more information, please visit www.etownbluejays.com.

Bowers Center for Sports, Fitness and Well-Being

The Bowers Center for Sports, Fitness and Well-Being serves as a dynamic campus hub for health and well-being as well as supports the college's expanding athletics program. It provides purposeful programming and a state-of-the-art facility that inspires, educates, and empowers students and the campus community to cultivate healthy and active lifestyles. Features of the space include a cardio, strength and fitness area, group fitness rooms, a classroom, athletic training area, six athletic locker rooms, indoor track, three multi-use courts, healthy food options, demonstration kitchen, relaxation room, lounges with fireplaces, an outdoor fire pit, outdoor courts and a human performance lab. Within the Bowers Center for Sports, Fitness and Well-Being is the Office of Campus Recreation and Well-Being (RecWell). RecWell provides many of the extracurricular events and programming on campus, focusing on the holistic health of our campus community.

For more information, please visit https://www.etown.edu/bowers-center/.

Intramurals

A variety of intramural sports are offered each semester that are free for students, faculty and staff to participate in. Consisting of structured game play between other teams on campus, intramurals are a great way for the campus community to engage in physical activity and meet new people.

For more information, please visit https://www.etown.edu/bowers-center/intramurals.aspx.

Group Fitness

The Group Fitness program provides students, faculty and staff with an opportunity to participate in a variety of group exercise offerings that encourage and support a healthy lifestyle in a fun environment. Classes are run by certified student instructors as well as employees and outside instructors. We offer a diverse listing of classes each semester to accommodate a range of skills, interests and groups.

For more information, please visit https://www.etown.edu/bowers-center/group-fitness/index.aspx.

Health Promotion

Health Promotion strives to promote a healthier campus community through prevention programs and educational activities. Our Student Wellness Advocates focus on the eight dimensions of wellness to assist students in achieving individual well-being by making health choices based on their developing values. Health Promotion also offers the

Demonstration Kitchen, the Relaxation Room, Nutrition Counseling, CPR Certification Courses, and The Well, a resource room located in the Bowers Center for Sports, Fitness and Well-Being that provides free over-the-counter medications and wellness resources to students.

For more information please visit https://www.etown.edu/bowers-center/health-promotion/index.aspx.

Personal Training

Personal training is a service offered through the Office of Campus Recreation and Well-being and is available for purchase to all students, faculty, staff, current Affiliate and Family Rec Pass Members with a valid Etown ID. Whether you are just starting your fitness journey, or are looking to change your fitness routine, our RecWell Personal Trainers are committed to serving you through a program specifically designed and tailored to help you achieve your goals. Our Personal Trainers will provide quality education, direction, and motivation to the Etown Campus Community through safe, fun, and effective training habits.

For more information, please visit https://www.etown.edu/bowers-center/personal-training.asp.

Fitness Center and Fieldhouse

The Bowers Center is a central hub for all things fitness and recreation. It has a 180-meter indoor track and three basketball/volleyball/tennis courts, which are located inside the Fieldhouse on the first level. The cardio, strength, and fitness area is located on the second level. The fitness center is equipped with over 50 cardio pieces, nearly 40 pieces of strength equipment, including 6 squat racks, and a magnitude of functional fitness training equipment. It also houses a large group fitness room with additional functional fitness equipment, spin bikes, Barre and TRX hook ups.

For more information, please visit https://www.etown.edu/bowers-center/fitness.aspx

Campus Safety

The Department of Campus Safety is a multi-service agency that provides safety, security, fire prevention, crime prevention, and emergency management on the Elizabethtown College campus 24 hours a day, seven days a week, 365 days a year.

Campus Safety staff are non-sworn personnel employed through a third party provider - Allied Universal Security Services. The department works closely and cooperatively with federal, state, and local agencies, as well as all on-campus offices, regarding problems of mutual concern. Campus Safety also serves a variety of other functions including responding to all medical emergencies, alarms, parking enforcement, access control, and providing information to college guests and visitors.

The Campus Safety office is located at 605 South Mount Joy St. For more information, please visit www.etown.edu/offices/security.

Campus Wellness Network

Elizabethtown College's Campus Wellness Network (CWN) is an effective student support system that seeks to proactively identify and aid at-risk students. Composed of faculty and staff, the Campus Wellness Network bridges academic and co-curricular aspects of college life at Elizabethtown to take a more holistic approach to student success.

Any member of the campus community may refer to the Campus Wellness Network a student who he/she/they believes is experiencing difficulty in or out of the classroom. Once identified, the CWN will formulate an appropriate course of intervention that will suggest choices and options that the at-risk student may not have recognized. Through interventions, students receive the support they need and learn valuable skills that benefit them not only during their college career, but also throughout their lives.

For more information, please visit www.etown.edu/offices/counseling/campus-wellness-network.

Counseling Services

Counseling Services provides a broad range of counseling and mental health support services that facilitate our students' personal, social, and academic development. Our licensed mental health professionals provide individual counseling, group counseling, crisis intervention, and consultation to currently enrolled students for no additional charge. Counseling services are provided in a confidential and identity-affirming environment to help students address a variety of mental health, situational, and developmental concerns. Our office is in the Baugher Student Center, (BSC 216). Appointments can be made in person or by calling 717-361-1405. Urgent weekday walk-in services are also available. To access our after-hours crisis services, please call the 24/7 Campus Safety number of 717-361-1111.

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

Medical Center

Elizabethtown College collaborates with Penn Medicine Lancaster General Health to provide comprehensive clinical health services for our students. The on-campus Penn Medicine-Elizabethtown Medical Center provides convenient primary care services for students as well as most Etown College employees. Examples of the medical services provided include appointments for illness and/or injuries, physical exams, vaccinations, allergy injections, bloodwork/on-site labs, and medication prescriptions. Students use health insurance to receive care.

Contact information:

Penn Medicine-Elizabethtown College Medical Center

530 East Cedar Street (Building across from Ober Hall on campus)

Phone: 717-588-1059

If you experience a health crisis, please call the 24/7 Elizabethtown College Campus Safety number of 717-361-1111, or call 911.

For more information, please visit https://www.etown.edu/offices/health.

Dean of Students

Elizabethtown's Dean of Students serves as the senior student affairs administrator and the primary advocate for our students. The Dean, together with the Student Life staff, works with students and faculty to shape the living and learning environment and enhance the quality of life for all students.

For more information, please visit www.etown.edu/offices/student-life/.

Division of Student Life

Elizabethtown College recognizes that learning and achievement extend beyond the classroom.

The Dean, together with the educators in Student Life, provide students with the opportunity to make connections with campus resources, to develop necessary skills for success, and to productively join in college life. Elizabethtown offers comprehensive co-curricular programs and services that supports our students' growth and development and enriches their college experience.

Office of Student Opportunity, Access, and Engagement

Guided by the principles of peace, non-violence, social justice, and human dignity, the Office of Student Opportunity, Access and Engagement works in partnership with students, faculty, staff, and the broader community to ensure that every student has the opportunity to learn, grow, and contribute meaningfully.

At Etown, we are committed to honest reflection, active engagement, and sustained progress. Our efforts are not only about addressing challenges but also about building pathways toward a more just and connected learning environment.

International Students

Elizabethtown College welcomes students each year from more than 25 countries who choose to study at Elizabethtown either as exchange students for a semester or year, or who pursue full degree programs. The following individuals assist international students on campus:

- Maria Petty, International Student Advisor, PDSO: Assists students with SEVIS (F-1 Visas, CPT, OPT, STEM OPT, and transfers); provides guidance about US Citizenship and Immigration Services (USCIS) and Department of Homeland Security updates, Leads IS Orientation, Teaches ISS 101, Academic advisor for non-degree IS, Supports IS students on campus, facilitates summer storage.
- Amy Benowitz and Anna Tartline, DSO: For Incoming Elizabethtown College Students
- Tara Hoover, Director of Residence Life: Assists with housing assignments.

ISS 101 - Seminar for International Student Success

1.00 credit. This seminar is a requirement for all new international students during their first semester of study at Elizabethtown College. Students are registered for the seminar, which meets twice a week for the first six weeks of the semester and is structured around the following goals: to introduce new international students to the facilities, services, and resources available at Elizabethtown College and in and around Lancaster County (i.e., PennDot, Social Security, etc.); to suggest strategies for understanding and adapting to undergraduate studies at Elizabethtown College; to encourage new international students to share their own culture with classmates and others while learning about U.S. and Elizabethtown College culture, values, customs, traditions and expectations; to create a community that is conducive to sharing new experiences and discoveries as well as raising questions, problems and concerns that may not be addressed elsewhere on campus. Graded Pass/No Pass. Register by Instructor.

For more information, please visit www.etown.edu/offices/international-students.

Momentum

In 2010, Elizabethtown College was awarded a grant from the Council of Independent Colleges (CIC) through the Walmart Foundation's Walmart College Success Awards program, to enhance the success of first-generation college students. With the grant, the College established the Momentum program with an interdisciplinary approach to introducing students to the liberal arts curriculum and helping them prepare for the academic expectations of college.

Now in its fifteen year, the Momentum program provides first-generation and Pell Grant-eligible students with resources and support to ease the college transition process by working with students throughout their first year at Etown to build a community of support, attain academic success, and set and achieve personal and professional goals. Momentum supports students in navigating the unknowns of college life through one-on-one mentor interactions, connections to campus resources, and time dedicated to building a community of support.

Each first-year Momentum student is paired with a Kinesis peer mentor, who was once a first-year Momentum student themselves. Kinesis mentors meet weekly with students throughout their first year at Etown, providing support as students develop academic, social, and personal goals for their college experience. Kineses answer student questions and assist students in navigating college life.

As Momentum students progress through their education at Etown, they are invited to remain connected to Momentum through monthly educational and social events, Momentum students who are sophomores, juniors, and seniors may apply to be a Kinesis mentor.

Momentum students who have earned at least 30 credits and have a cumulative GPA of at least 3.20 are eligible to be inducted into the Elizabethtown college Pi Chapter of Tri-Alpha, a national honors society for first generation college students.

Transfer Student Support Services

Support services for incoming transfer students are housed in the Center for Student Success and include a transfer track of programming at January, June, and August New Student Orientation, course registration support, and individualized guidance and support for transfer students. Incoming transfer students can connect with Leda Werner, Director of Student Transitions & Momentum.

For more information, please visit www.etown.edu/programs/momentum.

Office of Spiritual and Religious Life

The Office of the Spiritual and Religious Life strives to create a vital and vibrant atmosphere for spiritual growth, wellbeing, and religious exploration for all people regardless of background. We provide opportunities to connect to self and others more holistically, with space for developing and defining values, morals, grounding and guiding questions, as well as space for silence, retreat and service. Spiritual and Religious Life on campus also includes many active student groups, as well as a number of ministries from various denominations and organizations, including Catholic Campus Ministry, Lighthouse (Disciplemakers), CCO/ReKindle and the Branch, Hillel Club, and Asian Cultural Student Club, as well as groups representing various worldviews in the community. We welcome and support other groups forming and advocate for religious holiday expression and education. The Chaplain is available to students for spiritual mentoring and direction, pastoral care, and vocational exploration. For more information, please visit www.etown.edu/offices/chaplain.

Office of Student Activities

OSA provides opportunities for students to engage outside of the classroom. Whether it is a social engagement such as BINGO or a comedian, or helping connect students to Clubs and Organizations, OSA is here to help students make meaning out of their time at Etown and to remind them from time to time it's ok to take some time to socialize. Additionally, OSA supports our off-campus and commuting student population with targeted programs and resources.

For more information, please visit the OSA website or email osa@etown.edu.

Residence Life

Residence Life fosters a safe, respectful, and engaging environment that supports students' sense of belonging; and personal growth and development as they navigate their educational experience at Elizabethtown College. Elizabethtown College is a residential campus, which means undergraduate students are required to live on campus for 4 years (8 consecutive semesters). Exceptions to this requirement are students who are 25 or older, married or have dependents, or are approved to be a commuter (live at their permanent residence with a parent/ legal guardian within a 30-mile/ 30-minute radius of campus. National data demonstrates that students who live on-campus have higher GPAs, report greater connections to peers and staff, and are more likely to graduate on-time when compared to those who live off-campus. Our Residence Life team is ready and excited to support you in and out of the classroom. Our commuting students can engage with the Commuter Engagement Program.

For more information, visit https://www.etown.edu/offices/residencelife or email reslife@etown.edu.

Student Leadership

We want students to graduate with confidence, experience, and opportunities to lead. Student Life has multiple student leadership positions where students will develop leadership skills and explore their own strengths. Student Life's Blueprint program helps students make meaning out of not only their academic pursuits, but also those found outside the classroom allowing for deeper praxis.

Student Conduct

Student Conduct ensures that we are all upholding our mutual agreements as members of the Elizabethtown College community. We also recognize that part of growing and developing is sometimes making choices that run counter to our values and beliefs. When this happens, Student Conduct provides students with a process to reflect, restore, and re-engage with their peers in healthier and more productive ways.

For more information, please contact Student Conduct Coordinator, Ashley Blake.

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.

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 and Sex-Based Harassment violates an individual's fundamental rights and personal dignity. Sex Harassment includes all forms of sexual harassment, sexual misconduct, sexual violence, sexual assault, domestic violence, dating violence, hostile environment, quid pro quo, stalking by students, employees or third parties against employees, students, or third parties. Federal Title IX protections also cover discriminations based on pregnancy or related conditions, and sex stereotypes.

Elizabethtown College takes violations of Title IX policy seriously 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 is Gabrielle Reed, 210 Baugher Student Center, business hours: 717-361-3727. To reach after hours/weekends, please contact campus safety emergency line at 717-361-1111.

Civil Rights Process: Bias Incidents

Elizabethtown College is committed to fostering a community free from hatred, discrimination, and bias. The College prohibits all forms of discrimination, bias-related harassment, and conduct aggravated by bias. Bias Incidents—acts motivated by prejudice that do not rise to the level of a crime—and Hate Crimes—criminal offenses motivated by hatred toward protected characteristics—are taken seriously and investigated to the fullest extent possible. All reports are routed to the Civil Rights and Title IX Coordinator and may follow resolution procedures similar to those used in Title IX cases. 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. The College adheres to Clery Act reporting obligations and encourages all community members to report incidents using the Bias Reporting Form, Campus Safety, or Student Life officials.

In accordance with the Pennsylvania Human Relations Act and institutional policy, protected characteristics include race, color, sex, sexual orientation, gender identity and expression, religion, ancestry, national origin, age, disability, use of guide or support animals, familial status, and retaliation for asserting legal rights.

The Civil Rights and Title IX Coordinator is Gabrielle Reed, 210 Baugher Student Center, business hours: 717-361-3727. To reach after hours/weekends, please contact campus safety emergency line at 717-361-1111.

Student Complaint Process

The policy and procedures outlined below are intended to provide structure for resolving specific student complaints and concerns. This policy is not intended to address anonymous concerns. Elizabethtown College values student privacy, and the information collected throughout any process will only be shared with those having a right or need to know to help resolve the complaint or track the progress of the resolution. Prior to consulting this policy and procedure, students should first consult policies and procedures outlined in the Student Handbook and the Academic Policies outlined in the College Catalog. This policy is **not** a replacement for existing procedures outlined in the Elizabethtown College Student Code of Conduct, Sexual Misconduct Policy and Procedures, Bias-Related Harassment and Discrimination Policies and Procedures, Academic Policies outlined in the College Catalog, Whistleblower Policy, or other existing policies or appeals processes. Students must initiate and pursue complaints on their own behalf, and others are not permitted to initiate and pursue complaints on behalf of a student including parents or family members.

1. Student concerns about a course, a faculty member, and/or issue directly related to academics should first consult the Academic Policies outlined in the College Catalog. Policies and procedures regarding grade appeals, the academic judicial system, etc., can be found in the College Catalog. If a student does not feel

any existing policies or procedures address their concerns, they should speak with the faculty member. Should the concern fail to be addressed at that level, the issue should then be raised to the Dean of the school from which the issue originates.

2. Student concerns with a non-faculty employee or a non-academic policy or procedure should be raised directly with that employee. If the complaint cannot be resolved at this level, the issue should be raised with the employee's direct supervisor. Should the concern fail to be addressed at that level, the issue should then be raised to the director of the department/area. Please consult the Elizabethtown Organizational Chart.

3. Student concerns about other issues related to campus climate may be raised through the Vice President for Student Life and Dean of Students and/or Student Assembly. Students may contact Student Assembly Chief Officers to determine who their Senators or Representatives are or may seek assistance through the Assembly Chief Officers.

4. Students having concerns or grievances about another student should consult policies and procedures outlined in the Elizabethtown Student Code of Conduct.

Concerns not resolved after following the steps outlined above may then be brought forward as formal complaints utilizing the Student Complaint Form which can be found here: https://forms.office.com/r/vxwDG4zXVb The Complaint Form will be automatically directed to and reviewed by the Associate Provost for Institutional Effectiveness and Innovation. The Associate Provost will direct the Complaint form to the appropriate Executive Officer. Students submitting a complaint should expect a reply by the appropriate Executive Officer about the status of their complaint within 10 class days of submission. The resolution reached at the level of the Executive Officer is the final resolution.

Our glossary definitions are intentionally brief. Refer to the Academic Policies section of the catalog for more information on many of these terms and/or academic policy references.

Academic Calendar

Our Academic Calendar is comprised of Fall, Winter, Spring, and Summer.

Academic Standing

Students are in good academic standing if they maintain a minimum 2.0 in their undergraduate studies. Some programs require higher minimums due to accreditations. Graduate students must maintain a 3.0 in their students to remain in good academic standing.

Academic Probation

Students are placed on Academic Probation when they are in danger of being dismissed from the College based on academic performance. Classifications of probationary status are outlined in the catalog.

Accelerated Program

A course of study that allows a student to earn a degree within an accelerated timetable.

Catalog

See https://catalog.etown.edu/ for our online Catalog(s). The requirements specified in each Catalog apply to students who began their studies with Elizabethtown College, are continuously enrolled, during a particular academic year.

- **Undergraduate Catalog** - On-campus, in-person undergraduate programs
- **Graduate Catalog** - On-campus, in-person graduate programs
- **Graduate and Professional Studies Catalog** – Undergraduate and Graduate hybrid and online programs offered in an accelerated format

Certificates

A certificate is a coherent course of study that results in the development of specific proficiencies/competencies worthy of recognition.

- **Transcribed:** A defined list of courses offered by an undergraduate or graduate academic unit that appears on the transcript as a separate credential.
- **Stackable:** A set of certificates that may be "stacked" together to be applied towards a degreed program.

Class Attendance

Class attendance policies are determined individually by faculty and outlined in their course syllabus. A full explanation of the attendance policy is outlined in the academic policies section of the catalog. Students are responsible for knowing the attendance policy for each course and consulting with professors in the case of absences due to illness or other personal problems.

Class Standing

Students are classified academically based on the number of earned, or completed, credits. Membership in each class is based on the identified credit minimums.

Commencement

Commencement is a celebratory ceremony held in May each year to recognize the achievements of degree candidates. Students earning their degrees in the previous summer or fall are invited to participate and be recognized at this ceremony. Participation in commencement does not confirm completion of a certificate program or degree. Graduation is a separate process.

Conferral

Conferral is the official acknowledgment of completion of all credential certificate or degree program requirements. A certificate is awarded to all candidate completing a standalone certificate program. A diploma is awarded for the completion of all degreed programs. The completed credential and date are recorded on the student's official transcript. Elizabethtown College offers three conferral dates throughout the year: May, August, and December.

Co-Op

Some programs, like Business and Engineering, provide an opportunity for student to work in a related industry while receiving academic credit in their program of study.

Core

A series of undergraduate courses required to satisfy the Pennsylvania Department of Education's definition of General Education.

Course

A course defines the curriculum and content of a field of study in a single semester or sub-term. Course (s) are comprised of components that identify discipline, academic level (100, 200, etc.), and section. Graduate level begins at the 500-level.

Course – Audit

Enrolled students in good academic standing (2.00 or better) may elect to audit courses provided they do not preempt regularly enrolled students and they have the permission of the instructor teaching the course.

Course - Cross-listed

A cross-listed course is a single course offered collaboratively for registration under two or more departments and/or program. The course content is identical for everyone participating. Cross-listed courses strengthen collaborations among faculty and departments interested in building an interdisciplinary nature in their curriculum.

Course – Drop

In consultation with your academic advisor, it may become necessary to drop or withdrawal from a course currently on your schedule. A course drop will remove the course from your schedule without a permanent record. Refer to the semester's important dates for deadlines pertaining to course registration alterations.

Course – Honors

An undergraduate course offered and designated with the "HNR" designation for students accepted and participating in the Honors Program.

Course – Modality

Course modality refers to how the course is offered by the instructor.

- **Face-to-Face.** Students meet at a physical location during scheduled class times for the duration of the course.
- **Online (ONLN)** – the class is exclusively asynchronous and fully online.
- **Remote (RMTE)** – the class is offered virtually but with one or more scheduled synchronous sessions (at specific days and times)
- **Hybrid (HYBR)** – the class has a blended modality which is a combination of face-to-face and distance learning.
- **By Arrangement** – this modality is reserved for alternative study options (internships, practicums, fieldwork, directed studies, etc.)

Course – Pass/No Pass

Courses registered Pass/No Pass earn credits, for grades of P/NP, but are not included in the students Grade Point Average calculation. Refer to the Academic Policies section of the catalog for more information on Pass/No Pass registrations.

Course - Pre-enrollment

Programs utilize the pre-enrollment process to ensure their majors, minors, certificate seeking students stay on track for program completion. This process is also used to register students that have been granted an exception to a course prerequisite or corequisite at the time of registration.

Course – Prerequisite and Corequisites

- **Prerequisites** are courses that a student, or prospective student, must complete prior to enrolling into a specific class. For example, a student cannot register for BIO 112 without completing BIO 111 first.
- **Corequisites** are two, or more, courses that must be registered simultaneously in the same semester.

Course - Register by Instructor

At the request of a Program Director or Instructor, some courses on the class schedule are classified as "**Register by Instructor**" aka "RBI. Register by Instructor notations appear in the "Notes" associated with the course.

A student cannot self-register for these courses, they must contact the course instructor to request to be enrolled in the course. Registration and Records CANNOT enroll or waitlist a student in a course classified as Register by Instructor.

Course - Registration and Scheduling

Students are required to register for courses on the designated day of each semester. Priority is given to degree or certificate seeking students. Undergraduate registration occurs in order of class standing. Students are responsible for addressing any active HOLDs on course registration prior to published timelines. Course registration and

scheduling opens each November (Winter, Spring, Summer) and April (Fall) and remains open until the published add/drop course deadlines for the associated sub-term or semester associated with the course registration. Enrolled students may make course schedule changes via the College Web system, on a space-available basis. Students can review their registration status 24/7 using JayWeb.

Course - Repeat Registrations

Students may repeat any course in which they earned an F or NP using JayWeb. Students interested in repeating a course where they earned a C- or a grade in the D range must submit a **Course Repeat form**. Courses that are eligible to be repeated must be taken at Elizabethtown College and not at another institution as a transfer course.

Course - Special Topics/Experimental

Special Topics/Experimental courses provide a platform for faculty to introduce a relatively new topic, to address a timely issue (e.g., an election), or to simply to introduce new course ideas before submitting formal proposals for inclusion in the College catalog.

Course - Waitlists

If a course is full, students may elect to waitlist. If a seat becomes available from the waitlist, a member of the Office of Registration and Records will email the student using their etown.edu email account.

Course – Withdrawals

In consultation with your academic advisor, it may become necessary to withdraw from a course currently on your schedule. A course withdrawal will result in a grade of "W" on the student academic transcript. This grade will not result in any earned academic credit, nor will it impact your grade point average. Refer to the semester's important dates for deadlines pertaining to course registration alterations.

Credit Hour

A credit hour is a unit to measure academic progress. Elizabethtown College follows the credit hour requirement established by the Pennsylvania Department of Education (PDE), which comply with policies established by the federal government and Middle States Commission on Higher Education

Curriculum

A specified number of credits identified by a defined group of course requirements in a primary major or field of study for completion of an educational program. Non-course requirements like backpack to briefcase in the business program are reviewed manually by the overseeing program.

Degree

A degree is an award signifying a rank or level of education attainment and which is conferred on students who have successfully completed a degree program and is represented by the official degree designation (Associates, Bachelor's, Master's, Doctorate, etc.)

Degree Planners

Degree Planners for academic majors and minors are found in the online Catalog. The planners list all requirements for each program to aid students, and their advisors, in managing academic progress in a program.

Degree Audits

Degree Audits are completed by the Office of Registration and Records in accordance with catalog curricular and academic standards established in the Catalog. Students receive a preliminary graduation audit in the summer prior to the start of their senior year. Students have 24/7 access to their academic progress toward degree completing by review of the online Grad Report located in JayWeb.

Department

An academic unit housed within a school or college.

Directed Study

Directed study is undertaken for a regular course in the curriculum that is not being offered in a particular semester. The student works independently with a faculty member to achieve the learning outcomes of the selected course based on a learning contract.

A Directed Study may be necessary when two course registrations result in a time conflict. In the latter circumstance, if the time overlap exceeds 15 minutes the student must seek approval to have one course registered as a directed study. If two courses overlap for less than 15 minutes, students seek approval to register in the second course using the Time Conflict Resolution form.

Students are unable to self-register for course registration time-conflicts and/or directed studies. Forms are available online on the Office of Registration and Records website.

Not all courses in the Catalog may be completed as directed studies due to course design.

Electives

A requirement within a program of study that allows a student the opportunity to select a course from a designated set of courses outlined by the overseeing program.

Enrollment Classifications

Enrollment classifications (Full-time/Part-time) are based on a students' registration status in each semester.

Full-time

To be classified as full time, an undergraduate student must be registered for at least 12 credit hours in the semester. 18 credits is the maximum without written approval to overload. A graduate student must be registered for at least 6 credits hours in the semester. Please note, programs of study may require different registration minimums to ensure students meet accreditation standards for the program.

Grad Report

Students have access to their "Grad Report" in JayWeb. The online Grad Report, aka Degree Audit, matches the student's course work against the requirements for a degree identifying both satisfied and outstanding program requirements. If there are inaccuracies, the student or their academic advisor are responsible for contacting the Office of Registration and Records. An error in the online degree audit does not change the actual requirements for graduation.

Grades

Grades are reported as A, B, C, D, and F. Plus, and minus distinctions may be identified. Designations of incomplete (I), Withdrawal (W), Withdrawal Failing (WF), Pass (P), No Pass (NP), and Audit (AUD) are used in appropriate situations.

Grade Point Average

A student's Grade Point Average is dependent on the credits attempted and quality points earned through letter-grading of coursework.

Graduation

Graduation refers to receiving a certificate or degree when a student has been certified by the College as completing all degree requirements. A student's educational credentials (degree, major(s), minor(s), certificate(s)) are transcribed with the associated conferral date. Elizabethtown College offers three graduation dates throughout the academic year: May, August, and December.

Guided-Writing and Research

Writing enriched course(s) required as part of the Core Program.

Incomplete Grades

A grade of incomplete (I) may be obtained by making a formal request to the course instructor. Incomplete grades are awarded only for extenuating circumstances. Faculty may utilize an incomplete grade in cases of suspected academic dishonesty. A complete definition and established responsibilities are outlined in the Online Catalog.

Interdisciplinary Program

An undergraduate program of study is considered interdisciplinary when they include course requirements from more than one program discipline that may not fall under a particular department.

Independent Study

Independent Study (IS) is designed for students to pursue individual investigations and/or reading in an area of special interest, or to advance competencies in the major/minor area. Independent Study is initiated by the student and progresses largely unsupervised. Students pursuing independent study are expected to do extensive research, reading, writing, and/or creative work resulting in a major paper, presentation, work of art, or other learning outcomes agreed upon by the supervising faculty member and the student.

Internship

Through internships, students apply and augment their classroom leaning with real-world experience. They provide opportunities for students to demonstrate their knowledge in work and practice settings, gaining confidence and skill as they integrate the abstract/theoretical with the practical and applied.

Lab

A course section offered independently, or incorporated, alongside a specific course of student with related lab content.

Majors

A major identifies a college student's principal field of academic specialization. The major consists of a specifically designed collection of prescribed course requirements having a coherent focus in a single discipline or in related disciplines. Typically, a major comprises one-third of the student's total credit requirement for graduation.

Major - Concentration

A curriculum component that focuses on a sub-discipline within an academic major is known as concentration. The concentration requirements consist of a prescribed and coherent collection of 12 or more credits of coursework in addition to the basic or common requirements for the major. Only one concentration will be recorded on the student's transcript for each completed major. Multiple concentrations may be included in a student's résumé.

Major - Track

A track is a curriculum component that defines an emphasis leading to an area of specialization within the academic discipline of a major. Generally, the track requirements consist of a prescribed and coherent collection of coursework, encompassing one-half or more of the total credits required to complete the major. Due to credit requirements associated with tracks, students generally complete only one track within a single major. Completed tracks are not recorded on the student's official transcript.

Minors

A minor represents a secondary area of academic specialization outside of the student's major. Typically, a minor requires 18 to 24 credits of coursework. Students may complete one or more minors.

Overload Credits

Undergraduate students may carry up to 18 credits in the Fall or Spring semester, 12 credits in a combination of course work across all summer sessions (term or sub terms), and 4 credits in the Winter term.

Practicum

A program requirement allowing a student to gain experience in a discipline monitored and transcribed under the supervision of an Elizabethtown College faculty member.

School

A school is a larger unit within the college comprised of diverse department disciplines.

Semester (Term)

A semester (Fall, Winter, Spring, and Summer) is an established period within an academic year where courses are offered to students. Students may register for multiple courses in a semester.

Signature Learning

A signature learning course is designated with a particular classification (CA: Capstone; CB: Community-Based; IN: Internship; CX: Cross-Cultural; and SR: Supervised Research). All undergraduate students must complete two signature learning courses as part of their general education requirement for degree completion.

Sub-term (Module)

A sub-term, or module, is a condensed term within a semester to provide flexibility for accelerated programming and the courses being offered by the program. Elizabethtown College offers accelerated sub-terms in various lengths. All sub-terms are confined within the published beginning and ending dates for the semester.

Time Conflict Resolution

A Time Conflict Resolution occurs when a course registration is prohibited because of a time conflict (or overlap) with another course on the student's schedule. When the time overlap is less than 15 minutes, a student must submit a Time Conflict Resolution form to the Office of Registration and Records. If the time overlap exceeds 15 minutes, the student must seek approval and discuss whether there is an opportunity to register a directed study with the faculty member offering the course. Students are unable to self-register into a course time-conflict. Forms are available online on the Office of Registration and Records website.

Not all courses in the Catalog may be registered with a time conflict due to course design.

Time Zone

Elizabethtown College courses, including distance learning, operate on Easter Standard Time (EST). Courses begin at 12:00 am EST of the first day of the session and end at 11:59 pm EST on the last day of the session. Course participation and assignments are due in accordance with the course syllabus following EST.

Transcript

An official document outlining a student's inventory of courses, grades, and credentials earned by the student throughout their academic career.

Tutorials

The tutorial is used to register for a course that is not offered in the Catalog. With a Tutorial, the faculty member is responsible for developing the content of the course and then works closely with the student to provide instruction in the topic. Additional fees apply.