Elizabethtown College

ON-CAMPUS
GRADUATE CATALOG 2025-2026

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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Table of Contents

Elizabethtown College 1

Academics at Elizabethtown College 3

Tuition and Financial Aid 7

Military Tuition Assistance/Veteran Benefits……..12

Academic Degrees and Programs 15

Academic Policies..... 47

Academic Resources……81

Student Resources……85

Glossary of Terms……91

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Etown has been a leader in adult education in the southcentral Pennsylvania region for over 70 years, and an institution of higher education for 125 years. Our faculty are professors of practice, professionals who bring their content and work expertise into the classroom. Whether you're looking to advance your career, complete your degree, or start a new chapter in life, we'll give you the skills, support, and micro-credentials you'll need to move up and move ahead. This is where potential meets practice. Where world-ready education meets hometown attention.

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.

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 Dr
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

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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.

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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.

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 during 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.

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 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 Continuing 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 soundproof 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.

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 – 2025-2026

Graduate Programs	
Master of Science/Doctorate in Occupation Therapy, Tuition	Visit: https://www.etown.edu/offices/business-office/annual-expenses/occupationaltherapy.aspx
Master of Science in Physician Assistant Studies, Tuition	Visit: https://www.etown.edu/offices/business-office/mpas.aspx

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 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. In order 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.

All applicants 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 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.
- Provide a certificate of eligibility to the College's Certifying Official.
- Complete the Free Application for Federal Student Aid (FAFSA).

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 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 preferences for veteran students. Even though we are a private institution, we are opting to establish a similar protocol and allow veterans to have scheduling preferences. 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

Phone: 717-361-1344

Email: hafere@etown.edu

Lindsey Barton

Phone: 717-361-1201

Email: bartonlindsey@etown.edu

Kristin Mott-Kuntz

Phone: 717-361-1429

Email: mottkuntzk@etown.edu

Elizabethtown College grants graduate degrees in Master of Education in Special Education, Master of Science in Physician Assistant Studies, and Master of Science and Doctorate in Occupational Therapy. Additional graduate degrees are offered through the College's School of Graduate and Professional Studies.

Faculty: Carlson, Cunningham, Davis, Dennehy, Indeck, Fink, Fox, Friguglietti, Hample, Martin, Molina, Panchik, Rookey, Solyak, Thomasson, Walker, Waltermire, Wentzel

Master of Education in Special Education (M.Ed)

Program Director

Dr. Kevin Peters

Nicarry Hall, Room 141

717-361-1296

Prior to joining Elizabethtown College, Dr. Peters worked as a middle school principal (7-8), elementary principal (K-6), special education instructional advisor (K-12), and emotional support teacher. He is the Co-Director of the New DEEL (Democratic Ethical Educational Leadership) Community Network. He also serves as a Coordinator of the New DEEL Mentoring Project and on the executive board of the Consortium for the Study of Leadership and Ethics in Education (CSLEE). He is passionate about mentoring and has worked with educational administrators and school teams throughout the United States. His research focus is using Multiple Ethical Paradigms and Turbulence Theory as decision-making frameworks and indirect trauma on building leaders and teachers. Dr. Peters has published articles and presented his work at several state, national, and international conferences. He also served on various state committees such as the Pennsylvania Governor's Safety Task Force, the development of the Pennsylvania Commonwealth of Education Blueprint, Every Student Succeeds Act (ESSA) study group, and the board of the Pennsylvania Principals Association.

Program Overview

The Master of Education in Special Education affords candidates a complex understanding of educational theory, an awareness and adherence to professional ethics, a commitment to professional development, and the ability to establish and maintain an equitable and purposeful learning environment for all students. Students will have a student teaching placement for 16 weeks and will complete a thesis project. Completion of this program leads to PA certification in Special Education (PK-12).

Student Learning Outcomes for Special Education

Students will be able to:

- Plan, design, and implement research-based instructional and assessment practices in special education.
- Develop and apply instructional methodologies, including the use of technology, appropriate for a special education classroom.
- Critically apply, adapt, and differentiate content knowledge and skills to facilitate inclusive student learning.

- Create, organize, and maintain an effective and safe classroom environment for all learners.
- Design and implement successful interventions responsive to the needs of all students.
- Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher in special education.
- Demonstrate an ongoing commitment to continued professional development and service to the discipline.

Requirements for Acceptance:

- Complete requirements in general education certification (see applicable undergraduate degree planners).
- Receive a B or above in SED 212/MSE 512 (Learning Environment and Social Interaction in Inclusive Settings) and SED 222/MSE 522 (Foundations of Inclusive Education).
- Maintain a 3.3 cumulative GPA or above.
- Receive satisfactory ratings on the Teacher Dispositions document.
- Provide two letters of recommendation in support of your academic and professional abilities for success in the program.

Application Deadlines:

- Applications into the MSE 4+1 program are accepted during the spring semester of the junior year.
    - Submit application form.
    - Submit two recommendation forms or two letters of recommendation in support of your academic and professional abilities for success in the program.

Course Requirements:

- MSE 512 - Learning Environment and Social Interaction in Inclusive Settings (SED 212) 4.00 credits.
- MSE 522 - Foundations of Inclusive Education (SED 222) 4.00 credits.
- MSE 524 - Methods of Teaching Students with High Incidence Disabilities (SED 224) 4.00 credits.
- MSE 530 - Methods of Teaching Students with Low Incidence Disabilities (SED 230) 4.00 credits.
- MSE 533 - Assessment in Special and Inclusive Education (SED 333) 4.00 credits.
- MSE 540 - Etiology, Equity, and Law 4.00 credits.
- MSE 542 - Effective Instruction for Students with ASD and/or EBD (SED 342) 4.00 credits.
- MSE 544 - Intensive Reading, Writing, and Mathematics Intervention (SED 344) 4.00 credits.
- MSE 565 - Issues in Special Education 4.00 credits.
- MSE 570 - Graduate Student Teaching 12.00 credits.
- MSE 590 - Graduate Research Seminar 4.00 credits.

MSE 512 - Learning Environment and Social Interaction in Inclusive Settings (SED 212)

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):* Formal acceptance into Education Program required. Register by Instructor.

MSE 522 - Foundations of Inclusive Education (SED 222)

4.00 credits. 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):* Formal acceptance into Education Program required. **Corequisite(s):* MSE 522L. Register by Instructor.

MSE 524 - Methods of Teaching Students with High Incidence Disabilities (SED 224)

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, and 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):* Formal acceptance into Education Program required. **Corequisite(s):* MSE 524L. Register by Instructor.

MSE 530 - Methods of Teaching Students with Low Incidence Disabilities (SED 230)

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):* MSE 524. Register by Instructor.

MSE 533 - Assessment in Special and Inclusive Education (SED 333)

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. Register by Instructor.

MSE 540 - Etiology, Equity, and Law

4.00 credits. This course discusses federal and state special education law, including relevant court cases, and its interrelationship with equity and etiology of special needs students. Laws, regulations, policy, and stereotypes relating to the education of special needs populations are discussed. Methods of conflict resolution, mediation, and ethical standards are examined. Students will be required to apply what they learn as they analyze real-life case scenarios. Register by Instructor.

MSE 542 - Effective Instruction for Students with ASD and/or EBD (SED 342)

4.00 credits. This course is designed to prepare teachers to support the participation and education of students with Autism Spectrum Disorder (ASD) or Emotional and 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. **Corequisite(s):* MSE 544 and MSE 565. Register by Instructor.

MSE 544 - Intensive Reading, Writing, and Mathematics Intervention (SED 344)

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. A clinical field experience is required. **Prerequisite(s):* MSE 524. **Corequisite(s):* MSE 542, MSE 565 and MSE 544L. Register by Instructor.

MSE 565 - Issues in Special Education

4.00 credits. Working with a faculty mentor, this is a self-directed and self-constructed course for those specializing in PK-8 or 7-12 certifications. Graduate candidates select specific topics to explore that are particularly germane to their certificate levels and companion competencies. **Corequisite(s):* MSE 542 and MSE 544. Register by Instructor.

MSE 570 - Graduate Student Teaching

12.00 credits. This experience is supervised student teaching for a full semester in Special Education. To be taken in conjunction with the Graduate Research Seminar. **Corequisite(s):* MSE 590. Graded Pass/No Pass. Register by Instructor.

MSE 590 - Graduate Research Seminar

4.00 credits. This course serves as the research seminar capstone for graduate teachers to understand and apply research theories and design, culminating in a scholarly paper and corresponding oral defense. Experience is supervised student teaching for a full semester in Special Education. To be taken in conjunction with the Graduate Student Teaching. **Prerequisite(s):* MSE 565. **Corequisite(s):* MSE 570. Register by Instructor.

Master of Science in Occupational Therapy (M.S.)

Program Director

Dr. Debbie Waltermire, DrPH, OTR/L

Esbenshade Hall, Room 365B

717-361-1173

Dr. Waltermire joined Etown's OT department in 1997 as the full-time fieldwork coordinator. She subsequently served the department as a part-time lecturer from 2005-2018. In 2018, she was appointed as a full-time assistant professor, and in 2022, Dr. Waltermire was promoted to associate professor and appointed as the B.S./M.S. program director.

Her primary clinical background is in adult psychiatry, especially adults with schizophrenia and other severe and persistent mental illnesses. She also has worked as a consultant and manager in an acute care medical center with a physical rehabilitation program. Dr. Waltermire is actively engaged in service related to patient and family-centered care at a children's hospital.

Student Learning Outcomes for Master of Science in Occupational Therapy:

Students will be able to:

- Demonstrate the ability to effectively collaborate with others (colleagues, professional contacts, clients, faculty, etc.).
- Engage with clients in a manner that demonstrates skillful application of concepts related to client-centered care, culturally responsive care, and therapeutic use of self.
- Identify/diagnose occupational performance and participation and construct plans to influence change and enhance occupational performance for individuals, populations, and organizations.
- Design and implement evaluations and interventions that are occupation-centered and theory-based, with entry-level competence.
- Contribute to the body of evidence that supports traditional and emerging occupational therapy practice and/or the understanding of human occupation.

The **Master of Science in Occupational Therapy** requires two years or four semesters (this includes one summer semester/session) of graduate academic study and six months of clinical Level II Fieldwork with the requirements listed below. Students may take up to 18 credits in a semester at Elizabethtown College without paying a credit overload fee. **To begin the master's program in occupational therapy, students must have successfully completed all prerequisites, including earning a 2.9 overall GPA by the end of their junior year and earning a minimum of a C- in all required courses.** Successful completion of the Master of Science in Occupational Therapy affords the student the opportunity to take the National Board of Certification in Occupational Therapy (NBCOT) Exam and to become licensed to practice occupational therapy as an individual jurisdiction requires. **Note: a felony conviction may affect an individual's qualification to take the NBCOT certification exam and/or obtain professional credentials.**

Admission to the Occupational Therapy Program:

Students are typically accepted into the OT program (MS or Doctorate in Occupational Therapy) as first year students in the BS Health Sciences degree. Students must complete and submit all requirements through the Admissions office and complete an interview with the admissions staff by the established due date set by the college. Students may apply for Advanced Standing during the application process.

Students, whether intending to complete the MS in OT degree or the OTD, will take pre-professional Health Sciences (HE) courses in the first three years before starting the OT professional courses in the senior year. Students are admitted to the fourth year/ professional portion of the program by completing the Graduate Essay, earning an overall GPA of a 2.9 or higher, and earning a C- or above in all required courses. All students, whether MS or OTD take the same OT required courses in the 4th year.

Advanced standing students are those students who are admitted into the Health Science degree and who have earned 60 credits by the start of the sophomore year. Students interested in Advanced Standing will meet with the Program Director in the first year and assess the viability of completing the required credits for the HS degree and plan their course of study. Students must complete all HE and pre-OT required courses within the first 2 years and meet all of the requirements to progress to the professional-level portion of the program. The number of students accepted for Advanced Standing is dependent on the number of seats available in the respective cohort.

Currently, Elizabethtown College, non-Health Science major students are accepted into the program when space is available. Students should apply during their first year if they intend to complete the undergraduate degree (Health Sciences) within four years. Students who are interested in entering the OT program should contact the Program Director for information about the application process.

The Master of Science in Occupational Therapy requires:

- 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 534 - Scholarship I: Analysis of the Literature 4.00 credits.
- OT 550 - Advanced Occupational Therapy Theory and Application 4.00 credits.
- OT 553 - Occupational Therapy Across the Continuum of Care 4.00 credits.
- OT 556 - Analysis and Application: Therapeutic Relationships 4.00 credits.
- OT 558 - Occupational Therapy Practice in Context 4.00 credits.
- OT 560 - Analysis and Application: Functional Movement 4.00 credits.
- OT 562 - Management of Occupational Therapy Services 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.
- OT 573 - OT Graduate Fieldwork Level I Summer 1.00 credit.
- OT 590 - Graduate Project Practicum 1.00 credit.
- OT 595 - OT Graduate Fieldwork Level II Variable credits.
- OT 596 - OT Graduate Fieldwork Level II Variable credits.

- OT 641 - Acute Care and Rehabilitation 4.00 credits. or
- OT 645 - School System Practice 4.00 credits.

- OT 644 - Health, Wellness, and Healing 4.00 credits.

Additional requirements to attain the Master of Science in Occupational Therapy degree:

Students need to maintain a 3.0 GPA to remain in the professional/graduate portion of the OT Program, and they must earn grades of at least a C- in all OT courses at the 500-level or higher. Students who fail to maintain the minimum cumulative GPA at the end of any semester will be placed on academic probation. Students on academic probation will have one semester in which they are registered to return to good academic standing. Students who fail to meet the conditions of their academic probation can expect dismissal from the program. Students must successfully complete all didactic coursework before moving onto Level II Fieldwork. College policies on repeating courses apply to graduate study.

Students who have withdrawn from the College must petition the graduate program for readmission. To be eligible for readmission, applicants must be in good standing and the academic program must have the capacity to accept additional students. Additional conditions of readmission may be imposed by the specific graduate program for which the applicant seeks readmission.

It is up to the discretion of the student's major program to determine if undergraduate and graduate courses may be taken concurrently. Graduate courses may count toward undergraduate programs; however, undergraduate courses may not count toward graduate programs. Undergraduate program courses taken by graduate students to complete credit deficiencies are free elective credits only and do not fulfill any major requirements. Graduate courses may not be met via Challenge Tests.

The occupational therapy curriculum requires both Level I and Level II fieldwork experiences. Level I fieldwork is an integral part of the didactic portion of the educational program. Students are exposed to diverse settings to increase their understanding of occupational therapy and/or the health care arena. Level II fieldwork is the culminating clinical experience for the MS Elizabethtown College occupational therapy student. Students are required to complete 24 weeks of full-time, Level II fieldwork or its equivalent within 18 months of completing graduate didactic coursework.

Students must pass both Level I and Level II Fieldwork experiences. Only one Level I fieldwork placement may be repeated due to a student's failure or withdrawal from placement. If a student does not pass Level I fieldwork, they may repeat it once; a second failed Level I fieldwork will result in dismissal from the program. Only one Level II failure may be repeated; student withdrawals from Level II fieldwork will be reviewed by the program on a case-by-case basis and may be considered a failure based on the student's fieldwork performance prior to the withdrawal. If a student withdraws from or fails a Level II Fieldwork, a decision to repeat the experience will be made by the program director in collaboration with the Academic Fieldwork Coordinator. If a student fails the repeated Level II fieldwork experience, the student will be dismissed from the OT program. Students may appeal to repeat Level II fieldwork.

Students need access to and competence in using e-mail and CANVAS platform.

Accreditation

The Occupational Therapy program has maintained accredited status since 1976 by the Accreditation Council for Occupational Therapy Education (ACOTE). The BS/MS Occupational Therapy degree program is fully accredited. The organization can be contacted at ACOTE, 7501 Wisconsin Avenue - Suite 510E, Bethesda, MD 20814; phone (301) 652-6611; email: accred@aota.org; www.acoteonline.org.

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):* HE 105, 205, 305 and 310 and NEU 125 and matriculation into the graduate program in Occupational Therapy. **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):* HE 105, 205, 305, 310 and NEU 125 and matriculation into the graduate program in Occupational Therapy. **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 105, 205, 305 and 310 and NEU 125 and matriculation into the graduate program in Occupational Therapy. 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 556 - Analysis and Application: Therapeutic Relationships

4.00 credits. The course provides opportunities for students to further investigate and practice skills related to the therapeutic relationship and process including providing training and education to clients and families, applying therapeutic use of self in individual and group intervention, directing and modifying intervention, and providing supervision to occupational therapy assistants. **Prerequisite(s):* HE 310, OT 505, OT 515, OT 532, and OT 533.

OT 558 - Occupational Therapy Practice in Context

4.00 credits. Through this course, students will develop and integrate clinical reasoning skills and professional attributes when engaging in and completing the occupational therapy process throughout diverse contexts (person, place, time) and within applicable theories and frames of reference. The emphasis of the course will be on completing the entire process, including assessment, goal planning, intervention, adaptation, and revision of goals, discharge planning, referral recommendations and terminating care while attending to multiple contexts of practice. **Prerequisite(s):* OT 505, OT 515, OT 525, OT 532, OT 533, and OT 556. **Corequisite(s):* OT 571.

OT 560 - Analysis and Application: Functional Movement

4.00 credits. The course provides opportunities for students to further investigate and practice skills related to the understanding, analysis, and application of functional movement within the therapeutic process including safe patient handling and transfer training, fabrication of orthotics and assistive technologies, the use of physical agent modalities, and the application of environmental adaptations. Additional Course Fee. **Prerequisite(s):* HE 310, NEU 125, OT 505, OT 515, OT 532 and OT 533.

OT 562 - Management of Occupational Therapy Services

4.00 credits. This course provides an introduction to various principles of management for occupational therapists. The course presents opportunities to learn about strategic planning, management of therapeutic programs, budgeting, and program evaluation. Students will also learn and apply management theories and leadership principles to employee development and supervision within occupational therapy and/or interdisciplinary teams. Additional topics to be covered include performance improvement, consultation, entrepreneurship, marketing, and organizational change. **Prerequisite(s):* Successful completion of the B.S. in Health Sciences and matriculation into the graduate program in Occupational Therapy.

OT 564 - Scholarship III: Methods, Analysis, Application, and Discussion

4.00 credits. This is the fourth in a series of courses designed to promote the active use and application of scholarship in occupational therapy practice. The course is designed to provide students with the opportunity to analyze data and provide a synopsis and critique of the data.

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 573 - OT Graduate Fieldwork Level I Summer

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 and OT 572. **Corequisite(s):* OT 553. **Signature Learning Experience - Fieldwork.** Summer semester.

OT 575 - Graduate Internship

Variable (0.00 to 4.00) credits. A supplemental fieldwork experience that is intended to provide opportunities for clinical development to cover the breadth of field experiences that the student should have for entry-level positions. This fieldwork is intended to be more intensive than a Level I fieldwork but not as comprehensive as Level II. A minimum time would be two weeks, but it is likely that the sites serving more involved clients will require a minimum of three weeks of full-time fieldwork to reach the target competency level. **Prerequisite(s):* B.S. in Health Sciences. Register by Instructor. Offered as needed. This course is repeatable for credit provided it occurs in a different setting.

OT 580 - Master's Level Independent Study

Variable credit. Independent Study option for students in the Occupational Therapy Master's program. Register by Instructor. This course is repeatable for credit.

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.

OT 595 - OT Graduate Fieldwork Level II

Variable credits. Six months of full-time level II fieldwork, typically in two -12-week level II fieldwork experiences. 6.00 credits for each full-time (i.e. 12 weeks) fieldwork: (part-time fieldwork approved by the Program may be registered for 2.00 or 4.00 credits). Further information on Level II Fieldwork can be found in the Program Student Manual and the Level II Fieldwork Student Manual. **Prerequisite(s):* B.S. in Health Sciences and completed coursework in Occupational Therapy. Graded Pass/No Pass. Register by Instructor. Spring, Summer, or Fall semester.

OT 596 - OT Graduate Fieldwork Level II

Variable credits. Six months of full-time level II fieldwork, typically in two -12-week level II fieldwork experiences. 6.00 credits for each full-time (i.e. 12 weeks) fieldwork: (part-time fieldwork approved by the Program may be registered for 2.00 or 4.00 credits). Further information on Level II Fieldwork can be found in the Program Student Manual and the Level II Fieldwork Student Manual. **Prerequisite(s):* OT 595. B.S. in Health Sciences and completed coursework in Occupational Therapy. Graded Pass/No Pass. Register by Instructor. Spring, Summer, or Fall semester.

OT 597 - Level II Fieldwork: Specialty

Variable (0.00 to 6.00) credits. Variable length of Level II Fieldwork experience in area of student's interest. Arranged on an availability basis. **Prerequisite(s):* B.S. in Health Sciences and completion of all graduate OT didactic coursework. Graded Pass/No Pass. Register by Instructor.

OT 641 - Acute Care and Rehabilitation

4.00 credits. This course emphasizes the practice skills and knowledge essential to practicing in medical model acute and rehabilitation areas with applications to both adult and pediatric populations. Students will explore advanced study in technology, documentation and treatments of these traditional medical model practice venues. Advanced splint construction, hand therapy, physical agents/modalities, ergonomic issues and other acute issues models are examples of options that may be addressed. Case studies apply traditional occupational therapy practice to individuals with physical disabilities. **Prerequisite(s):* OT 505, OT 515, OT 532, and OT 533.

OT 643 - Topics in Gerontology Graduate Elective

4.00 credits. This course enables students to gain content knowledge and expertise in the practice area of gerontology. This elective emphasizes geriatric occupations, wellness and clinical practice. **Prerequisite(s):* OT 505 and OT 532.

OT 644 - Health, Wellness, and Healing

4.00 credits. This course is designed to increase student knowledge of occupational therapy services in the context of health and wellness and healing. The course will broaden the range of student knowledge of service in mental health and wellness and will seek to help students strengthen their understanding of the roles played by occupational therapists in these areas of practice, the theories that are applied and the contexts of occupational therapy in community-based practice areas. **Prerequisite(s):* OT 505, OT 515, OT 532, and OT 533.

OT 645 - School System Practice

4.00 credits. This course is designed to enable students to gain content knowledge and expertise in a practice area of interest. This course is designed to allow students to explore in-depth the area of school-based practice. Students will learn and discuss current legislation governing therapy practice in general and special education in both public and private school arenas as well as best practice models for screening/evaluation, direct and consultative service delivery, and efficacy research. In addition to in-class lecture content, students will participate in seminars and service learning or continuing education activities. **Prerequisite(s):* OT 515 and OT 533.

Master of Science in Physician Assistant Studies (M.S.)

Program Director

Dionna Rookey, M.S., MSPAS, PA-C

813 College Ave, Room 1

717-361-4766

Dionna Rookey joined Elizabethtown College in 2019. She earned a Bachelor of Science degree in biology from Valdosta State University, a Master of Science degree in medical microbiology from the University of Georgia, and a Master of Science in Physician Assistant Studies from Philadelphia University. Dionna has worked in family medicine since graduating in 2007. She has practiced in Alaska, Massachusetts, New Hampshire and Pennsylvania. Dionna additionally started work in education in 2013 and found a second love.

Dionna is dedicated to teaching students to embrace all of what makes people love, think, and live. Dionna believes in education for service and is excited to both continue and discover new ways to integrate students and the community together. Her teaching interests include clinical reasoning, patient communication, and all aspects of primary care.

Admissions Criteria

- Coursework prerequisites:
    - A minimum of 6 credits in General Biology with labs
    - A minimum of 6 credits in Anatomy and Physiology with labs
    - A minimum of 3 credits in Microbiology with a lab
    - A minimum of 3 credits in General Chemistry with a lab
    - A minimum of 3 credits in Organic Chemistry with a lab
    - A minimum of 3 credits in Biochemistry

- A minimum of 3 credits in Statistics
- A minimum of 3 credits in General/Introductory Psychology

Dual enrollment and AP credits for the graduate program prerequisite courses are not accepted.

A bachelor's degree from an accredited U.S. College or University is required. Pre-Requisite GPA must be at least 3.0 with an overall GPA of 3.0 and no course grade below a C. Students applying to the Physician Assistant program as Graduate Students are required to submit GRE. Ideally, a student should have a composite score of 300. The MCAT can be submitted in place of the GRE, with an ideal score of 500. GREs are not required for any applicant that has a completed Master's or Doctorate Degree. Students must also complete a minimum of 200 healthcare exposure hours (including PA-C shadowing). Due to the competitive nature of the Physician Assistant Program, not all candidates will be offered an interview or admission into the Elizabethtown College program.

For application information, please visit: https://admissions.etown.edu/apply.

For more detailed information on the Physician Assistant Program, please visit the program website.

Student Learning Outcomes for Physician Assistant

The competencies expected of Physician Assistant graduates from Elizabethtown College align with ten competency domains developed from review of literature published by the Physician Assistant Education Association (PAEA) in the 2019 Core Competencies for New Physician Assistant Graduates and the 2012 Competencies for the Physician Assistant Profession document published by the four national PA organizations.

Students will be able to:

- Medical Knowledge and Skills - *Students will demonstrate a deep understanding and application of core medical knowledge and skills that are essential for patient care upon entry into clinical practice.*
  - Competent graduates will possess the medical knowledge and skills deemed essential by the program for optimal patient care.
  - Competent graduates will gather accurate and essential patient information, determine differential diagnoses, order and interpret diagnostic studies, perform necessary procedures, diagnose, treat, and manage illness.
  - Competent graduates will recognize healthy versus ill patients throughout various stages of acute and chronic diseases, as well as those at risk for emerging illnesses.
- Patient Centered Care - *Students will apply core medical knowledge learned to patient-centered care and utilize evidence-based medicine to refine clinical reasoning and judgement while demonstrating the ability to recognize healthy versus ill patients in various stages of illness.*
  - Competent graduates will establish rapport and communicate effectively with patients, families, and the public to appropriately address the patients' health needs.
  - Competent graduates will demonstrate the ability to listen to and demonstrate sensitivity to patients' beliefs and attitudes towards health and health care while having an awareness of one's own implicit biases.
  - Competent graduates will use an evidence-based approach while using clinical judgment and reasoning during shared medical decision making.
- Society and Population Health - *Students will understand how patient health may be affected by psychosocial influences as well as community, environmental, and genetic disparities. Graduates will be able to identify their own implicit biases and understand how these ideas can impact patient care.*
  - Competent graduates will recognize and understand potential impacts of biology, immunology, epidemiology and genetics on patient health.

    - Competent graduates will recognize and understand patient barriers surrounding motivation, accessibility, and structural disparities in health care.
    - Competent graduates will recognize and understand psychosocial influences that may affect patient and population health while integrating knowledge of social determinants into medical decision making.
- Health Literacy - *Students will utilize emotional intelligence to adjust the style and content of their verbal communication with patients to establish rapport and engage in shared decision-making.*
    - Competent graduates will understand the health literacy of the patients they serve, interpret information so patients and their families can understand the information conveyed to them, and use unbiased and professional interpreters when barriers to communication arise.
    - Competent graduates will understand how different perspectives and expectations about health and healthcare can impact the therapeutic relationship and health motivation and outcomes.
- Professional Practice - *Students will demonstrate an understanding of Physician Assistant roles and responsibilities while maintaining a level of team awareness, keeping the patient at the center of all health care decisions.*
    - Competent graduates work collaboratively in teams and developing interprofessional relationships to ensure that the goals of patients remain the focus of the health care team.
    - Competent graduates will understand the roles of various team members and their various contributions to greater health outcomes.
- Legal, Fiscal, and System Based Healthcare - *Students will demonstrate an understanding of ethically and legally appropriate ways to deliver safe, quality and efficacious healthcare to patients in a variety of clinical settings.*
    - Competent graduates will provide quality care in a safe and efficient manner.
    - Competent graduates will know the bylaws and regulations of various practice settings.
    - Competent graduates will understand various types of healthcare systems, funding, and insurance; including the role of Medicare and Medicaid.
- Self-Reflection and Assessment - *Students will work closely with program faculty and their advisors in an ongoing and continual process to develop strategies necessary for reflection, self-evaluation and self-control while developing confidence in addressing the health needs of their patients.*
    - Competent graduates will demonstrate the ability to self-evaluate one's personal and professional limitations, implicit biases and develop a strategic plan for addressing gaps.

Didactic Course Requirements

- MPA 500 - Medical Terminology 1.00 credit.
- MPA 501 - Foundations of Health Sciences I 4.00 credits.
- MPA 502 - Foundations of Health Sciences II 3.00 credits.
- MPA 503 - Clinical Health Sciences 3.00 credits.
- MPA 504 - Introduction to Clinical Studies 4.00 credits.
- MPA 505 - Introduction to Anatomy 3.00 credits.
- MPA 511 - Clinical Medicine I 6.00 credits.
- MPA 512 - Clinical Medicine II 6.00 credits.
- MPA 513 - Clinical Medicine III 6.00 credits.
- MPA 521 - Pharmacology I 3.00 credits.
- MPA 522 - Pharmacology II 3.00 credits.
- MPA 523 - Pharmacology III 3.00 credits.
- MPA 531 - Physical Assessment and Procedures I 3.00 credits.
- MPA 532 - Physical Assessment and Procedures II 3.00 credits.

- MPA 533 - Physical Assessment and Procedures III 3.00 credits.
- MPA 541 - Clinical Reasoning I 2.00 credits.
- MPA 542 - Clinical Reasoning II 2.00 credits.
- MPA 543 - Clinical Reasoning III 3.00 credits.
- MPA 551 - Patient Communication and Education I 2.00 credits.
- MPA 552 - Patient Communication and Education II 2.00 credits.

Clinical Course Requirements

- MPA 600 - Transitions to Clinical Practice 1.00 credit.
- MPA 601 - Education and Research I 2.00 credits.
- MPA 602 - Education and Research II 2.00 credits.
- MPA 603 - PANCE Preparation I 0.5 credits.
- MPA 604 - PANCE Preparation II 0.5 credits.
- MPA 605 - PANCE Preparation III 1.00 credit.
- MPA 611 - Internal Medicine Preceptorship 4.00 credits.
- MPA 612 - Women's Health Preceptorship 4.00 credits.
- MPA 613 - Pediatrics Preceptorship 4.00 credits.
- MPA 614 - Family Practice Preceptorship 4.00 credits.
- MPA 615 - Emergency Medicine Preceptorship 4.00 credits.
- MPA 616 - Surgery Preceptorship 4.00 credits.
- MPA 617 - Behavioral Medicine Preceptorship 4.00 credits.
- MPA 618 - Clinical Specialty Preceptorship 4.00 credits.
- MPA 699 - Culminating Experience 3.00 credits.

Accreditation

The ARC-PA has granted **Accreditation-Provisiona**l status to the **Elizabethtown College Physician Assistant Program** sponsored by **Elizabethtown College**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appears to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-elizabethtown-college/.

Standards for Continuation in PA Program

Students will be dismissed from the Physician Assistant program in the following circumstances:

- Student does not maintain a minimum 3.0 GPA throughout the PA program.
- Student does not maintain a minimum 3.0 GPA per semester.

- When a student earns more than one grade below a "B-" during clinical year
- When a student earns more than three (3) grades below a "B-" in the didactic year
- Student fails more than two (2) blocks per term during the didactic phase of the PA program.
- Student earns a final course grade below a "C" in any course during the didactic or clinical phases of the PA program
- Student is unable to meet the minimum technical standards necessary to achieve the knowledge, skills, and competencies of an entry-level physician assistant.
- Student is unable to complete agreed upon remediation plan for any course, including summative examinations

MPA 500 - Medical Terminology

1.00 credit. In this course, students will learn the principles of medical word building and medical vocabulary used as a physician assistant through root words, prefixes and suffixes. Graded Pass/No Pass. Summer term. Online only.

MPA 501 - Foundations of Health Sciences I

4.00 credits. This course provides an in-depth study of topics in human anatomy, physiology and pathophysiology in a system-based approach. Instruction will emphasize genetic and molecular mechanisms of health and disease with material on cell biology and immunology, infectious disease, integumentary, musculoskeletal and rheumatological, neurological and hematology systems. Fall term. Hours: lecture 3, laboratory 3.

MPA 502 - Foundations of Health Sciences II

3.00 credits. This course provides an in-depth study of topics in human anatomy, physiology and pathophysiology in a system-based approach. Instruction will emphasize genetic and molecular mechanisms of health and disease material on cardiology, pulmonology, eyes, ears, nose, throat and endocrine systems. **Prerequisite(s):* MPA 501. Spring term. Hours: lecture 2, laboratory 3.

MPA 503 - Clinical Health Sciences

3.00 credits. This course provides an in-depth study of topics in human anatomy, physiology and pathophysiology in a system-based approach. Instruction will emphasize material on gastrointestinal, renal and genitourinary systems as well as some introduction to pregnancy and pediatrics and surgical components. **Prerequisite(s):* MPA 501 and MPA 502. Summer term. Hours: lecture 3.

MPA 504 - Introduction to Clinical Studies

4.00 credits. This 4-credit course will introduce students to the process of collecting and documenting data (patient history), basic physical exam skills and medical abbreviations. There is discussion of each component of a SOAP note and how to document appropriately as well as introductory interviewing skills. Students will learn oral and written presentation skills. Students will learn the basic head to toe physical exam needed as a foundation for the remainder of the didactic year, clinical rotations and career as a physician assistant. Summer term. Hours: lecture 3, laboratory 3.

MPA 505 - Introduction to Anatomy

3.00 credits. This 3-credit course will introduce students to the cadaver lab, cadaver use and anatomy. Students will dissect portions and identify components of anatomy on a cadaver in small groups. Students will learn the basic head to toe anatomy needed as a foundation for the remainder of the didactic year, clinical rotations and career as a physician assistant. Summer term. Hours: lecture 2, laboratory 1.

MPA 511 - Clinical Medicine I

6.00 credits. This course will introduce students to the broad scope of clinical medicine and disease processes. Included will be pathology and prevalence, microbiology, signs and symptoms, evaluation and management in a system-based approach. This course will explore disorders of integumentary, musculoskeletal, rheumatological, behavioral health, neurological and hematology systems. Fall semester. Hours: lecture 6.

MPA 512 - Clinical Medicine II

6.00 credits. This course will continue building on the broad scope of clinical medicine and disease processes. Included will be pathology and prevalence, microbiology, signs and symptoms, evaluation and management in a system-based approach. This course will explore disorders of cardiology, pulmonology, eyes, ears, nose, throat and endocrine systems. **Prerequisite(s):* MPA 511. Spring term. Hours: lecture 6.

MPA 513 - Clinical Medicine III

6.00 credits. This course will continue to build on the foundation of the broad scope of clinical medicine and disease processes. Included will be pathology and prevalence, microbiology, signs and symptoms, evaluation and management in a system-based approach. This course will explore disorders of gastrointestinal, renal, genitourinary and reproductive systems as well as including special populations of pregnancy, pediatrics, geriatrics and emergency medicine. **Prerequisite(s):* MPA 511 and MPA 512. Summer term. Hours: lecture 6.

MPA 521 - Pharmacology I

3.00 credits. This course will give students a foundation in the mechanism by which drugs influence physiologic manifestations of disease. There is introduction to the principles of drug action, metabolism, elimination, toxicity and therapeutics. This course will cover anti-inflammatories, antibiotics, topical remedies, analgesics, mental health medications, neurological therapeutics and anticoagulation. Fall semester. Hours: lecture 3.

MPA 522 - Pharmacology II

3.00 credits. This course continues building on the mechanism by which drugs influence physiologic manifestations of disease and the principles of drug action, metabolism, elimination, toxicity and therapeutics. The second course introduces therapeutics for cardiology, pulmonology, eyes, ears, nose, throat and endocrinology. **Prerequisite(s):* MPA 521. Spring term. Hours: lecture 3.

MPA 523 - Pharmacology III

3.00 credits. This course continues building on the mechanism by which drugs influence physiologic manifestations of disease and the principles of drug action, metabolism, elimination, toxicity and therapeutics. The third course introduces therapeutics for gastrointestinal, renal, genitourinary and reproductive systems. There is also discussion on pregnancy, pediatrics, geriatrics and alternative medicines. **Prerequisite(s):* MPA 521 and MPA 522. Summer term. Hours: lecture 3.

MPA 531 - Physical Assessment and Procedures I

3.00 credits. This course is a lecture and laboratory course designed to introduce students to the theory and application of physical examination and basic point of care skills. The students will cover a comprehensive physical examination and begin to discuss problem focused collection based on patient presentation. Fall semester. Hours: lecture 2, laboratory 3.

MPA 532 - Physical Assessment and Procedures II

3.00 credits. This course is a lecture and laboratory course designed to explore further the physical examination, procedural and basic point of care skills. The students will continue their comprehensive physical examination and problem focused collection based on patient presentation and add in more diverse populations across the life span. They will also be introduced to more complex assessment tools such as electrocardiograms, xray, pulmonary function testing, ultrasound, etc. **Prerequisite(s):* MPA 531. Spring term. Hours: lecture 1.5, laboratory 4.5.

MPA 533 - Physical Assessment and Procedures III

3.00 credits. This course is a lecture and laboratory course designed to further explore the physical examination, procedural and basic point of care skills across the life span. The students will continue their comprehensive physical examination, problem focused data collection based on patient presentation, point of care and procedural skills. They will also be introduced to more complex procedures (biopsy, incision and drainage, intubation, etc). **Prerequisite(s):* MPA 531 and MPA 532. Summer term. Hours: lecture 1.5, laboratory 4.5.

MPA 541 - Clinical Reasoning I

2.00 credits. This course will introduce students to the process of collecting and documenting data and integrating this data into a patient assessment. Students will also learn problem solving/medical decision making for more effective patient evaluation, diagnosis, and management. There is discussion of each component of a SOAP note and interviewing skills. Students will learn oral and written presentation skills. Fall semester. Hours: lecture 2.

MPA 542 - Clinical Reasoning II

2.00 credits. This course is a small group case- based setting to practice the skill of collecting a history and critical thinking for problem solving and medical decision making, continuing on effective patient evaluation, diagnosis and management. Standardized patients, facilitators, self-directed learning and small group discussion will be used. Students will continue to practice oral presentation and written SOAP notes. **Prerequisite(s):* MPA 541. Spring term. Hours: lecture 1, laboratory 3.

MPA 543 - Clinical Reasoning III

3.00 credits. This course is a small group case- based setting to practice the skill of collecting a history and critical thinking for problem solving and medical decision making to further master effective patient evaluation, diagnosis and management. Standardized patients, facilitators, self-directed learning and small group discussion will be used. This final installment of the course will utilize more complex cases, evidence based medicine and diverse populations across the life span. Students will continue to practice oral presentation and written SOAP notes. **Corequisite(s):* MPA 541 and MPA 542. Summer term. Hours: lecture 1, laboratory 3.

MPA 551 - Patient Communication and Education I

2.00 credits. In this course, students will learn essential skills in the assessment of and communication with patients. There will be focus on patient-provider relationships, health literacy, diverse populations, patient education, social and behavioral sciences as well as normal and abnormal human development across the life span, motivational interviewing, substance use/abuse, end of life discussion and delivering bad news, HIPPA and the history of the physician assistant profession. This course will use interpersonal and communication skills that result in effective exchange of information and collaboration with patients, their families and other health professionals. Fall semester. Hours: lecture 2.

MPA 552 - Patient Communication and Education II

2.00 credits. In this course, students will continue to develop the essential skills in the assessment of and communication with patients across diverse populations. This course will use interprofessional patient centered teams to continue development of clinical and therapeutic understanding. This course will include discussion on intellectual honesty and appropriate academic and professional conduct, professional development and medical literature, reimbursement, billing and coding, concepts of public health as they relate to the role of the practicing PA, patient safety, quality improvement, prevention of medical errors and risk management, health care delivery systems and health policy, and prescription writing. **Prerequisite(s):* MPA 551. Spring term. Hours: lecture 2.

MPA 600 - Transitions to Clinical Practice

1.00 credit. This course is a review of all pertinent material related to clinical rotations and clinical practice. Students will review and receive updates on any policies and procedures, HIPPA, documentation, patient safety, professionalism, ethics, etc. **Prerequisite(s):* Successful completion of all didactic coursework. Summer semester. Hours: lecture .5, laboratory 1.5.

MPA 601 - Education and Research I

2.00 credits. In the first section of a two part series, students will learn the basics of developing their culminating experience project and will identify a community service opportunity in an area of their choosing to promote community involvement, lifelong learning, and develop a deeper understanding of accessibility to care concerns within a community. Students can complete their capstones in a diverse range of settings, including clinical or hospital environments, public policy organizations, and nonprofit organizations. Students will be encouraged to apply classroom learning concepts to the clinical setting. **Prerequisite(s):* Successful completion of all didactic coursework. Fall term.

MPA 602 - Education and Research II

2.00 credits. In the second section of a two part series, students will expand on the development, implementation, and evaluation of their culminating experience project. Research and fieldwork time will be provided to students for project completion. These concepts will culminate into a fully developed capstone project. **Prerequisite(s):* MPA 601. Spring term.

MPA 603 - PANCE Preparation I

0.5 credits. Attaining board certification is a requirement for all Physician Assistants intending to apply for state licensure and practice medicine upon graduation throughout the United States. This course is a comprehensive review of material presented throughout the didactic and clinical years. Topics align directly with the blueprint provided by the National Commission for Certification of Physician Assistants (NCCPA). Students will complete practice examinations designed to prepare them for the Physician Assistant National Certification Examination (PANCE) administered by the NCCPA. **Prerequisite(s):* Successful completion of all didactic coursework. Graded Pass/No Pass. Fall term. Online only.

MPA 604 - PANCE Preparation II

0.5 credits. Attaining board certification is a requirement for all Physician Assistants intending to apply for state licensure and practice medicine upon graduation throughout the United States. This course is a comprehensive review of material presented throughout the didactic and clinical years. Topics align directly with the blueprint provided by the National Commission for Certification of Physician Assistants (NCCPA). Students will be required to attend a board review course selected and approved by the Clinical Coordinator and Program Director. In addition to attending a board review course, students will complete practice examinations designed to prepare them for the Physician Assistant National Certification Examination (PANCE) administered by the NCCPA. **Prerequisite(s):* MPA 603. Graded Pass/No Pass. Spring term. Online only.

MPA 605 - PANCE Preparation III

1.00 credit. Attaining board certification is a requirement for all Physician Assistants intending to apply for state licensure and practice medicine upon graduation throughout the United States. This course is a comprehensive review of material presented throughout the didactic and clinical years. Topics align directly with the blueprint provided by the National Commission for Certification of Physician Assistants (NCCPA). Students will repeat the PACKRAT, designed to assess student readiness for the Physician Assistant National Certification Examination (PANCE) administered by the NCCPA. **Prerequisite(s):* MPA 603 and MPA 604. Graded Pass/No Pass. Summer term. Online only.

MPA 611 - Internal Medicine Preceptorship

4.00 credits. Students will complete a 5-week community based clinical rotation designed to enhance student competence in the delivery of health in the Internal Medicine Setting. Students will be placed in settings that focus on the management of acute and chronic disease in inpatient and/or outpatient settings. Emphasis will be placed on the care of the adult and geriatric patient. Students will participate in history-taking, physical examination, assessment, formulating a problem list, ordering and interpreting diagnostic tests, developing a treatment plan, and completing medical documentation appropriately. Students in this rotation will develop an increased understanding of environmental, social, and economic factors that impact patient care and the practice of preventive medicine. Students will gain further experience functioning as a part of a healthcare team through preceptor presentation and

expanding on effective communication with patients, families, and healthcare providers. ***Prerequisite(s):*** Successful completion of all didactic coursework.

MPA 612 - Women's Health Preceptorship

4.00 credits. Students will complete a 5-week community based clinical rotation designed to enhance student competence in the delivery of healthcare to patients in the field of women's health. Emphasis will be placed on prenatal and gynecologic care. Supervised clinical practice experience may be gained in the inpatient, outpatient, or surgical setting during this rotation. Students will participate in history-taking, physical examination, assessment, formulating a problem list, ordering and interpreting diagnostic tests, developing a treatment plan, and completing medical documentation appropriately. Students in this rotation will develop an increased understanding of environmental, social, and economic factors that impact patient care and the practice of preventive medicine. Students will gain further experience functioning as a part of a healthcare team through preceptor presentation and expanding on effective communication with patients, families, and healthcare providers. ***Prerequisite(s):*** Successful completion of all didactic coursework.

MPA 613 - Pediatrics Preceptorship

4.00 credits. Students will complete a 5-week community based clinical rotation designed to enhance student competence in the delivery of care to pediatric patients. Students will be placed in settings that focus on the management of acute, chronic, and preventive care medicine. Supervised clinical practice experience may be gained in the inpatient or outpatient setting during this rotation. Students will participate in history-taking, physical examination, assessment, formulating a problem list, ordering and interpreting diagnostic tests, developing a treatment plan, and completing medical documentation appropriately. Students in this rotation will develop an increased understanding of environmental, social, and economic factors that impact patient care and the practice of preventive medicine. Students will gain further experience functioning as a part of a healthcare team through preceptor presentation and expanding on effective communication with patients, families, and healthcare providers. ***Prerequisite(s):*** Successful completion of all didactic coursework.

MPA 614 - Family Practice Preceptorship

4.00 credits. Students will complete a 5-week community based clinical rotation designed to enhance student competence in the delivery of health in the Family Practice Setting. Students will be placed in settings that focus on the management of acute and chronic disease in the outpatient settings. Emphasis will be placed on the care of patients across the lifespan. Students will participate in history-taking, physical examination, assessment, formulating a problem list, ordering and interpreting diagnostic tests, developing a treatment plan, and completing medical documentation appropriately. Students in this rotation will develop an increased understanding of environmental, social, and economic factors that impact patient care. Students will gain further experience functioning as a part of a healthcare team through preceptor presentation and expanding on effective communication with patients, families, and healthcare providers. ***Prerequisite(s):*** Successful completion of all didactic coursework.

MPA 615 - Emergency Medicine Preceptorship

4.00 credits. Students will complete a 5-week clinical rotation designed to enhance student competence in the delivery of healthcare across the lifespan for patients in an emergency medicine and/or acute care setting which includes exposure to, and the care of patients presenting to the Emergency Department. Emphasis will be placed on developing an increased understanding of critical vs noncritical patient presentations and methods for evaluation and stabilization in acute, life-threatening events. Students will observe and assist in clinical procedures, giving them the

experience necessary to evaluate, treat, and refer patients appropriately. Students will participate in history-taking, physical examination, assessment, formulating a problem list, ordering and interpreting diagnostic tests, developing a treatment plan, and completing medical documentation appropriately. Students will gain further experience functioning as a part of a healthcare team through preceptor presentation and expanding on effective communication with patients, families, and healthcare providers. **Prerequisite(s):* Successful completion of all didactic coursework.

MPA 616 - Surgery Preceptorship

4.00 credits. Students will complete a 5-week community based clinical preceptorship designed to enhance student competence in the care of the surgical patient in pre-operative, intraoperative, and post-operative settings. B3.03d, B3.07d. Students will become familiar with a variety of common surgical conditions, providing adequate patient education about his/her surgical condition, and recognizing potential complications. B3.04d Students will observe and assist in surgical procedures, giving them the experience necessary to evaluate and refer patients for surgical treatment. However, emphasis will not be placed on the meticulous details surrounding completion of any specific surgical procedures. **Prerequisite(s):* Successful completion of all didactic coursework.

MPA 617 - Behavioral Medicine Preceptorship

4.00 credits. Students will complete a 5-week clinical rotation that exposes them to the care of patients with behavioral and psychiatric conditions. Emphasis will be placed on the enhancing the student's development of skills and knowledge necessary to manage patients with behavioral and psychiatric conditions. Students may complete this rotation in an outpatient or inpatient setting. Students will be able to observe and assist in the diagnosis and management of patients, as well as develop an awareness of psychosocial problems likely to be encountered in a primary care practice. **Prerequisite(s):* Successful completion of all didactic coursework.

MPA 618 - Clinical Specialty Preceptorship

4.00 credits. Students will complete a 5-week community based clinical rotation designed to enhance student competence in the delivery of healthcare to patients in a medical specialty or subspecialty of their interest. For this rotation, the program will design an individualized curriculum to ensure a safe and positive learning experience for each student. **Prerequisite(s):* Successful completion of all didactic coursework.

MPA 680 - Independent Study I

0.00 credits. The independent study course is a non-credit course designed for students that desire or require additional in-depth study on a topic or set of topics in conjunction with the student's faculty advisor. This course is offered on an as needed basis, with the permission of the Program Director.

MPA 681 - Independent Study II

0.00 credits. The independent study course is a non-credit course designed for students that desire or require additional in-depth study on a topic or set of topics in conjunction with the student's faculty advisor. This course is offered on an as needed basis, with the permission of the Program Director.

MPA 699 - Culminating Experience

3.00 credits. This course is a culmination of the preparatory clinical preceptorships, PANCE preparation, and education and research courses completed in previous semesters. Upon completion of this course students will have utilized prior clinical experiences, the program curriculum, and specific student interests to gain greater insight into healthcare related issues while actively participating in community service. Additionally, students will have mastered knowledge and skills necessary to enter clinical practice upon graduation. Students will present their final capstone project in the form of a written paper with an accompanying poster presentation and complete the program's required summative evaluation. **Prerequisite(s):* MPA 601 and MPA 602. Summer term.

Doctorate in Occupational Therapy (OTD)

Program Director

Dr. Kerri Hample, OTR/L, NBC-HWC

Esbenshade Hall, Room 369

717-361-1172

Dr. Hample joined the Etown faculty in 2009. Dr. Hample is a clinical expert providing occupational therapy services for children and their families in early intervention, schools, and outpatient clinics for more than 25 years. Her specialty focus is on feeding and eating, childhood nutrition, sensory processing, and childhood occupational performance. She is an Associate Professor in the School of Sciences and Health, and enjoys teaching graduate students in all three of the programs offered by the Occupational Therapy Department at Etown.

Student Learning Outcomes for the Doctorate in Occupational Therapy

Students will be able to:

- Demonstrate the ability to effectively collaborate with others (colleagues, professional contacts, clients, faculty, etc.).
- Engage with clients in a manner that demonstrates skillful application of concepts related to client-centered care, culturally responsive care, and therapeutic use of self.
- Identify/ diagnose occupational performance and participation and construct plans to influence change and enhance occupational performance for individuals, populations, and organizations.
- Engage in occupational therapy practice that integrates critical thinking, reflective practice, creativity, and ethical reasoning in the occupational therapy process.
- Design and implement evaluations and interventions that are occupation-centered and theory-based, with entry-level competence.
- Engage in occupational therapy practice that integrates critical thinking, reflective practice, creativity, and ethical reasoning in the occupational therapy process.
- Contribute to the body of evidence that supports traditional and emerging occupational therapy practice and/or the understanding of human occupation.
- Demonstrate leadership in the management and delivery of occupational therapy services, evaluation of program effectiveness, conflict management, and professional development.
- Recognize opportunities for and demonstrate principles and skills related to advocacy.

The Doctorate in Occupational Therapy requires three years of requirements over 8 semesters (this includes two summer semesters/sessions). Requirements include graduate academic study, six months of clinical Level II Fieldwork, and one Capstone Experience with the requirements listed below. Students may take up to 18 credits in a semester at Elizabethtown College without paying a credit overload fee. **To begin coursework toward the doctorate program in occupational therapy, students must have successfully completed prerequisites in the BS Health Science degree, including earning a GPA of 2.9 by the end of their junior year and earning a minimum of a C- in all required courses. Students will start to take graduate level courses in the senior year but will officially be registered into the doctorate degree only after completing the fourth year of the occupational therapy program and earning an undergraduate degree in Health Sciences.**

Successful completion of the Doctorate in Occupational Therapy affords the student the opportunity to take the National Board of Certification in Occupational Therapy (NBCOT) Examination and to become licensed to practice occupational therapy as individual jurisdiction requires. **Please note: a felony conviction may affect an individual's qualification to take the NBCOT certification exam and/or obtain professional credentials.**

Admission to the Occupational Therapy Program:

Students are typically accepted into the OT program (MS or Doctorate in Occupational Therapy) as first year students in the BS Health Science degree. Students must complete and submit all requirements through the Admissions office and complete an interview with the admissions staff by the established due date set by the college. Students may apply for Advanced Standing during the application process.

Students, whether intending to complete the MS in OT degree or the OTD, will take pre-professional Health Sciences (HE) courses in the first three years before starting the OT professional courses in the senior year. Students are admitted to the fourth year/ professional portion of the program by completing the Graduate Essay, earning an overall GPA of a 2.9 or higher, and earning a C- or above in all required courses. All students, whether MS or OTD take the same OT required courses in the 4th year. Students wishing to complete the OTD are only admitted to the program after graduating with their Health Science degree. Admission requirements for the OTD Program include having earned an overall GPA of 3.0 by the completion of the BS degree in Health Sciences and having earned a C- or above in all OT Program required courses.

Advanced standing students are those students who are admitted into the Health Science degree and who have earned 60 credits by the start of the sophomore year. Students interested in Advanced Standing will meet with the Program Director in the first year and assess the viability of completing the required credits for the HS degree and plan their course of study. Students must complete all HE and pre-OT required courses within the first 2 years and meet all of the requirements to progress to the professional-level portion of the program. The number of students accepted for Advanced Standing is dependent on the number of seats available in the respective cohort.

Currently, Elizabethtown College, non-Health Science major students are accepted into the program when space is available. Students should apply during their first year if they intend to complete the undergraduate degree (Health Sciences) within four years. Students who are interested in entering the OT program should contact the Program Director for information about the application process.

The entry-level Doctorate in Occupational Therapy requires:

- 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 534 - Scholarship I: Analysis of the Literature 4.00 credits.
- OT 550 - Advanced Occupational Therapy Theory and Application 4.00 credits.
- OT 553 - Occupational Therapy Across the Continuum of Care 4.00 credits.
- OT 556 - Analysis and Application: Therapeutic Relationships 4.00 credits.
- OT 558 - Occupational Therapy Practice in Context 4.00 credits.
- OT 560 - Analysis and Application: Functional Movement 4.00 credits.
- OT 562 - Management of Occupational Therapy Services 4.00 credits.
- OT 564 - Scholarship III: Methods, Analysis, Application, and Discussion 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.
- OT 573 - OT Graduate Fieldwork Level I Summer 1.00 credit.
- OT 590 - Graduate Project Practicum 1.00 credit. (minimum two credits)
- OT 595 - OT Graduate Fieldwork Level II Variable credits.
- OT 596 - OT Graduate Fieldwork Level II Variable credits.
- OT 641 - Acute Care and Rehabilitation 4.00 credits.
- OT 644 - Health, Wellness, and Healing 4.00 credits.
- OT 645 - School System Practice 4.00 credits.
- OT 650 - Leadership in Professional Practice 4.00 credits.
- OT 655 - Populations - Based Occupational Therapy Practice 4.00 credits.
- OT 660 - Evidence Based Application 3.00 credits.
- OT 688 - Pre-Capstone Experience Seminar 1.00 credit.
- OT 795 - Capstone Experience 12.00 credits.
- OT 705 - Preparation for Practice 1.00 credit.
- OT 710 - Graduate Portfolio 3.00 credits.

Additional requirements to attain the entry-level Doctorate in Occupational Therapy degree:

Maintain a minimum grade point average of 3.00 throughout the graduate program and achieve a minimum grade of C- in all graduate courses (500-level or higher).

A student must earn a minimum cumulative GPA of 3.00 to remain in good academic standing in Elizabethtown College graduate programs. Students who fail to maintain the minimum cumulative GPA at the end of any semester will be placed on academic probation. Students on academic probation will have one semester in which they are registered to return to good academic standing. Students who fail to meet the conditions of their academic probation can expect dismissal from the program.

Students who have withdrawn from the College must petition the graduate program for readmission. To be eligible for readmission, applicants must be in good standing and the academic program must have the capacity to accept additional students. Additional conditions of readmission may be imposed by the specific graduate program for which the applicant seeks readmission.

It is up to the discretion of the student's major program to determine if undergraduate and graduate courses may be taken concurrently. Graduate courses may count toward undergraduate programs; however, undergraduate courses may not count toward graduate programs. Undergraduate program courses taken by graduate students to complete

credit deficiencies are free elective credits only and do not fulfill any major requirements. Graduate courses may not be met via Challenge Tests.

Students must pass both Level I and Level II Fieldwork experiences. Only one level I fieldwork placement may be repeated due to a student's failure or withdrawal from placement. Only one Level II failure may be repeated; student withdrawals from Level II fieldwork will be reviewed by the program on a case-by-case basis and may be considered a failure based on the student's fieldwork performance prior to the withdrawal. Students must pass Level I and Level II Fieldwork. If a student does not pass Level I Fieldwork, they may repeat it once; a second failed Level I Fieldwork will result in a dismissal from the program. If a student withdraws from or fails a Level II Fieldwork, a decision to repeat the experience will be made by the program director in collaboration with the Academic Fieldwork Coordinator. If a student fails the repeated Level II fieldwork experience, the student will be dismissed from the OT program. Students may appeal to repeat the fieldwork. Maintain a minimum grade point average of 3.00 and achieve a minimum grade of C- in all graduate courses (500-level or higher).Students are required to complete 24 weeks of full-time, Level II fieldwork or its equivalent within 18 months of completing graduate didactic coursework.

Students must successfully complete all required didactic coursework, all Level I Fieldwork experiences, and both Level II Fieldwork experiences before completing the Capstone Experience.

Students need access to and competence in using e-mail and CANVAS platform.

Accreditation

The Doctorate in Occupational Therapy (OTD) is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The organization can be contacted at ACOTE, 7501 Wisconsin Avenue - Suite 510E, Bethesda, MD 20814; phone (301) 652-6611; email accred@aota.org; www.acoteonline.org.

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):* HE 105, 205, 305 and 310 and NEU 125 and matriculation into the graduate program in Occupational Therapy. **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):* HE 105, 205, 305, 310 and NEU 125 and matriculation into the graduate program in Occupational Therapy. **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 105, 205, 305 and 310 and NEU 125 and matriculation into the graduate program in Occupational Therapy. 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 556 - Analysis and Application: Therapeutic Relationships

4.00 credits. The course provides opportunities for students to further investigate and practice skills related to the therapeutic relationship and process including providing training and education to clients and families, applying therapeutic use of self in individual and group intervention, directing and modifying intervention, and providing supervision to occupational therapy assistants. **Prerequisite(s):* HE 310, OT 505, OT 515, OT 532, and OT 533.

OT 558 - Occupational Therapy Practice in Context

4.00 credits. Through this course, students will develop and integrate clinical reasoning skills and professional attributes when engaging in and completing the occupational therapy process throughout diverse contexts (person, place, time) and within applicable theories and frames of reference. The emphasis of the course will be on completing the entire process, including assessment, goal planning, intervention, adaptation, and revision of goals, discharge planning, referral recommendations and terminating care while attending to multiple contexts of practice. **Prerequisite(s):* OT 505, OT 515, OT 525, OT 532, OT 533, and OT 556. **Corequisite(s):* OT 571.

OT 560 - Analysis and Application: Functional Movement

4.00 credits. The course provides opportunities for students to further investigate and practice skills related to the understanding, analysis, and application of functional movement within the therapeutic process including safe patient handling and transfer training, fabrication of orthotics and assistive technologies, the use of physical agent modalities, and the application of environmental adaptations. Additional Course Fee. **Prerequisite(s):* HE 310, NEU 125, OT 505, OT 515, OT 532 and OT 533.

OT 562 - Management of Occupational Therapy Services

4.00 credits. This course provides an introduction to various principles of management for occupational therapists. The course presents opportunities to learn about strategic planning, management of therapeutic programs, budgeting, and program evaluation. Students will also learn and apply management theories and leadership principles to employee development and supervision within occupational therapy and/or interdisciplinary teams. Additional topics to be covered include performance improvement, consultation, entrepreneurship, marketing, and organizational change. **Prerequisite(s):* Successful completion of the B.S. in Health Sciences and matriculation into the graduate program in Occupational Therapy.

OT 564 - Scholarship III: Methods, Analysis, Application, and Discussion

4.00 credits. This is the fourth in a series of courses designed to promote the active use and application of scholarship in occupational therapy practice. The course is designed to provide students with the opportunity to analyze data and provide a synopsis and critique of the data.

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 573 - OT Graduate Fieldwork Level I Summer

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 and OT 572. **Corequisite(s):* OT 553. **Signature Learning Experience - Fieldwork.** Summer semester.

OT 575 - Graduate Internship

Variable (0.00 to 4.00) credits. A supplemental fieldwork experience that is intended to provide opportunities for clinical development to cover the breadth of field experiences that the student should have for entry-level positions. This fieldwork is intended to be more intensive than a Level I fieldwork but not as comprehensive as Level II. A minimum time would be two weeks, but it is likely that the sites serving more involved clients will require a minimum of three weeks of full-time fieldwork to reach the target competency level. **Prerequisite(s):* B.S. in Health Sciences. Register by Instructor. Offered as needed. This course is repeatable for credit provided it occurs in a different setting.

OT 580 - Master's Level Independent Study

Variable credit. Independent Study option for students in the Occupational Therapy Master's program. Register by Instructor. This course is repeatable for credit.

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.

OT 595 - OT Graduate Fieldwork Level II

Variable credits. Six months of full-time level II fieldwork, typically in two -12-week level II fieldwork experiences. 6.00 credits for each full-time (i.e. 12 weeks) fieldwork: (part-time fieldwork approved by the Program may be registered for 2.00 or 4.00 credits). Further information on Level II Fieldwork can be found in the Program Student Manual and the Level II Fieldwork Student Manual. **Prerequisite(s):* B.S. in Health Sciences and completed coursework in Occupational Therapy. Graded Pass/No Pass. Register by Instructor. Spring, Summer, or Fall semester.

OT 596 - OT Graduate Fieldwork Level II

Variable credits. Six months of full-time level II fieldwork, typically in two -12-week level II fieldwork experiences. 6.00 credits for each full-time (i.e. 12 weeks) fieldwork: (part-time fieldwork approved by the Program may be registered for 2.00 or 4.00 credits). Further information on Level II Fieldwork can be found in the Program Student Manual and the Level II Fieldwork Student Manual. **Prerequisite(s):* OT 595. B.S. in Health Sciences and completed coursework in Occupational Therapy. Graded Pass/No Pass. Register by Instructor. Spring, Summer, or Fall semester.

OT 597 - Level II Fieldwork: Specialty

Variable (0.00 to 6.00) credits. Variable length of Level II Fieldwork experience in area of student's interest. Arranged on an availability basis. **Prerequisite(s):* B.S. in Health Sciences and completion of all graduate OT didactic coursework. Graded Pass/No Pass. Register by Instructor.

OT 641 - Acute Care and Rehabilitation

4.00 credits. This course emphasizes the practice skills and knowledge essential to practicing in medical model acute and rehabilitation areas with applications to both adult and pediatric populations. Students will explore advanced study in technology, documentation and treatments of these traditional medical model practice venues. Advanced splint construction, hand therapy, physical agents/modalities, ergonomic issues and other acute issues models are examples of options that may be addressed. Case studies apply traditional occupational therapy practice to individuals with physical disabilities. **Prerequisite(s):* OT 505, OT 515, OT 532, and OT 533.

OT 643 - Topics in Gerontology Graduate Elective

4.00 credits. This course enables students to gain content knowledge and expertise in the practice area of gerontology. This elective emphasizes geriatric occupations, wellness and clinical practice. **Prerequisite(s):* OT 505 and OT 532.

OT 644 - Health, Wellness, and Healing

4.00 credits. This course is designed to increase student knowledge of occupational therapy services in the context of health and wellness and healing. The course will broaden the range of student knowledge of service in mental health and wellness and will seek to help students strengthen their understanding of the roles played by occupational therapists in these areas of practice, the theories that are applied and the contexts of occupational therapy in community-based practice areas. **Prerequisite(s):* OT 505, OT 515, OT 532, and OT 533.

OT 645 - School System Practice

4.00 credits. This course is designed to enable students to gain content knowledge and expertise in a practice area of interest. This course is designed to allow students to explore in-depth the area of school-based practice. Students will learn and discuss current legislation governing therapy practice in general and special education in both public and private school arenas as well as best practice models for screening/evaluation, direct and consultative service delivery, and efficacy research. In addition to in-class lecture content, students will participate in seminars and service learning or continuing education activities. **Prerequisite(s):* OT 515 and OT 533.

OT 647 - Topics of Pediatric Practice Graduate Elective

4.00 credits. This course provides an in-depth study of a diversity of practice in areas related to pediatric populations. Pediatric practice covers a broad array of settings, ages, and ability levels. Through this course, students will advance their understanding of childhood occupations, family systems, and models of practice, in addition to interventions that will increase meaningful participation. Since pediatric practice involves a sophisticated balance of conditional, pragmatic, narrative, interactive, procedural, and ethical clinical reasoning; a case-based approach to learning will be a primary mode of teaching. Specific topics addressed in this course are guided by student interest and faculty expertise. Experiential learning in community settings may also be used to support the students' learning. **Prerequisite(s):* OT 515 and OT 533.

OT 650 - Leadership in Professional Practice

4.00 credits. This course provides the opportunity to learn leadership theory and styles for application to professional occupational therapy practice. Students will develop leadership skills for use in clinical, management and service contexts. The course will link theory and practice to issues such as staff training & professional development, conflict resolution, interdisciplinary teamwork and collaboration as well as intraprofessional collaboration of OT/OTA practitioners in multiple contexts.

OT 655 - Populations - Based Occupational Therapy Practice

4.00 credits. Through this course, students will gain knowledge and develop clinical reasoning skills and professional attributes to complete occupational therapy assessment and intervention with populations/groups. **Prerequisite(s):* OT 505, OT 515, OT 532 and OT 533.

OT 660 - Evidence Based Application

3.00 credits. This course is the second of three parts in completing the Capstone Project for the entry-level Doctorate in Occupational Therapy. Students will use the evidence gathered in the literature review completed the prior semester to identify the problem or need correlated with the Capstone Project and complete a critical analysis of evidence found in literature review. Students will ultimately complete a needs assessment and state how the problem or need will be addressed through the Capstone Experience. **Prerequisite(s):* Students must be admitted to the OTD program and successfully complete one graduate topic course along with OT 554 , OT 550 , OT 556. Graded Pass/No Pass.

OT 688 - Pre-Capstone Experience Seminar

1.00 credit. This course is completed the last semester of the entry-level doctorate program prior to the Capstone Experience and is the third of three parts in completing the Capstone Project. Students must successfully complete all requirements of this course prior to participating in the Capstone Experience. Students will develop goals, objectives and evaluation plan for their Capstone Project. A final proposal for the Capstone Project will be completed. Graded Pass/No Pass.

OT 705 - Preparation for Practice

1.00 credit. This course provides an avenue for entry-level OT students to synthesize their understanding of professional practice issues and develop preliminary plans that promote lifelong learning. The focus of the course will be integration and synthesis of knowledge and skills necessary for professional development in practice related to completing requirements for national certification, licensure, continuing education, and developing career goals. **Prerequisite(s):* Completion of all didactic course work and Fieldwork II requirements.

OT 710 - Graduate Portfolio

3.00 credits. This course provides an avenue for students to synthesize their understanding of their professional knowledge, skills, and dispositions as it related to entry-level occupational therapy practice. The primary purpose of the course is to complete a portfolio and present this work to the faculty for review and comments. **Prerequisite(s):* Completion of all didactic course work and Fieldwork II requirements.

OT 795 - Capstone Experience

12.00 credits. The Capstone Experience is completed in the last semester of the doctorate program. Students must successfully complete all didactic coursework and both Fieldwork II experiences before moving onto the Capstone Experience. The goal of the doctoral experiential component is to develop occupational therapists with advanced skills (those that are beyond a generalist level). The doctoral experiential component is an integral part of the program's curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. ***Prerequisite(s):*** Completion of all didactic course work and Fieldwork II requirements.

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 Request

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.

Change of Enrollment

A student has not discontinued their enrollment status simply because they are no longer in attendance or by notifying the course instructor. The notification responsibility rests with the student, not the faculty member, nor their advisor.

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 15 hours of instruction and a minimum of 30 hours of out-of-class student work, per credit, 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.

Middle Sates: https://www.msche.org/2022/06/29/msche-policy-update-effective-july-1-2022/

Full-time/Part-time Status

A graduate student taking 6or more credits per semester at Elizabethtown College is considered a full-time student and pays full tuition and 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.

Official Electronic Correspondence

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

Distance Education Complaint Process

Elizabethtown College always strives to provide the highest quality of service and the best student experience possible. If you have a serious complaint against the College, we wish to make you aware of the appropriate processes to follow.

The U.S. Department of Education requires institutions offering distance education to provide enrolled and prospective students with contact information of the state agency or agencies that handle complaints against post-secondary institutions offering distance learning within that state. Many of the outside agencies will require that all institutional procedures be followed before the concern will be considered. Before contacting one of these agencies, Elizabethtown College encourages students to inform the College of their complaint first. We are eager to listen to you and resolve the issues.
Students should first consult the college catalog to resolve student grievances, complaints and concerns in an expeditious, fair, and amicable manner and in accordance to written college policy. Students with concerns relating to grades or academic decisions should follow the Grade Appeal Policy. For concerns or complaints not addressed or unresolved in the catalog, please contact Academic Affairs.

If the complaint cannot be resolved at any level within the College, the student may contact one of the following agencies:

- Pennsylvania Department of Education (PDE)
- Student Complaint Information by State and Agency

Elizabethtown College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Students can review documents of accreditation by contacting the Registration and Records Office at 717-361-1409. Students wishing to file a formal complaint against an institution of higher education in Pennsylvania can visit Middle States Commission on Higher Educations Complaint page for more information.

Withdrawal Policy

College Withdrawal (Voluntary)

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

A medical withdrawal for physical or mental health reasons is requested voluntarily by the student or his/her parent or guardian 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 his/her treatment provider submit the Medical Withdrawal Re-Entry Documentation Form to the Associate Dean. Consulting with the 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.

Students are also encouraged to:
1.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.
2.Contact Disability Services at (717) 361-1227 to discuss accommodations during the re-entry process. It may be

necessary to provide documentation from your health care provider in order to support requests for accommodations.
3.Petition Academic Standing Committee for return if on academic contract and/or probation at the time of the Medical Withdrawal.
4.Consult with Financial Aid and the Business Office regarding implications for individual financial aid and the Institutional Refund Policy.

For more information about a voluntary medical withdrawal, contact the 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 Students for Counseling and Health Needs, Director of Campus Safety, Associate Dean of Students for Student Success, Director of Residence Life, the 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 in order 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 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 on the basis of a disability can follow the grievance procedure.

Readmission

Students who leave the College in good academic standing (minimum 3.00 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 3.00 cumulative grade point average) must petition the Academic Standing Committee for readmission.

For more information, please visit www.etown.edu/offices/registration-records/readmit.

Academic Program

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 in order 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 required to meet the 125 minimum credits for graduation.

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.

Student Responsibilities

Students are required to consult with their advisor as to course selection, course sequences, graduation requirements, etc. 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.

Degree Planners and Degree Audits

Degree Planners for academic programs 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.

Change of Major/Minor

Declarations and changes of academic programs are initiated by the student and facilitated by the Registration and Records Office.

Grades and Grade Reports

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

Grades are due at 10:00am on the Tuesday following the last day of the course. Once grades are recorded, matriculated students may view their grade through JayWeb. Electronic copies of the grades are available to print via JayWeb.

Students who need an official transcript of their coursework may request one through the office of Registration & Records. No transcripts will be issued to students who have an outstanding balance on their account. Information about transcript requests can be found on the Registration & Records website.

Grading Standards

The grading standards established for graduate courses are:

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

Quality Points and Grade Point Average Requirements

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

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

Grading Standards for Graduate Courses

Grade	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**F**
Percentage	4.0	3.7	3.3	3.0	2.7	2.3	2.0	0.0

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 revised 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 his/her 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.
- 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 Spring. A student may register either as a degree or a non-degree student and as a full-time or part-time student. Degree-seeking candidates must have a major declaration.

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

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

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

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

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

Registration Holds

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

Schedule Changes

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

Course Cancellations

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

Course Add Period

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

Semester (14-16 weeks)

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

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

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

Sub-Term (less than 6 weeks)

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

Course Waitlists

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

Dropping Courses

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

Semester (14 - 16 weeks)

- Week One. Students may elect to DROP a course through the fifth day of the semester using JayWeb.
- Week Two – Week Four. Course DROP(s) between the second and fourth week of the semester require the completion of an official course DROP from located in the Office of Registration and Records, and in JayWeb. A course DROP requires the signature of the student's academic advisor.

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

- Week One. Students may elect to DROP a course through the fifth day of the sub-term/session using JayWeb.
- Week Two. Course DROP(s) between the sixth day of the sub-term/session and the end of the second week of the sub-term/session require the completion of an official course DROP form located in the Office of Registration and Records, and in JayWeb. A course DROP requires the signature of the student's academic advisor.

Sub-terms (less than 6 weeks)

- Week One. Students may elect to DROP a course through the third day of the sub-term/session using JayWeb. SGPS students participating in a weekend seminar may DROP a class until 8:00am EST on the first day of the course.
- Day Four - Week Two. Course DROP(s) between the fourth day of the sub-term/session and the end of the second week fo the sub-term/session require the completion of an official course DROP form located in the Office of Registration and Records, and in JayWeb. A course DROP requires the signature of the student's academic advisor.

Course Withdrawal Period

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

Semester (14-16 Weeks)

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

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

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

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

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

Sub-terms (less than 6 weeks)

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

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

Repeating courses (Undergraduate and Graduate)

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. Courses eligible for repeat must be taken at Elizabethtown College and not at another institution.

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 as a C, C-, or in the D range

Under certain conditions, students may be eligible to repeat a course to improve an earned letter-grade. Only an alternative study registration (e.g., independent studies, internships, directed studies, and tutorials) may be repeated as an alternative study registration. All other course formats (e.g. traditional classroom, hybrid, and fully online) may be repeated interchangeably. The student must file a course repeat form in the Office of Registration and Records.

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.

Conditions for an eligible letter-graded course repeat:

- The course is a requirement in their major/minor/certificate.
- The course is a prerequisite to a Core Program requirement.
- The course repeat is approved by their advisor and the major/minor/certificate Program Director.
- The student cannot register for a repeat as a directed study unless it was originally registered as a directed study.

Federal Financial Aid Considerations

Under federal financial aid (Title IV) guidelines, a previously passed course that meets these conditions may be repeated only one time. This includes courses in which a program requires a minimum grade in the course (i.e., students who have previously passed a course have one opportunity to repeat the course for a better grade).

Overload Credits

Students may carry up to 18 credits without paying a credit overload fee, unless the program accreditation dictates the maximum of 20 credits in a single semester.

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.

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.

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.

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 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 her/his case to the Dean of their School.

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.

Time Zone Policy

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

Attendance Policy

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: Students are not required to complete the Preliminary Check-In during Winter and Summer terms. 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.

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, and 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 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. Faculty may consult with either coordinator throughstarfish@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 his/her 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 they cease 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 non-attendance 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 non-attendance 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 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.

Tuition Refunds

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

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.

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 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 her/his case to the Dean of their School.

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.

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.

No transcripts of record are furnished to students whose account is not paid in full. There is no charge for transcripts.

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

Good Standing

Students in academic good standing maintain a minimum cumulative grade point average of 3.0 overall and 3.0 in their program.

Academic Probation

Academic probation means that a student is in danger of being dismissed from the College for academic reasons. Students for all into the following categories are placed on academic probation and may also be required to sign an academic contract.

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

Semester Hours Attempted (Local)	with Cumulative Grade Point Average below:
1-8	2.7
9 or more	3.0

Students should work closely with their academic advisor to review their degree requirements, develop a course plan for upcoming semesters, and identify resources that can aid in their success.

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 contract. Further, violations of the conditions of an academic 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.

Readmission for Academically Dismissed Students

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

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

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

Academic 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 Artificial Intelligence (AI) (i.e. ChatGPT) has provided both appropriate and inappropriate uses of such tools in assignments. Faculty members are highly encouraged to provide guidance on how AI may be used (if any) for a given assignment. 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.

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:

1. **Initial Conference**. When an instructor 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.
2. **Second Conference**. If, in the initial conference, the student denies academic dishonesty, but the instructor is satisfied that there is evidence of academic dishonesty, a second conference is scheduled 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)
3. **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.
4. **Reported Cases.** Cases of alleged academic dishonesty reported by a student or students or College staff are managed as described above.
5. **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.

6. **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.
7. **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.

1. **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.
2. **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).

3. **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 be in agreement 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 in writing of the recommended action.
4. **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 Faculty for 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.

Academic Honors

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 will 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.

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.
- Students notify the college of their interest in Commencement Participation via the College's Commencement website.

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 11**

· Deadline for **August** Graduation and **Early Participation*** in May Commencement: **April 11**

· 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.

Residency Requirements

Residency means courses/credits completed through Elizabethtown College. The minimum number of Elizabethtown College courses needed to satisfy the requirements varies depending on the program. Graduate degree candidates must complete a minimum of 27 credits at Elizabethtown College.

Program 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 program 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 final year. Students may not use a combination of College Catalogs to complete a program.

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.

Academic Honors

Doctoral programs, graduate degrees, and graduate certificates are not eligible for undergraduate honors, i.e. Latin honors. Dean's List and Honors in the Discipline.

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 not receive certificate credentials independent of their degreed program. The degreed program is transcribed.

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 assists students with all aspects of the career development process, from choosing a career or major, developing application materials, searching for internships, and implementing their post-graduate plans. Students are encouraged to connect in their first year with Career Development Center to develop goals that will integrate their passions, skills, and values as they pursue curricular and co-curricular activities.

Signature programs include:

Career Pathway courses provide students with the opportunity to engage in 1-credit classes. Topics include exploring career options, mapping your career plan, developing professional skills, and implementing your post-graduate plans.

Career Coaching provides individual career development assistance to students. Individual appointments are available for students to discuss topics ranging from making a career decision to implementing plans following graduation. Students are encouraged to connect with the Career Development Center in their first year to explore their career options and to develop the skills needed to tell their stories to employers and graduate schools.

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, 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.

Networking and Employer Connections help students reach their career goals. These connections are facilitated through career fairs, on-campus recruiting, career panels and presentations, employer site visits, mentoring, networking events, and the use of Handshake (our online job posting system).

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

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 email Ms. Maria Petty, 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 Lynne Davies, Director of Disability Services, at (717) 361-1227.

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

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.

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.

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.

Campus Recreation and Well-Being 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, 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.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.

Community Living

Community Living exists to authentically empower growth and accountability through experiences that cultivate purposeful community development and change. We do this by focusing on growth & development, a sense of belonging, clear communication, and supporting individuality. Community Living is comprised of the following teams: Housing & Residence Life, Student Activities & Commuter Engagement, Student Leadership, and Student Rights & Responsibilities.

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.

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, Hillel Club, Middle Eatern Cultural Club and Asian Cultural Student Club, as well as groups 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

Elizabethtown College is a residential campus, which means students live on campus all four years. 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. More than 85% of our 1,900 students live on campus in residence halls, townhouses, apartments, and on-campus houses. Our Housing &

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 www.etown.edu/offices/community-living/ or email reslife@etown.edu.

Student Leadership

We want students to graduate with confidence, experience, and opportunities to lead. We explore ways to champion students as they identify their strengths and how to effectively lead teams. Collaborating across campus, Community Living is supporting Student Life's Blueprint program which helps students make meaning out of not only their academic pursuits, but also those found outside the classroom allowing for deeper praxis.

Student Rights and Responsibilities

SRR ensures that we are all upholding our mutual agreements as members of the flock. We also recognize that a part of growing and developing is to sometimes make choices that run counter to our values and beliefs. When this happens, SRR provides students with a process to reflect, restore, and re-engage with their peers in healthier and more productive ways.

For more information, please visit www.etown.edu/offices/student-rights or email reslife@etown.edu.

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.

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.