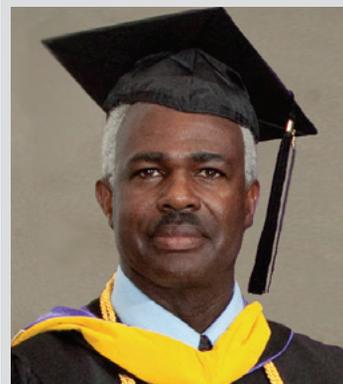




EXCELSIOR COLLEGE

# School of Liberal Arts Catalog



CELEBRATING



YEARS



EXCELSIOR  
COLLEGE®

*Start to Finish*™

## The Philosophy of Excelsior College

What you know is more important than where or how you learned it.®

## About Excelsior College

Excelsior College was founded in 1971 as the external degree program of the New York State Board of Regents. In 1998, the Board of Regents granted the College (then known as Regents College) an absolute charter to operate as a private, nonprofit, independent college. As are all accredited colleges in the state, Excelsior College is a member of The University of the State of New York. Today, the College is governed by a board of trustees comprised of individuals from across the United States who are prominent in the fields of business, education, government, and the professions.

A leader in online and distance learning, Excelsior College awards degrees at the associate and baccalaureate levels in liberal arts, nursing, business, technology, and health sciences, and at the master's level in liberal studies, nursing, and business. Certificate programs are also offered by the Schools of Business & Technology, Health Sciences, Liberal Arts, and Nursing. More than 141,000 persons have earned degrees from Excelsior College.

Excelsior's student body represents a diverse group of adult learners.

- The average age of an Excelsior student is 40; about 55 percent are female, 45 percent are male.
- More than one-third of our enrolled students are from groups historically underrepresented in higher education.
- More than one-quarter of our students are active-duty or reserve military personnel.
- Ten percent of our students come from New York State; the remaining are from the rest of the United States and other nations.

The faculty of Excelsior College, both full-time and adjunct, are drawn from many colleges and universities as well as from industry and the professions. They teach our courses, establish and monitor academic policies and standards, determine degree requirements and the means by which credit may be earned, develop the content for all examinations, and recommend degree conferral to the Excelsior College Board of Trustees.

## The Mission of Excelsior College

Excelsior College provides educational opportunity to adult learners with an emphasis on those historically underrepresented in higher education. The College meets students where they are—academically and geographically, offering quality instruction and the assessment of prior learning.

## The Vision of Excelsior College

Excelsior College provides global access to quality higher education for adult learners, helping them to overcome barriers of time, distance, and cost. A world leader in the assessment of learning, Excelsior is nationally renowned for its facilitation of degree completion and its advocacy on behalf of adult learners.

## Accreditation

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

The associate, bachelor's, and master's degree programs in nursing at Excelsior College are accredited by the National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, telephone: 404-975-5000. The NLNAC is a specialized accrediting agency for nursing recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

The bachelor's degree programs in electrical engineering technology and nuclear engineering technology are accredited by the Technology Accreditation Commission of ABET, <http://www.abet.org>, 111 Market Place, Suite 1050, Baltimore, MD 21202, 410-347-7700. ABET is a specialized accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).

The bachelor's degree programs in accounting (NYS CPA Track) and business are accredited by the International Assembly for Collegiate Business Education (IACBE), 11257 Strang Line Rd., Lexena, KS 66215, telephone: 913-631-3009. IACBE is a specialized accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).

All the College's academic programs are registered (i.e., approved) by the New York State Education Department.

## Recognition

The Master of Arts in Liberal Studies program has been accepted into full membership by the Association of Graduate Liberal Studies Programs (AGLSP).

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and made college credit recommendations for Excelsior College Examinations.

The National League for Nursing (NLN) designated the Excelsior College School of Nursing as a 2011–2016 NLN Center of Excellence in Nursing Education in recognition of the College's sustained achievements in creating environments that promote student learning and professional development.

### Individual State Registration/Authorization Disclosure

**Minnesota:** Excelsior College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

**Florida:** Additional information regarding Excelsior College may be obtained by contacting the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400.

# School of Liberal Arts Catalog Addendum

effective January 1, 2012

## Important Changes to the School of Liberal Arts Catalog, October 2011 Edition

### Written English Requirement (WER)

#### Revised Information, page 4

Students are required to demonstrate competence in expository writing in English by completing one of the following for the associate degree and two of the following for the bachelor's degree.

#### 1. Examination

- a. Excelsior College® Examination, **ENGx111 English Composition** (fulfills the requirement for associate and bachelor's degrees)
- b. UExcel® examination, **ENGx110 College Writing** (fulfills the requirement for the associate degrees; partially fulfills the requirement for the bachelor's degrees)
- c. Advanced Placement (AP) English Examinations (fulfills the requirement for the associate and bachelor's degrees)

**Note:** Excelsior College does not accept the CLEP General Examination in English Composition with Essay toward this requirement.

#### 2. College coursework:

Successful completion of one college course (minimum 3 semester- or four quarter-hour credits; minimum grade of C) from one of the following options for the associate degrees, and from two of the following options for the bachelor's degrees:

- a. Expository writing courses such as Excelsior College's **ENG 101 English Composition**, **ENG 201 Writing for the Professions**, or **MLS 500 Graduate Research and Writing** (some restrictions apply).
- b. Two institutionally designated writing-intensive, writing-emphasis courses.
- c. Two applied writing courses. The applied writing courses must focus on different applications of the writing process.

**Note:** Coursework must be from an English-speaking institution. English as a Second Language courses may not be used to satisfy this requirement.

#### 3. Statement of Equivalency:

Submission of an official statement from a regionally accredited institution, from which transfer credit is being accepted, verifying satisfactory completion of the student's writing requirement. The statement must reflect whether the institution had a one-course or two-course writing requirement in effect at the time of the student's matriculation.

#### 4. Noncollegiate-sponsored instruction:

Successful completion of a noncollegiate-sponsored instructional writing course or program that has been evaluated by either the NYS Board of Regents National College Credit Recommendation Service (formerly National PONSI) or the American Council on Education Center for Adult Learning and Educational Credentials (ACE CREDIT), and contains a recommendation of at least 3 semester-hour credits for the course; this course must contain an actual assessment of the student's competence in expository writing in English.

A maximum of two semester courses or three quarter courses of credit in English composition/freshman English courses will apply toward degree requirements. Courses or examinations used to fulfill the written English requirement may not be used to satisfy the humanities requirement.

Students who have a bachelor's degree (or higher) from a U.S. regionally accredited college/university are exempt. **Students who enroll on or after July 1, 2012, will no longer be able to apply for this exemption and must complete the written English requirement.**

## Master of Arts in Liberal Studies

### *Revised Information, page 40*

#### Master's Degree Requirements

Effective January 1, 2012, Tier II requires the completion of **12 credits** in two or more disciplines. Tier III requires the completion of **9 credits** total.

#### Program Structure

Tier II requires the completion of **12 credits** in two or more disciplines. Tier III requires the completion of **9 credits** total.

### *Revised Information, page 41*

#### The Master's Curriculum: Tier II Focused Coursework

Tier II requires the completion of **12 credits** in two or more disciplines.

#### Tier II Courses

Students must complete 12 credits in two or more liberal studies disciplines.

- MLS 661 Cultural Perspectives—Interpretive Strategies
- MLS 662 Ethics in a Changing World
- MLS 664 Geopolitical Brinkmanship
- MLS 667 Cultural Diversity in the Workplace
- MLS 668 Religion in Society and World Politics
- MLS 681 Leadership in Organizations and Education
- MLS 682 Social Issues in Organizations and Education

- MLS 683 The Art of Leadership: Literature and Film
- MLS 684 Ethics, Media, the Arts and Society
- MLS 685 Strategic Problem-Solving
- MLS 693 Social Justice and Societal Oppression
- MLS 694 Theories of Conflict and Conflict Resolution
- MLS 699 Economic Development in Lesser Developed Countries
- MLS 701 Independent Learning Contract  
706 Independent Learning Contract

### *Revised Information, pages 42–43*

#### Tier III, The Thesis

Tier III requires the completion of 9 credits total and must include MLS 697 Methodology and MLS 900 The Master's Thesis.

#### Chart 5

The Master of Arts in Liberal Studies degree has been revised. See next page.

# CHART 5

## Master of Arts in Liberal Studies

Total Degree Credits Required: 33

# MA

### Tier I: Foundational Coursework

Credit Hours

MLS 500 Graduate Research and Writing

3

Students must complete three of the following foundational courses.

- MLS 621 Ancient Greece through the Renaissance
- MLS 622 The Birth of The Modern Age
- MLS 623 The Search for Meaning and Identity in the Contemporary World
- MLS 631 Revolutions in Knowledge
- MLS 632 Capitalism and Its Impact
- MLS 633 Darwinism and Its Influence
- MLS 673 Mindsets: Cross-Cultural Understanding

9

**Total Tier I Requirements**

**12**

### Tier III: Capstone Project

Credit Hours

Students must complete 9 credits.

- MLS 697 Methodology
- MLS 900 The Master's Thesis

**Total Tier III Requirements**

**9**

### Tier II: Focused Coursework

Credit Hours

Degree Completion Plan

Students must complete 12 credits in two or more liberal studies disciplines.

- MLS 661 Cultural Perspectives— Interpretive Strategies
- MLS 662 Ethics in a Changing World
- MLS 664 Geopolitical Brinkmanship
- MLS 667 Cultural Diversity in the Workplace
- MLS 668 Religion in Society and World Politics
- MLS 681 Leadership in Organizations and Education
- MLS 682 Social Issues in Organizations and Education
- MLS 683 The Art of Leadership: Literature and Film
- MLS 684 Ethics, Media, the Arts and Society
- MLS 685 Strategic Problem-Solving
- MLS 693 Social Justice and Societal Oppression
- MLS 694 Theories of Conflict and Conflict Resolution
- MLS 699 Economic Development in Lesser Developed Countries
- MLS 701 Independent Learning Contract
- 706 Independent Learning Contract

12

**Total Tier II Requirements**

**12**

sla12-002; 2/29/2012

## A Message from the Dean

Dear Student:

The ancients felt that enlightened citizens needed a broad-based education in what we would call rhetoric, mathematics, music and (coolest of all) astronomy. In Latin, these subjects were referred to as *liberalia studia*—liberal arts.

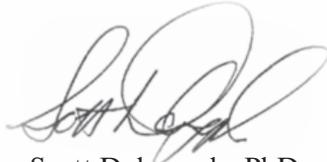
Today, our society still believes that people can benefit from a broad-based education. And while the definition of liberal arts has changed over the centuries, it remains remarkably similar in spirit to the original definition. At Excelsior College, the School of Liberal Arts offers majors in these disciplines:

- **Humanities:** English, Music, and Communication
- **Natural Science:** Mathematics and Biology
- **Social Science:** Psychology, Sociology, Economics, History, Political Science, and Criminal Justice

You don't *have* to choose a major, though. Many students opt for our more general Liberal Studies degrees (offered at the associate, bachelor's, and master's levels). You'll find these programs among the most flexible and transfer-friendly anywhere.

The four major learning outcomes of our liberal arts programs—the concepts we hold dear—are critical thinking, communication, diversity, and ethics. Sounds to us like a pretty good basis for an educated citizenry.

With best wishes for success,



Scott Dalrymple, PhD  
Dean, School of Liberal Arts

## LIMITATIONS

Information in this catalog is current as of October 2011, and is subject to change without advance notice.

## CHANGES IN COLLEGE POLICIES, PROCEDURES, AND REQUIREMENTS

The College reserves the right to modify or revise the admission requirements of any program of the College; degree and graduation requirements; examinations, courses, tuition, and fees; and other academic policies, procedures, and requirements. Generally, program modifications and revisions will not apply to currently enrolled students so long as they actively pursue their degree requirements. However, in the event that it is necessary to make program changes for enrolled students, every effort will be made to give notice. It is also the responsibility of students to keep themselves informed of the content of all notices concerning such changes.

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Excelsior College maintains a drug-free workplace and is a drug-free school, as provided by the Federal Drug-Free Schools and Communities Act Amendments of 1989.

Excelsior College does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats upon request. Inquiries should be directed to the Affirmative Action Officer, Excelsior College, 7 Columbia Circle, Albany, NY 12203-5159.

Campus Crime Statistics can be found at the following Web site: <http://ope.ed.gov/security>.

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# Important Information for All Students

## About Test Preparation and Tutorial Services

The College offers Excelsior College® Examinations designed to help you advance your academic objectives through independent study. A variety of learning resources including content guides, guided learning materials, and practice tests are available directly from Excelsior. These resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. Along with your own desire to learn, these resources are usually all that you need to help you succeed.

Some students may seek additional assistance or may be contacted by tutorial firms and test-preparation companies offering their own products and services. The College is not affiliated with any of these firms and does not endorse the products or services of any of these vendors since we do not review their materials for content or compatibility with Excelsior College Examinations.

To help you become a well-informed consumer we suggest, before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, that you consider the points outlined on our Web site.

[www.excelsior.edu/testprep](http://www.excelsior.edu/testprep)



[www.excelsior.edu](http://www.excelsior.edu)

[www.excelsior.edu/  
myexcelsior](http://www.excelsior.edu/myexcelsior)

**Important:** It is important for you to keep us informed of your current contact information, so we can reach you. You can update your address, phone numbers, fax number and email preference on our Web site, through your MyExcelsior user account, or you can call us with this information.

# Important Information for All Students

## Student Policy Handbook

The Excelsior College *Student Policy Handbook* is your resource for understanding the academic and administrative policies that are important to your academic success. It includes a wide range of information from important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues.

It is your responsibility to be familiar with these policies. The term “students” includes those currently matriculated at Excelsior College taking examinations and/or courses, non-matriculated students taking examinations and/or courses, non-matriculated students in the application process, individuals using the OneTranscript® service (formerly Credit Bank), formerly matriculated students currently in withdrawn status, and graduates.

Policies and procedures that apply only to a specific degree program are listed in the appropriate school catalog. You may download a copy of the *Handbook* from our Web site. File your *Handbook* with your other important academic papers and this program catalog for easy reference.

## Standardized Testing Participation

Students have a responsibility to participate in standardized tests (an example is the “Proficiency Profile” published by Educational Testing Services) that may be required during the period of their enrollment. These tests may be in addition to regular coursework and are required to gather critical information on achievement of student learning. Students are expected to actively participate and make every effort to do their best on these assessments to produce scores that accurately reflect their abilities. The results from these assessments will not be part of the course grade but are crucial for the purpose of program improvement and are frequently required by regulators and accreditation agencies. Participation in these assessments con-

tributes toward increasing the value of the degree by providing evidence of student learning to external organizations, employers, and the general public.

## Excelsior College Web Site

Through the College’s Web site, you have access to a wealth of information to help you succeed as a student. If you haven’t already done so, create a MyExcelsior user account. It will serve as your gateway to a variety of support services and is where you will find up-to-date information tailored to your specific academic program as well as general announcements from the College.

## General Education Outcomes for All Undergraduate Degree Programs

Each undergraduate degree program has a strong arts and sciences component designed to help you develop a broad-based understanding of multiple disciplines, provides a breadth of academic experience to enrich your life and allows you to become more informed and engaged as a citizen and a lifelong learner in an increasingly complex and changing world. This arts and sciences component, offered in a delivery model of flexibility, quality, and accessibility that is based on adult learning theory, helps you to integrate knowledge from multiple sources and experiences in diverse ways of knowing. These guiding principles have thus formed the six learning goals for General Education at Excelsior College.

1. **Communication and Oral Expression.** Excelsior students will be able to express themselves effectively in English, both orally and in writing, and with clarity, persuasiveness, and coherence using standard conventions of English.
2. **Mathematics and Scientific Method.** Excelsior students will utilize scientific reasoning and basic mathematical calculations in problem solving in their public discourse.
3. **Information Literacy.** In this age of information proliferation due to rapid technological advances, students will have to learn to dis-

# Important Information for All Students

cern information critically. They will have to learn to identify the amount and type of information needed, to understand where to locate, effectively access that information, evaluate the source of the information, and use it as per legal and ethical considerations.

4. **Human Thought and Creativity.** Excelsior students will be able to explain, interpret, critique, create, or perform works of human creativity at an informed level.
5. **Diversity and Global Understanding.** Excelsior students will have an understanding and appreciation of the complexities of diversity and will be able to interact effectively with people from backgrounds and cultures different from their own. They will have gained a global perspective that is grounded in the issues, trends, and opportunities that connect nations and communities around the world. They will challenge their own sense of “self” vis-à-vis an understanding of those with different thoughts, beliefs, traditions, behaviors, and understandings.
6. **Social Responsibility and Civic Engagement.** Excelsior students will acknowledge the importance of social responsibility and civic engagement and the behaviors that support these beliefs.

For more information on the General Education goals and outcomes please visit:

[www.excelsior.edu/gened](http://www.excelsior.edu/gened)

## Technology Literacy

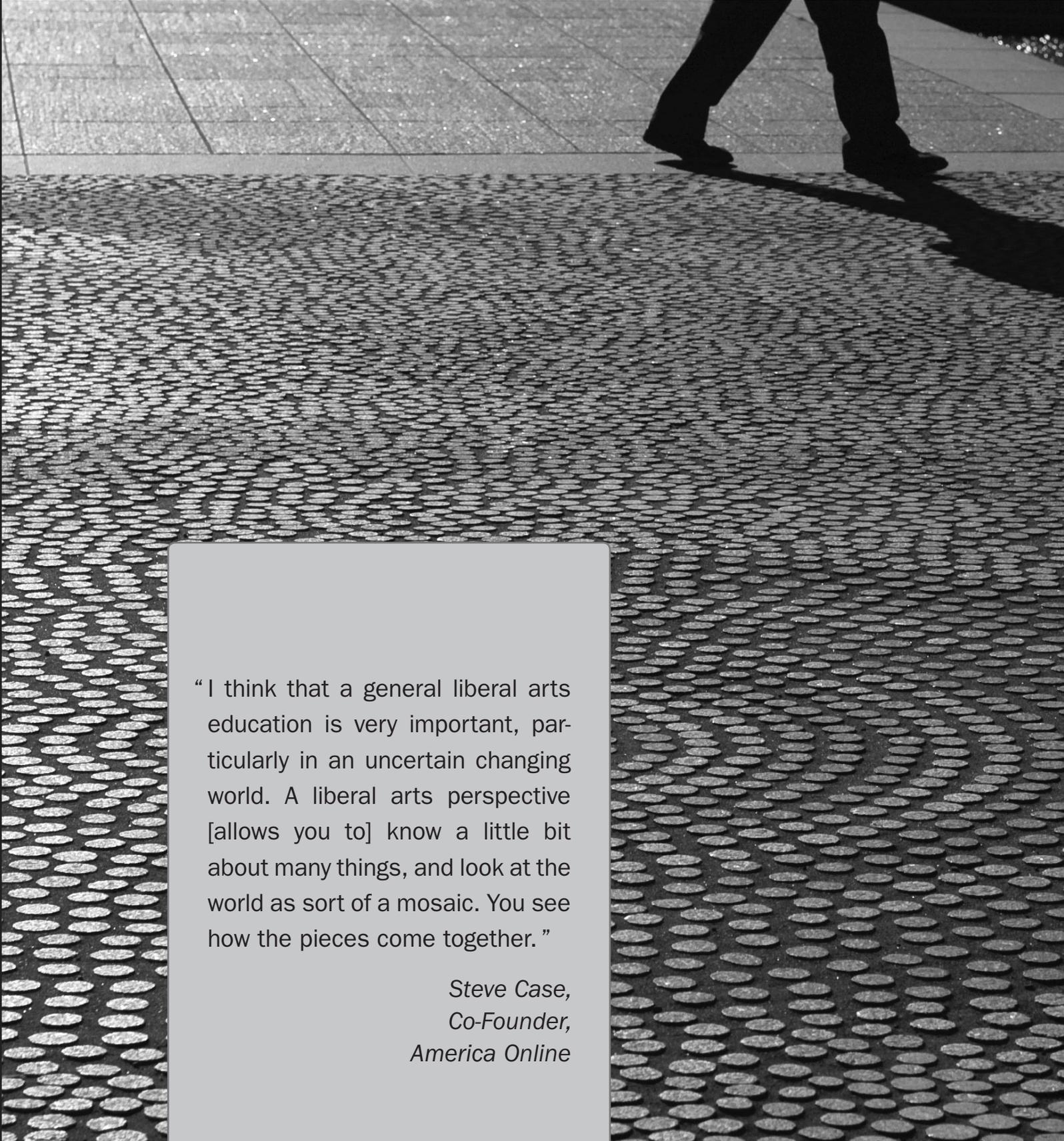
### **Excelsior College Definition of Technology Literacy [Based on State Educational Technology Directors Association (SETDA)]**

Excelsior College defines technology literacy as the ability to identify and responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning. This will facilitate the ability to acquire new knowledge for lifelong learning in the 21st-century global workplace.

## Baseline Technology Skills and Resources

1. Prior to being admitted to Excelsior College, all students should be knowledgeable in the use of a personal computer (Windows or Macintosh). Entering students should have the ability to
  - use a personal computer,
  - use office automation programs to create, edit, store and print documents,
  - use electronic communication tools, and
  - search and retrieve information from electronic resources to complete assignments and activities.
2. Students must have reliable access to a computer with Internet connectivity.
3. Student’s computer and operating system must meet the minimal technical requirements as noted in the Excelsior College Computer System Requirements ([www.excelsior.edu/system-requirements](http://www.excelsior.edu/system-requirements)).
4. Students must be able to utilize required software applications.
5. Students need to utilize the Excelsior College Web site to access information, resources, and the Message Center, and to participate in activities. See the Excelsior College Electronic Use policy ([www.excelsior.edu/electronic-use-policy](http://www.excelsior.edu/electronic-use-policy)).
6. Students are required to conduct themselves appropriately and professionally at all times, including online.

# Undergraduate Degree Programs in the Liberal Arts



“I think that a general liberal arts education is very important, particularly in an uncertain changing world. A liberal arts perspective [allows you to] know a little bit about many things, and look at the world as sort of a mosaic. You see how the pieces come together.”

*Steve Case,  
Co-Founder,  
America Online*

# General Education at Excelsior College

The Excelsior College faculty believe the primary purpose of an undergraduate education is to expose you to a broad vision of human experience and to help you gain a full, rich understanding of the complexity of human life. We also believe that an undergraduate education will assist you in developing skills to attain a high level of accomplishment in both your career and personal life. The primary means of achieving a broad understanding of human experience and promoting self-actualization is through the College's general education component. General (or liberal arts) education is comprised of required study in the

three traditional divisions of the arts and sciences: humanities, social sciences/history, and natural sciences/mathematics. We encourage this study in individual disciplines such as literature, history, and biology, and in integrated or interdisciplinary programs such as criminal justice and communications.

## Liberal Arts Education

We value liberal arts education for many reasons. It promotes your ability to read critically and analytically in a range of fields; to write clear, grammatical, and effective prose; to think critically and pose solutions to problems; to propose cohesive arguments with appropriate supporting evidence; to interpret events using more than one perspective; to explain the role of culture in shaping diverse societies; to identify the elements of artistic and creative expression; to apply knowledge of mathematics and natural sciences; and to demonstrate an awareness of the ethical implications of actions.

Liberal arts education does not lead to particular actions or attitudes. It is no more likely to make us liberal than conservative, stingy than generous, good parents than bad ones. What it does do is engender habits of mind such as patience, attentiveness, clarity of thought, and respect for the articulation of competing points of view. These habits of mind enrich the quality of our interaction with the profound thinkers we encounter in liberal arts education and thereby give us access to their experiences. Their experiences can then inform our world view as much as our own experience can. Sometimes their observations spark flashes of recognition. Sometimes they confuse or dismay us. In either case, they give us more of the world than we alone can secure. Liberal arts education extends our reach.

Liberal arts education at Excelsior College includes, as it does at other colleges, a variety of disciplines. Interdisciplinary study acknowledges that fertile ideas know few boundaries and that the habits of a mind engendered by liberal arts education are useful in many fields. You will have the opportunity to choose from a wide array of courses to fulfill your academic requirements as well as reward your intellectual curiosity.

There are several ways that you can earn credit. Excelsior College courses are designed to be completed entirely "at a distance," meaning you will be able to learn and earn academic credit from your

### Your Personalized MyExcelsior Account:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior)

**Admissions:** toll free 888-647-2388, ext. 27

### Liberal Arts Academic Advising Team:

888-647-2388, ext. 1321

[www.excelsior.edu/MessageCenter](http://www.excelsior.edu/MessageCenter) (enrolled students only)

### College Publications, Applications, and Forms:

[www.excelsior.edu/publications](http://www.excelsior.edu/publications)

### Student Policy Handbook:

[www.excelsior.edu/StudentPolicyHandbook](http://www.excelsior.edu/StudentPolicyHandbook)

### Fee Schedules, Financial Aid, and Scholarships:

[www.excelsior.edu/fees](http://www.excelsior.edu/fees)

[www.excelsior.edu/FinancialAid](http://www.excelsior.edu/FinancialAid)

[www.excelsior.edu/scholarships](http://www.excelsior.edu/scholarships)

### Excelsior College Learning Resources:

[www.excelsior.edu/library](http://www.excelsior.edu/library)

[www.excelsior.edu/bookstore](http://www.excelsior.edu/bookstore)

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Resources tab

### Student Online Success Guide

[www.excelsior.edu/SuccessGuide](http://www.excelsior.edu/SuccessGuide)

### Excelsior College Online Writing Lab (OWL):

[www.excelsior.edu/OWL](http://www.excelsior.edu/OWL)

**Free Writing Resources (scheduled to debut Fall 2011),  
Online Software Skills Training through Atomic Learning  
(EC course and exam registrants only),**

**Online Tutoring Services through SMARTHINKING™  
(EC exam registrants only)**

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Resources tab

### Excelsior College Community Resources:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on Communities tab

home or office. Courses are available online (via the Internet) and via CD-ROM. You may also choose Excelsior College® Examinations to fulfill degree requirements. The current complete list of courses will always be found on our Web site. Our online courses are characterized by regular interaction on a discussion board with your fellow class members while CD-ROM courses are designed for students who prefer independent study with faculty guidance or those whose circumstances do not allow for regular Internet access but who do have a computer.

In addition to courses, credit can be earned through examination, either Excelsior College® Examinations (ECE) or standardized tests such as UExcel®, CLEP, and DANTES. More information is available in our publication, *A Student Guide to Credit by Examination at Excelsior College*, available at our Web site.

Regardless of how you choose to complete your remaining degree requirements, we hope liberal arts education will inspire in you a commitment to lifelong learning. An eagerness to continue learning beyond one's formal education is a hallmark of an educated sensibility. Psychologist B.F. Skinner once said, "Education is what survives when what has been learned has been forgotten." This habit of learning, the impulse to self-educate, is perhaps the greatest outcome of a liberal arts education.

## General Education (Arts and Sciences) Requirements

Each undergraduate liberal arts degree program requires the completion of general education requirements in the arts and sciences. These requirements reflect the historic philosophy of a liberal arts education, which promotes a broad foundation in the basic academic disciplines of the humanities, history and the social sciences, and mathematics and the natural sciences. These comprise the distribution areas.

In the humanities, you consider the nature, meaning, and value of human existence in subjects such as art, communication, comparative literature, drama, English, foreign language, music, philosophy, and religion.

In the social sciences and history, you consider human behavior and interaction in subjects such as anthropology, criminal justice, economics, geography, government, history, political science, psychology, and sociology.

In the natural sciences and mathematics, you analyze, measure, and investigate the natural world in subjects such as biology, chemistry, geology, mathematics, and physics.

Excelsior College offers four undergraduate degrees in liberal arts: Associate in Arts, Associate in Science, Bachelor of Arts, and Bachelor of Science. Beyond the general education requirements discussed above, each of these four degree programs allows for additional study in the arts and sciences and for professional applied study. On the baccalaureate level, you will explore two subject areas or disciplines in greater depth.

Your Excelsior College education should include the nine learning experiences outlined by the Association of American Colleges and Universities: abstract thinking and critical analysis, reading and writing, understanding of numerical data, historical awareness, recognition of science as a human endeavor, refinement of values, development of art appreciation, international and multicultural experience, and in-depth study. The in-depth study should allow you to continue in graduate study in a particular discipline.

### Applied Professional Credits

All the undergraduate liberal arts degree programs allow the flexibility of using applied professional credits to meet degree requirements beyond the required credits in arts and sciences and general education. Applied professional courses are found within those disciplines in which you apply theoretical knowledge to solve specific problems. These are disciplines such as architecture, business, computer science, criminal justice, education, graphic design, law, library science, management, medicine, nutrition, and social work.

### Physical Education Credits

A maximum of two semester credits is awarded for physical education activity courses.

## Written English Requirement (WER)

Students are required to demonstrate competence in expository writing in English by completing one of the following for the associate degree and two for the bachelor's degree:

**1. Examination:** Successful completion of an approved college-level proficiency examination such as:

- Excelsior College® Examinations (ECE), **ENGx111 English Composition**
- UExcel® College Writing examination
- Advanced Placement (AP) English Examinations

**Note:** Excelsior College does not accept the CLEP General Examination in English Composition with Essay toward this requirement.

**2. College coursework:** Successful completion of one college course for the associate degree or two college courses for the bachelor's degree (minimum three semester- or four quarter-hour credits; minimum grade of C) from one of the following options:

- One-semester expository writing course such as Excelsior College's **ENG 101 English Composition**, **ENG 201 Writing for the Professions**, or **MLS 500 Graduate Research and Writing** (some restrictions apply).
- Two institutionally designated writing-intensive, writing-emphasis courses.
- Two applied writing courses. The applied writing courses must focus on different applications of the writing process.

**Note:** Coursework must be from an English-speaking institution. English as a Second Language courses may not be used to satisfy this requirement.

**Note:** Throughout this catalog the term "credits" is used to indicate semester hours. Quarter hours are converted to semester hours by multiplying quarter-hour values by two thirds.

**3. Statement of proficiency:** Submission of an official statement from a regionally accredited institution from which transfer credit is being accepted, verifying satisfactory completion of the student's writing requirement.

**4. Noncollegiate-sponsored instruction:**

Successful completion of a noncollegiate-sponsored instructional writing course or program that has been evaluated by either the NYS Board of Regents National Program on Noncollegiate Sponsored Instruction (National PONS) or the American Council on Education Center for Adult Learning and Educational Credentials (ACE CREDIT), and contains a recommendation of at least three semester-hour credits for the course. This course must contain an actual assessment of the student's competence in expository writing in English.

A maximum of six semester hours of credit in English composition/freshman English courses will apply toward degree requirements. Courses or examinations used to fulfill the written English requirement may not be used to satisfy the humanities requirement. Students who have a bachelor's degree (or higher) from a U.S. regionally accredited college/university are exempt.

Following are examples of one-semester courses (3 semester hours) that may apply toward the written English requirement:

English Composition	Introduction to Writing
Thesis Writing	College Writing
Freshman Composition	Expository Writing
Effective Writing	

## Information Literacy Requirement

Students are expected to demonstrate competency in information literacy. The standards, performance indicators, and outcomes for this requirement were selected from the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. Competency will be assessed through a one-credit pass/fail course offered online by Excelsior College [**INL 102 Information Literacy**] or through successful

completion of a course taken at a regionally accredited college **within the past five years** covering comparable content.

The information literate student will be able to

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically.
- incorporate selected information into their knowledge base and value system.
- understand many of the economic, legal, and social issues surrounding the use of information.
- access and use information ethically and legally.

Students seeking additional information should check the Excelsior College Web site or consult with their academic advising team.

### Humanities Requirement

You must take at least one examination or course (at least 3 semester hours or 4 quarter hours) within such disciplines as art, music, literature, foreign language, philosophy, religion, speech, communication, or creative/advanced writing. Excelsior College offers several examinations and courses which fulfill this requirement. For example, the Excelsior College® Examinations, **PHIx310 Ethics: Theory and Practice**, **HUMx310 Bioethics: Philosophical Issues**, and **MUSx101 Introduction to Music**, may be used to satisfy this requirement. Some appropriate course titles include **ENG 207 American Literature I**, **ART 101 History of Western Art**, **COMM 210 Interpersonal Communication**, and **REL 340 Science and Religion**. For a complete listing of examination and course offerings, visit our Web site. Examinations or courses used to satisfy the written English requirement and lower-level applied, technical, or professional writing courses may not be applied toward the humanities requirement.

### Quantitative Reasoning Requirement

All Excelsior College baccalaureate degree program students are required to take an examination or course (at least 2 semester hours or 3 quarter hours) in quantitative reasoning. As a liberal arts student, you may satisfy this requirement by taking any

college-level mathematics or statistics course. The UExcel® examinations, **MAT 150 Calculus** and **MAT 210 Statistics**, may be used to satisfy this requirement. Excelsior College quantitative reasoning courses are **MAT 112 Introductory Algebra**, **MAT 114 Intermediate Algebra**, **MAT 116 Precalculus Algebra**, **MAT 118 Trigonometry**, and **MAT 201 Statistics**.

## Policies Specific to the Undergraduate Liberal Arts Degrees

**The Excelsior College Student Policy Handbook is your resource for understanding the academic and administrative policies that are important to your academic success.** It includes a wide range of information from important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues. It is your responsibility to be familiar with these policies.

**Policies and procedures that apply specifically to the associate degrees in liberal arts are listed on the following pages.** File your *Handbook* with your other important academic papers and this program catalog for easy reference.

### Total Credits

You must earn a minimum of **60** credits for an **associate degree** and **120** credits for a **bachelor's degree**. The credits must satisfy the requirements prescribed for each type of degree.

### Minimum Academic Average

You must have a cumulative grade point average (GPA) of 2.0 or better in order to graduate. In addition, a 2.0 GPA or better is required in each depth, area of focus, and major for a bachelor's degree.

### Computer Applications Limit

The faculty have placed a two course or six credit limit on the use of courses whose primary thrust is to teach the use of elementary applications software packages (e.g., Microsoft Word, Excel, Access). Courses in the theory of information processing will not fall under the limit.

### Professional/Clinical Restriction

The faculty have placed a restriction on the use of professional and clinical credits from theological, chiropractic, dental, medical, and physician assistant programs to those credits needed to complete degree requirements. We strongly suggest that if you intend to apply such credits toward a graduate degree or to seek state certification/licensure (either now or in the future), you inquire of the appropriate graduate program, licensing board, or state agency whether it imposes restrictions on the use of graduate credits toward an undergraduate degree. (If

you are a chiropractic student seeking licensure in the state of Florida, and if you matriculated into a doctor of chiropractic program after July 1, 2000, you will not be allowed to seek licensure using chiropractic credits that have been applied toward your bachelor's degree.) Information about states' chiropractic licensing requirements is accessible at <http://www.fclb.org>.

### Mathematics Restriction

Arithmetic courses and courses that have been designated as developmental or remedial may not be used toward your degree. No more than three courses of mathematics credit below the level of calculus may be applied to any degree. One of the three courses or examinations preceding calculus may be of an elementary level. Representative titles of math courses below the level of calculus include College Math, College Algebra, Elementary Functions, Modern Math, Fundamentals of Algebra, Trigonometry, and Precalculus.

**Important:** It is important for you to keep us informed of your current contact information, so we can reach you. You can update your address, phone numbers, fax number and email preference on our Web site, through your MyExcelsior user account, or you can call us with this information.

[www.excelsior.edu](http://www.excelsior.edu)

[www.excelsior.edu/  
myexcelsior](http://www.excelsior.edu/myexcelsior)

# Associate in Arts and Associate in Science Degrees

## Student Learning Outcomes

**Critical Thinking:** Demonstrate an ability to use appropriate terminology, define concepts and apply skills across a range of contexts and areas of knowledge to identify and solve problems.

**Communication:** Interpret various types of written, visual and/or oral information; organize ideas and communicate precisely and clearly to express complex thoughts.

**Diversity:** Identify similarities and contrasts among cultures, times and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

**Ethics:** Explain ethical issues and conflicts, indicating actions appropriate to the issue and the range of potential consequences.

# Associate Degree Requirements

Every associate degree program offered by the School of Liberal Arts requires a minimum of **60** credits for completion. Of that minimum, a specific number of credits are required in written English, general education, humanities, quantitative reasoning, information literacy, capstone, and arts and sciences electives. An *optional* area of focus component is available for both associate programs.



You are subject to the degree requirements in effect at the time of your enrollment or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both enrolled and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our Web site. Information about changes to degree requirements is also made available on our Web site.

## Associate in Arts Degree Requirements

**60 credits**

The Associate in Arts degree requires a total of 60 credits, distributed as follows:

- 48 credits minimum in the arts and sciences to include the 3-credit associate degree capstone course
- 12 credits minimum in applied professional and/or additional arts and sciences credit

Refer to Chart 1 for a graphic representation of the minimum credit necessary along with the credit distribution requirements for this degree program.

### I. Arts and Sciences

Arts and sciences are those areas of study classified as humanities, social sciences/history, and natural sciences/mathematics. The Associate in Arts degree requires a minimum of 48 credits in the arts and sciences distributed as follows:

- **Written English Requirement:** 3 credits (minimum grade of C required)
- **Arts and Sciences Electives:** 24 credits
- **Associate Degree Capstone:** 3 credits
- **General Education Requirement:** 18-credit minimum of which 6 credits are required in each of the three distribution areas: humanities, social sciences/history, and natural sciences/mathematics. Of the 18 total general education requirement credits, 3 credits earned must satisfy the humanities requirement (art, music, or other humanities. Credit used to satisfy the written English requirement will not apply.)

### II. Other Requirements

- **Information Literacy Requirement:** 1 credit
- **Applied Professional and/or Additional Arts and Sciences Credits:** 11 credits

### III. (Optional) Area of Focus

- **Optional Area of Focus:** 15 credits in a single arts and sciences discipline (refer to Area of Focus Option on page 13)

# Associate in Science

## Degree Requirements

**60 credits**

The Associate in Science degree requires a total of 60 credits, distributed as follows:

- 30 credits minimum in the arts and sciences to include the 3-credit associate degree capstone course
- 30 credits minimum in applied professional and/or additional arts and sciences credit

Refer to Chart 2 for a graphic representation of the minimum credit necessary along with the credit distribution requirements for this degree program.

### I. Arts and Sciences

Arts and sciences are those areas of study classified as humanities, social sciences/history, and natural sciences/mathematics. The Associate in Science degree requires a minimum of 30 credits in the arts and sciences distributed as follows:

- **Written English:** 3 credits (minimum grade of C required)
- **Arts and Sciences Electives:** 6 credits
- **Associate Degree Capstone:** 3 credits
- **General Education Requirement:** 18-credit minimum of which 6 credits are required in each of the three distribution areas: humanities, social sciences/history, and natural sciences/mathematics. Of the 18 total general education requirement credits, 3 credits earned must satisfy the humanities requirement (art, music, or other humanities. Credit used to satisfy the written English requirement will not apply.)

**Note:** Throughout this catalog the term “credits” is used to indicate semester hours. Quarter hours are converted to semester hours by multiplying quarter-hour values by two thirds.

### II. Other Requirements

- **Information Literacy Requirement:** 1 credit
- **Applied Professional and/or Additional Arts and Sciences Credits:** 29 credits

### III. (Optional) Area of Focus

- **Optional Area of Focus:** 15 credits in a single arts and sciences discipline (refer to Area of Focus Option on page 13)

**Your Personalized MyExcelsior Account:**  
[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior)

**Liberal Arts Academic Advising Team:**  
 888-647-2388, ext. 1321  
[www.excelsior.edu/MessageCenter](http://www.excelsior.edu/MessageCenter) (enrolled students only)

**Fee Schedules, Financial Aid, and Scholarships:**  
[www.excelsior.edu/fees](http://www.excelsior.edu/fees)  
[www.excelsior.edu/FinancialAid](http://www.excelsior.edu/FinancialAid)  
[www.excelsior.edu/scholarships](http://www.excelsior.edu/scholarships)

**Course and Exam Information and Registration:**  
[www.excelsior.edu/courses](http://www.excelsior.edu/courses)  
[www.excelsior.edu/exams](http://www.excelsior.edu/exams)  
[www.UExcelTest.com](http://www.UExcelTest.com)

**Excelsior College Community Resources:**  
[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on Communities tab

**Learning Resources:**  
[www.excelsior.edu/library](http://www.excelsior.edu/library) (enrolled students only)  
[www.excelsior.edu/bookstore](http://www.excelsior.edu/bookstore)  
[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Resources tab

# CHART 1

## Associate in Arts Degree

# AA

**Total Degree Credits Required: 60**

### Arts and Sciences

Credit Hours

Arts and Sciences Electives	24
Written English Requirement	3

### General Education Requirement Distribution Areas (18 credits minimum)

Humanities*	6
Social Sciences/History	6
Natural Sciences/Mathematics**	6

Associate Degree Capstone***	3
------------------------------	---

**Total Arts and Sciences 48**

- \* Three (3) credits are required in disciplines such as art, music, and philosophy. (See humanities requirement on page 5.)
- \*\* Requires a minimum of a 2-credit course in math and a 2-credit course in natural sciences
- \*\*\* Each student must take the online associate degree capstone course. This course must be taken at Excelsior College and cannot be transferred in.

### Other Requirements

Credit Hours

Applied Professional Credits or Additional Arts and Sciences	11
Information Literacy	1

**Total Other Requirements 12**

# CHART 2

## Associate in Science Degree

# AS

**Total Degree Credits Required: 60**

### Arts and Sciences

Credit Hours

Arts and Sciences Electives	6
Written English Requirement	3

### General Education Requirement Distribution Areas (18 credits minimum)

Humanities*	6
Social Sciences/History	6
Natural Sciences/Mathematics**	6

Associate Degree Capstone***	3
------------------------------	---

**Total Arts and Sciences 30**

- \* Three (3) credits are required in disciplines such as art, music, and philosophy. (See humanities requirement on page 5.)
- \*\* Requires a minimum of a 2-credit course in math and a 2-credit course in natural sciences.
- \*\*\* Each student must take the online associate degree capstone course. This course must be taken at Excelsior College and cannot be transferred in.

### Other Requirements

Credit Hours

Applied Professional Credits or Additional Arts and Sciences	29
Information Literacy	1

**Total Other Requirements 30**

# Bachelor of Arts and Bachelor of Science Degrees



## Student Learning Outcomes

**Critical Thinking:** Students will be able to engage in advanced critical thinking skills, including demonstrating the ability to remember information, understand key concepts, apply these concepts appropriately, analyze phenomena, evaluate and justify positions, and create coherent arguments in the student's chosen field of study.

**Communication:** Students will demonstrate advanced written and oral communication skills and be able to express complex ideas with clarity and precision.

**Diversity:** Students will be able to articulate the significance of diversity as a fundamental principle for understanding life.

**Ethics:** Students will be able to apply concepts of ethical conduct and social responsibility in decision making and action.

# Bachelor of Arts and Bachelor of Science Degree Requirements

Every baccalaureate degree program requires a minimum of **120** credits for completion. Of that minimum, a specific number of credits are required in written English, general education, humanities, quantitative reasoning, information literacy, arts and sciences electives, and a capstone requirement course.

You have the option of choosing to complete a major in a specific subject area. If you choose not to complete a major, you may select the liberal studies option. (See Charts 3 and 4 and the sections on the liberal studies option and majors on the following pages.)



Baccalaureate Degree Program

You are subject to the degree requirements in effect at the time of your enrollment or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both enrolled and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our Web site. Information about changes to degree requirements is also made available on our Web site.

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**Admissions:**  
toll free 888-647-2388, ext. 27

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[www.excelsior.edu/exams](http://www.excelsior.edu/exams)  
[www.UExcelTest.com](http://www.UExcelTest.com)

**Learning Resources:**  
[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Resources tab

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## Requirements for the Baccalaureate Degrees

### Level Requirement

You are required to demonstrate a high level of learning by accumulating a minimum of 30 upper-level credits.

In the **Bachelor of Arts** program, you must earn all 30 upper-level credits in the arts and sciences. In the **Bachelor of Science** program, you must earn 21 of the 30 upper-level credits in the arts and sciences. The remaining 9 upper-level credits can be earned in the applied professional areas.

An upper-level designation is given to courses offered at four-year institutions to juniors and seniors who have met prerequisites by completing introductory and intermediate courses in the subject area. The number of the course is determined by the offering institution but must be a number represent-

ing upper-level work at that four-year institution. Courses offered at two-year colleges or community colleges will not be considered for upper-level credit.

### Research and Writing in the Major Requirement

All students enrolled in a liberal arts major, with the exception of mathematics, must satisfy the research and writing in the major requirement. This requirement can be satisfied in a variety of ways:

- Students may enroll in the Excelsior College course **LA 496 Research and Writing in the Major**. This eight-week, one-credit, upper-level course consists of the development of a literature review and subsequent 2,000-word (eight-page) research paper in the student's discipline. This course is intended to demonstrate the student's ability to understand professional research and write in the style of their major. Students must have completed their information literacy requirement and written English requirement before taking this course.
- Students who are communication, criminal justice, or history majors will satisfy their research and writing requirement in their capstone course. They do not need to take a separate course.
- Students who have future plans of graduate school may enroll in our **MLS 500 Graduate Research and Writing** course to complete this requirement.

### Depth Requirement

Every bachelor's-degree student is required to demonstrate expertise by certifying depth of knowledge in at least two different disciplines or subject areas. In each of these areas you must complete at least 12 credits, including a minimum of 3 credits at the upper level. For the **Bachelor of Arts** degree, both of these areas must be in the arts and sciences; for the **Bachelor of Science** degree, one of these areas must be in the arts and sciences. The other may be in the arts and sciences or in an area of applied knowledge such as business, computer science, education, engineering, military science, or nursing.

The depth requirement guards against overspecialization on one hand and fragmentation on the other. For example, it prevents the satisfaction of depth requirements by the use of credits from overlapping disciplines. In cases where two disciplines are related but not overlapping (such as sociology and criminal justice), you may apply credit from a course that has content related to both (Introduction to Criminology, for example) to only one depth requirement. In cases where disciplines appear to overlap, the faculty will make a final decision.

You must maintain a 2.0 (C) grade point average (GPA) within each depth area. **Note:** *Depth areas will not be listed on your Excelsior College transcript.*

## Available Options

### Area of Focus Option (Associate and Baccalaureate Degrees)

As an undergraduate liberal arts student you can complete an area of focus and have it listed on your transcript as a means of demonstrating a substantial amount of academic attention to a particular discipline.

The requirement for an area of focus in an Associate in Science degree program is 15 credits in a single discipline, either in an applied professional discipline (e.g., architecture) or in an arts and science discipline (e.g., history). Students in the Associate in Arts degree program are restricted to areas of focus in arts and sciences (e.g., music, psychology). All of the credits for an associate degree area of focus can be lower level.

The requirement for an area of focus at the bachelor's level is 21 credits, of which 6 must be at the upper level. All credits must be in a single discipline. Students in the Bachelor of Arts degree program are restricted to areas of focus in arts and sciences

**Note:** Throughout this catalog the term "credits" is used to indicate semester hours. Quarter hours are converted to semester hours by multiplying quarter-hour values by two thirds.

(e.g., foreign language, political science), whereas Bachelor of Science degree program areas of focus could come from either arts and sciences disciplines or applied professional (e.g., health, education). An area of focus benefits students who have not met the requirements for a major but would like to document the achievement of substantial coursework completed in a specific academic area.

There is no prescribed curriculum or sequencing of courses required. Areas of focus, as depths are in the bachelor's programs, will be advisor-recommended during the evaluation process. In other words, you will not "apply" for areas of focus at the time of enrollment. You can however, in consultation with advisors, build areas of focus into your degree program. Areas of focus can be used to satisfy the depth requirements. For example, an area of focus in engineering, an applied professional discipline, would satisfy Depth 2 for a Bachelor of Science degree student, but would not satisfy a depth for a Bachelor of Arts degree student because both depths in that degree program must come from the arts and sciences.

Liberal arts degree students must have a 2.0 grade point average or higher in their major, within each depth area, and for each area of focus. Areas of focus will be annotated on the transcript but will not appear on the diploma. No more than two areas of focus can be established.

Examples of areas of focus (list not exhaustive)

- Administrative/Management Studies
- Computer Information Science
- Criminal Justice/Protective Services
- Earth Science
- Health Professions
- Religious Studies

## Major Option

The Bachelor of Arts and Bachelor of Science degrees with a major offer you an opportunity to develop an in-depth understanding of a single discipline or area of study within the broader scope of the liberal arts and sciences.

The Major Option is an excellent choice for students who are building on a prior interest or study. Furthermore, completing a major can provide a sound foundation for study at the graduate

level in the same field or in a related one. To learn more about how earning a degree with a major can enhance your future, visit the Career Center at our Web site or consult with your advisor. You are limited to two majors.

Detailed major guidelines regarding each of these disciplines begin on page 19. The guidelines are also accessible as separate PDF documents on the College's Web site. **Note:** *Your major will be listed on your Excelsior College transcript and your diploma.*

You may demonstrate knowledge in a specific major through submission of appropriate and sufficient college course credits, portfolio-based assessment, and/or successful performance on proficiency examinations in the subject area.

## Liberal Studies Option

The Bachelor of Arts in Liberal Studies/Bachelor of Science in Liberal Studies (BAL/BSL) degrees, unlike the Bachelor of Arts/Bachelor of Science (BA/BS), which concentrate on one particular area of study, are designed to offer students the opportunity to explore the breadth of the liberal arts and sciences. They allow you to round out your previous work and academic experience with liberal arts and science knowledge that is fundamental to a bachelor's degree. The degrees stress intellectual development and a multidisciplinary exploration of the critical issues and values inherent in the human experience. Students who choose to pursue a liberal studies degree do not specialize; rather, they select from a vast menu of courses in disciplines such as literature, art, mathematics, philosophy, biology, history, and anthropology that address the issue of what it means to be human. Such courses prompt students to ask questions about themselves, their history, their culture, their values, and their future and to consider whether a liberal education can, perhaps, release us from preconceived notions and unexamined attitudes.

The BAL/BSL is an excellent choice for students who have not yet made a decision and would like to investigate multiple options while developing the skills and background necessary for a personally, socially, and professionally fulfilling life. In addition, the degree facilitates the aims inherent in sound edu-

cation, as it encourages students to think critically, to write effectively, and to communicate with clarity and precision.

The BAL/BSL degrees are our most flexible degree programs and popular with our students.

## Bachelor of Arts

The Bachelor of Arts degree requires a total of **120** credits. Within that total, at least **90** credits must be earned in the arts and sciences with at least **30** of those 90 credits earned at the upper (advanced) level. The remaining **30** credits may be earned with applied professional credit, additional arts and sciences credit, or a combination of both. Chart 3 on page 16 shows the distribution of credits required for the Bachelor of Arts degree.

## Degree Requirements

### I. Arts and Sciences (90 credits)

Required credits are distributed as follows.

- **Written English Requirement:** 6 credits (minimum grade of C required)
- **General Education Requirement:** 27-credit minimum of which 9 credits are required in each of the three distribution areas: humanities, social science/history, and natural science/mathematics.

Of the 27 total general education requirement credits required, 3 credits earned must satisfy the **humanities requirement** (art, music, or other humanities. Credit used to satisfy the written English requirement will not apply.)

Additionally, a minimum of 2 credits in college-level mathematics and 2 credits in the natural sciences are required.

- **Depth Requirement:** A minimum of 12 credits are required in each of two different arts and sciences disciplines. At least three credits in each depth area must be at the upper level. A minimum 2.0 GPA is required.
- **Optional Area of Focus:** A minimum of 21 credits are required in a single arts and sciences discipline, of which six must be upper-level. An area of focus may be used to satisfy a depth requirement; a minimum 2.0 GPA is required. Refer to the Area of Focus Option on page 13 for more information.
- **Optional Major:** The major requires 30–33 credits with a prescribed curriculum in a single arts and sciences discipline of which at least 15–18 must be at the upper level. A major may be used to satisfy one depth requirement; a minimum 2.0 GPA is required. Refer to *Guidelines for the Majors*, available on our Web site, for more information.

### II. Other Requirements (27 credits)

Required credits are distributed as follows.

- **Information Literacy Requirement:** 1 credit
- **Applied Professional and/or Additional Arts and Sciences Credits:** 26 credits

### Bachelor of Arts Majors

Biology	Economics
Communication	History
■ Communication Generalist	Literature in English
■ Journalism	Mathematics
■ Media Studies	Music
■ Organizational Communication	Political Science
■ Public Relations	Psychology
■ Strategic Communication	Sociology

# CHART 3

## Bachelor of Arts See page 15 for detailed explanation of degree requirements.

**Total Degree Credits Required: 120**  
with at least **30** at the upper (advanced) level  
in the arts and sciences

# BA

### Arts and Sciences

Credit  
Hours

Written English Requirement

6

### General Education Requirement \* Distribution Areas (27 credits minimum)

Humanities \*\*

9

Social Sciences/History

9

Natural Sciences/Mathematics \*\*\*

9

Capstone Requirement\*\*\*\*

3

Additional Arts and Sciences Electives

54

**Total Arts and Sciences (at least  
30 at upper [advanced] level)**

**90**

### Other Requirements

Credit  
Hours

Applied Professional Credits or  
Additional Arts and Sciences

29

Information Literacy Requirement

1

**Total Other Requirements**

**30**

Choose **either** the Liberal Studies Option  
**OR** the Major Option

### Liberal Studies Option

#### Depth Requirement 1\*

12 credits minimum in a single arts and sciences discipline, at least 3 credits at the upper (advanced) level

**AND**

#### Depth Requirement 2\*

12 credits minimum in a single arts and sciences discipline, at least 3 credits at the upper (advanced) level

### Major Option

#### Depth Requirement 1\* (Major Option\*)

(A major will satisfy one depth requirement.)  
30–33 specified credits in a single arts and sciences discipline, with 15–18 credits at the upper (advanced) level

**AND**

#### Depth Requirement 2\*

12 credits minimum in a single arts and sciences discipline, at least 3 credits at the upper (advanced) level

\* Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

\*\* Three (3) credits are required in disciplines such as art, music, and philosophy. (Refer to page 5 for a detailed explanation of the humanities requirement.)

\*\*\* A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

\*\*\*\* Each student must take one of our online capstone courses. This course must be taken at Excelsior College and cannot be transferred in.

### III. Capstone Requirement (3 credits)

This requirement may be satisfied by completion of one of our eight capstone courses. This requirement must be satisfied at Excelsior College and cannot be transferred in. A grade of C or better is required to pass the capstone requirement. Contact your academic advisor to discuss the appropriate capstone course for your degree.

## Bachelor of Science

The Bachelor of Science degree requires a total of **120** credits. Within that total, at least **60** credits must be earned in the arts and sciences with at least **21** of those 60 credits earned at the upper (advanced) level. The remaining **60** credits, of which at least **9** must be earned at the upper (advanced) level, may be earned with applied professional credit, additional arts and sciences credit, or a combination of both. Chart 4 on page 18 shows the distribution of credits required for a Bachelor of Science degree. This is the most flexible degree offered.

## Degree Requirements

### I. Arts and Sciences (60 credits)

Required credits are distributed as follows.

- **Written English Requirement:** 6 credits (minimum grade of C required)

- **General Education Requirement:** 27-credit minimum of which 9 credits are required in each of the three distribution areas: humanities, social sciences/history, and natural sciences/mathematics.

Of the 27 total general education requirement credits, 3 credits earned must satisfy the **humanities requirement** (art, music, or other humanities. Credit used to satisfy the written English requirement will not apply.)

Additionally, a minimum of 2 credits in college-level mathematics and 2 credits in the natural sciences are required.

- **Depth Requirement:** A minimum of 12 credits are required of which at least three must be at the upper level in each depth area. The **first** depth must be in an arts and sciences discipline. The **second** may be in an applied professional area. A minimum 2.0 GPA is required.
- **Optional Area of Focus:** A minimum of 21 credits are required in a single arts and sciences or applied professional discipline, of which six must be upper-level. An area of focus may be used to satisfy a depth requirement; a minimum 2.0 GPA is required. Refer to the Area of Focus Option on page 13 for more information.
- **Optional Major:** The major requires 30–33 credits with a prescribed curriculum in a single arts and sciences discipline of which at least 15–18 must be at the upper level. A major may be used to satisfy the first depth requirement; a minimum 2.0 GPA is required. Refer to *Guidelines for the Majors*, available on our Web site, for more information.

## Bachelor of Science Majors

### Biology

### Communication

- Communication Generalist
- Journalism
- Media Studies
- Organizational Communication
- Public Relations
- Strategic Communication

### Criminal Justice

- Administration of Criminal Justice
- Homeland Security
- Law Enforcement and Public Safety

### Economics

- History
- Literature in English
- Mathematics
- Music
- Political Science
- Psychology
- Sociology

# CHART 4

## Bachelor of Science See page 17 for detailed explanation of degree requirements.

**Total Degree Credits Required: 120**  
with at least **30** at the upper (advanced) level

# BS

### Arts and Sciences

Credit  
Hours

Written English Requirement

6

### General Education Requirement\* Distribution Areas (27 credits minimum)

Humanities\*\*

9

Social Sciences/History

9

Natural Sciences/Mathematics\*\*\*

9

Capstone Requirement\*\*\*\*

3

Additional Arts and Sciences Electives

24

**Total Arts and Sciences (at least  
21 at upper [advanced] level)**

**60**

### Other Requirements

Credit  
Hours

Applied Professional Credits or  
Additional Arts and Sciences

59

Information Literacy Requirement

1

**Total Other Requirements (at least  
9 at upper [advanced] level)**

**60**

Choose **either** the Liberal Studies Option  
**OR** the Major Option

### Liberal Studies Option

#### Depth Requirement 1\*

12 credits minimum in a single arts and sciences discipline, at least 3 credits at the upper (advanced) level

**AND**

#### Depth Requirement 2\*

12 credits minimum in a single applied professional or arts and sciences discipline, at least 3 credits at the upper (advanced) level

### Major Option

#### Depth Requirement 1\* (Major Option\*)

(A major will satisfy one depth requirement.)  
30–33 specified credits in a single arts and sciences discipline, with 15–18 credits at the upper (advanced) level

**AND**

#### Depth Requirement 2\*

12 credits minimum in a single applied professional or arts and sciences discipline, at least 3 credits at the upper (advanced) level

\* Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

\*\* Three (3) credits are required in disciplines such as art, music, and philosophy. (Refer to page 5 for a detailed explanation of the humanities requirement.)

\*\*\* A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

\*\*\*\* Each student must take one of our online capstone courses. This course must be taken at Excelsior College and cannot be transferred in.

## II. Other Requirements (57 credits)

Required credits are distributed as follows.

- **Information Literacy Requirement:** 1 credit
- **Applied Professional and/or Additional Arts and Sciences Credits:** 56 credits

## III. Capstone Requirement (3 credits)

This requirement may be satisfied by completion of one of our eight capstone courses. This requirement must be satisfied at Excelsior College and cannot be transferred in. A grade of C or better is required to pass the capstone requirement. Contact your academic advisor to discuss the appropriate capstone course for your degree.

## Guidelines for the Majors

These guidelines, established by Excelsior College faculty, define core requirements for major(s) in a specific subject area or areas in either a Bachelor of Arts or Bachelor of Science degree program. They also establish clusters of intermediate and upper-level courses within which you must earn credit, and they recommend areas for elective work.

Minimum requirements for a major are 30–33 credits, of which 15–18 credits must be upper level. Appropriate proficiency examinations may also be used to satisfy requirements. Any examination or course used to fulfill major requirements must be worth at least two semester hours or three quarter hours of credit. The minimum acceptable grade point average within any major is 2.0.

## Biology

**Required: 30 credits minimum with at least 15 at the upper level and a minimum 2.0 GPA.**

Biology examines the characteristics and processes of life in all its forms and includes animal behavior, botany, cell biology, genetics, molecular biology, and physiology. In recent years biology has been transformed by powerful new techniques that are being applied to investigations across the discipline. With this in mind, we have designed the major to encourage you to study a broad range of topics in biology rather than keep a narrow focus.

Essential subjects for understanding biology in particular and science in general are college-level chemistry and mathematics such as calculus and statistics. If you are interested in continuing your studies at the graduate level, we recommend you take general physics as well.

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### Admissions:

toll free 888-647-2388, ext. 27

### Liberal Arts Academic Advising Team:

888-647-2388, ext. 1321

[www.excelsior.edu/MessageCenter](http://www.excelsior.edu/MessageCenter) (enrolled students only)

### Fee Schedules, Financial Aid, and Scholarships:

[www.excelsior.edu/fees](http://www.excelsior.edu/fees)

[www.excelsior.edu/FinancialAid](http://www.excelsior.edu/FinancialAid)

[www.excelsior.edu/scholarships](http://www.excelsior.edu/scholarships)

### College Publications, Applications, and Forms:

[www.excelsior.edu/publications](http://www.excelsior.edu/publications)

### Student Policy Handbook:

[www.excelsior.edu/StudentPolicyHandbook](http://www.excelsior.edu/StudentPolicyHandbook)

### Course and Exam Information and Registration:

[www.excelsior.edu/courses](http://www.excelsior.edu/courses)

[www.excelsior.edu/exams](http://www.excelsior.edu/exams)

[www.UExcelTest.com](http://www.UExcelTest.com)

### Learning Resources:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Resources tab

### Excelsior College Community Resources:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Communities tab

Biology degree requirements include at least three laboratory courses and one of these must be at the upper level (300 or above). Biology courses should be taken with a laboratory when possible. You may petition for a waiver of laboratory requirements when competency gained through work or other experience can be documented for review by faculty.

### Outcomes for the Major

Students who complete the major in biology will be able to:

1. Describe basic biological concepts and theories by synthesizing and analyzing appropriate biological research reports.
2. Explain and describe the variety of biologic processes including recent developments and current trends.
3. Construct an analysis of the richness of biodiversity including recent developments and current trends.
4. Apply sound reasoning and theory to an in-depth analysis of an issue in bioethics including both the decision making process and appropriate parameters for ethical actions.

**Note:** *Biology courses must have been taken within the last 10 years.*

### I. Core requirement

- A. Introductory Biology with Laboratory [BIO 110 Biology, BIO 111 Biology Laboratory]
- B. College-level Calculus or Statistics [MAT 201 Statistics, MATx150 Calculus, MATx210 Statistics]
- C. College Chemistry with Laboratory [CHE 101 General Chemistry 1, CHE101L General Chemistry 1 Laboratory]
- D. Research and Writing in the Major [LA496 Research and Writing in the Liberal Arts]

100–200 lower level  
300–400 upper level  
“x” designates examinations

### II. Intermediate and Upper-Level Courses

- A. At least one course/exam from three of the following areas (minimum of 9 credits):
  1. Cell/Molecular Biology [BIO 212 Microbiology, BIOx220 Microbiology]
  2. Developmental Biology [BIO 360 Developmental Biology]
  3. Anatomy & Physiology [BIOx210 Anatomy and Physiology, BIOx410 Pathophysiology]
  4. Morphology
- B. At least one course/exam from two of the following areas (minimum of 6 credits):
  1. Bioethics [BIO 275 Bioethics, HUMx310 Bioethics: Philosophical Issues]
  2. Evolution/Biodiversity [BIO 340 Biodiversity]
  3. Genetics
  4. Population Studies
  5. Ecology [BIO 404 Ecology]
  6. Systems Biology

### III. Electives

Additional biology courses including excess courses from areas II and III. [BIO 300 Advanced Investigations in Biology (3-credit, upper-level, lab course)]

## Communication

**Required: 33 credits minimum with at least 18 at the upper level and a minimum 2.0 GPA.**

The major in Communication combines the study of theory, history, ethical issues, and research methods along with practical approaches in the field. Because there are many facets to communication, you are encouraged to develop depth, breadth, and understanding in one of five areas of concentration. Students also have the option to take a generalist track. Effective July 1, 2008, all Communication majors must complete the capstone course.

The five areas of concentration are

- Communication Generalist
- Journalism
- Media Studies
- Public Relations
- Organizational Communication

## Outcomes for the Major

Students who complete the major in Communication will be able to:

1. Identify and apply appropriate communication theories about interpersonal communication through a project based on everyday life experiences and/or professional settings.
2. Plan and create clear, correct and coherent written messages designed for targeted audiences.
3. Discuss ethical issues in communication and various codes of ethics used by communication professionals.
4. Describe how human diversity influences the communication process.

## Communication Generalist

### Outcomes for the Concentration

1. State the theory and practice of communication in at least three specialty areas: journalism, media studies, organizational communication, public relations, and strategic communication.
2. Apply advanced theory and/or skills in one of the five specialty areas.

#### I. Core requirement

- A. Introduction to Communication  
[COMM 120 Foundations of Communication]
- B. Interpersonal Communications  
[COMM 210 Interpersonal Communication]
- C. Public Speaking and the Art of Persuasion  
[COMM 125 Public Speaking]

#### II. Intermediate and upper-level courses

All three courses required

- A. Ethics and Communication  
[COMM 335 Ethics in Communication]
- B. Social Science Research Methods  
[SOC 465 Social Science Research]
- C. A Fundamentals course from any of the five areas of specialization

**III. Electives** (12 credits from at least three different areas of specialization)

[COMM 215 Cross Cultural Communication, COMM 320 Communication and Diversity, COMM 324 Conflict Management, COMM 346 Media Management, ENG 340 Film and Literature]

#### IV. Capstone

The communications major requires the completion of the Excelsior College capstone course, [COMM 498 Communication Studies Capstone], with a grade of C or better. The communications capstone will demonstrate the research and writing in the major requirement.

## Journalism

### Outcomes for the Concentration

1. Describe the history and practice of journalism, news organizations, and their impact on society.
2. Execute professional standard skill in contemporary news reporting, writing, and editing for mass audiences.

#### I. Core requirements

- A. Introduction to Communication  
[COMM 120 Foundations of Communication]
- B. Interpersonal Communications  
[COMM 210 Interpersonal Communication]
- C. Public Speaking and the Art of Persuasion  
[COMM 125 Public Speaking]

#### II. Intermediate and upper-level courses

All three courses required

- A. Ethics and Communication  
[COMM 335 Ethics in Communication]
- B. Social Science Research Methods  
[SOC 465 Social Science Research]
- C. Fundamentals of Journalism

**III. Electives** (Up to 6 credits can be from designated courses in other areas of specialization)

Additional courses such as: Reporting, Advanced Reporting, Journalism Ethics, Feature Writing, Sports Journalism, Health and Science Journalism, Investigative Journalism, News Writing, Photojournalism, Special Topics in Journalism, Public Opinion, Interactive Web Design, Publication

Design, Debate, Media and Politics, Media Literacy, Communication and Law. [COMM 215 Cross Cultural Communication, COMM 320 Communication and Diversity]

#### IV. Capstone

The communications major requires the completion of the Excelsior College capstone course, [COMM 498 Communication Studies Capstone], with a grade of C or better. The communications capstone will demonstrate the research and writing in the major requirement.

### Media Studies

#### Outcomes for the Concentration

1. Illustrate knowledge and practice in media production and/or media analysis/criticism through successful completion of advanced coursework.
2. Discuss the history of print and non print media industries (i.e., newspapers, broadcast networks, cable stations, film production studios), media practices, and media policy and law.

#### I. Core requirements

- A. Introduction to Communication [COMM 120 Foundations of Communication]
- B. Interpersonal Communications [COMM 210 Interpersonal Communication]
- C. Public Speaking and the Art of Persuasion [COMM 125 Public Speaking]

#### II. Intermediate and upper-level courses

All three courses required

- A. Ethics and Communication [COMM 335 Ethics in Communication]
- B. Social Science Research Methods [SOC 465 Social Science Research]
- C. Fundamentals of Media Studies

**III. Electives** (Up to 6 credits can be from designated courses in other areas of specialization)

Additional courses such as: Media Production, Advanced Media Production, Communication and Law, Writing for Electronic Media, Film and Literature, Visual Communication, Gaming, Media

Criticism, Film Analysis, Film Genres, Documentary Film, Media Management, Media Effects, Audio Production, New Media Environments, Diversity and Communication, Interactive Web Design, Publications Design, Contemporary Cinema, Media Literacy, Film Theory and Criticism, Media and Politics, Media Performance. [COMM 215 Cross Cultural Communication, COMM 320 Communications and Diversity, COMM 346 Media Management, ENG 340 Film and Literature]

#### IV. Capstone

This major requires the completion of the Excelsior College capstone course, [COMM 498 Communication Studies Capstone], with a grade of C or better. The communications capstone will demonstrate the research and writing in the major requirement.

### Organizational Communication

#### Outcomes for the Concentration

1. Discuss the fundamental principles of human organizations including small and large group interaction, group decision making, nonverbal communication, team management, and effects of structure on communication.
2. Identify the impact of historical, cultural, and technological factors on communication in groups, teams and organizations.

#### I. Core requirements

- A. Introduction to Communication [COMM 120 Foundations of Communication]
- B. Interpersonal Communications [COMM 210 Interpersonal Communications]
- C. Public Speaking and the Art of Persuasion [COMM 125 Public Speaking]

#### II. Intermediate and upper level courses

All three courses required

- A. Ethics and Communication [COMM 335 Ethics in Communication]
- B. Social Science Research Methods [SOC 465 Social Science Research Methods]
- C. Fundamentals of Organizational Communication [COMM 350 Organizational Communication Theory]

**III. Electives** (Up to 6 credits can be from designated courses in other areas of specialization)

Additional courses such as Health Communication, Nonverbal Communication, Diversity and Communication, Leadership and Team Building, Conflict Management, Group Process and Decision Making, Special Topics in Organizational Communication, Voice and Diction, Speech Writing, Advanced Speech Writing, and Public Speaking. [COMM 215 Cross Cultural Communication, COMM 320 Communication and Diversity, COMM 324 Conflict Management]

#### IV. Capstone

The communications major requires the completion of the Excelsior College capstone course, [COMM 498 Communication Studies Capstone], with a grade of C or better. The communications capstone will demonstrate the research and writing in the major requirement.

### Public Relations

#### Outcomes for the Concentration

1. Discuss the history and evolution of the industry and its many components, including productive interaction with the mass media and understanding how honesty and ethics are crucial in both conceptual and applied practice.
2. Speak and write both concisely and persuasively in the Communication Studies discipline, effectively deliver key messages to target audiences through optimal channels, conduct strategy development and planning, and offer proactive counsel.

#### I. Core requirements

- A. Introduction to Communication [COMM 120 Foundations of Communication]
- B. Interpersonal Communications [COMM 210 Interpersonal Communications]
- C. Public Speaking and the Art of Persuasion [COMM 125 Public Speaking]

#### II. Intermediate and upper-level courses

All three courses required

- A. Ethics and Communication [COMM 335 Ethics in Communication]

- B. Social Science Research Methods [SOC 465 Social Science Research]
- C. Fundamentals of Public Relations

**III. Electives** (Up to 6 credits can be from designated courses in other areas of specialization)

Additional courses such as: Public Opinion, Basic PR Writing, Advanced PR Writing, Interactive Web Design, Publication Design, Diversity and Communication, Leadership and Team Building, Media Management, Speech Writing, Communication and Law, Media and Politics, Voice and Diction, Principles of Selling, Political Communication, Special Topics in Public Relations, Media Literacy. [COMM 215 Cross Cultural Communication, COMM 320 Communication and Diversity, COMM 346 Media Management]

#### IV. Capstone

The communications major requires the completion of the Excelsior College capstone course, [COMM 498 Communication Studies Capstone], with a grade of C or better. The communications capstone will demonstrate the research and writing in the major requirement.

100–200 lower level  
300–400 upper level  
“x” designates examinations

### Strategic Communication

#### Outcomes for the Concentration

1. Be able to critically analyze persuasive messages, audiences, and situations in a way that demonstrates an understanding of the rhetorical nature of all three.
2. Conduct advanced level oral performance generally and persuasive performance specifically.

#### I. Core requirements

- A. Introduction to Communication [COMM 120 Foundations of Communication]
- B. Interpersonal Communications [COMM 210 Interpersonal Communication]
- C. Public Speaking and the Art of Persuasion [COMM 125 Public Speaking]

## II. Intermediate and upper-level courses

All three courses required

- A. Ethics and Communication  
[COMM 335 Ethics in Communication]
- B. Social Science Research Methods  
[SOC 465 Social Science Research]
- C. Fundamentals of Strategic Communication

## III. Electives (Up to 6 credits can be from designated courses in other areas of specialization)

Additional courses such as Speech Writing, Advanced Speech Writing and Public Speaking, Lobbying, Communication and Law, Debate, Political Communication, Media and Politics, Advocacy, Voice and Diction, Principles of Selling, Rhetorical Criticism, Rhetoric and Social Justice, Diversity and Communication, Media Management, Interactive Web Design, Public Opinion,

Conflict Management, Leadership and Team Building. [COMM 215 Cross Cultural Communication, COMM 320 Communication and Diversity, COMM 324 Conflict Management, COMM 346 Media Management, COMM 350 Organizational Communication Theory]

## IV. Capstone

The communications major requires the completion of the Excelsior College capstone course, [COMM 498 Communication Studies Capstone], with a grade of C or better. The communications capstone will demonstrate the research and writing in the major requirement.

100–200 lower level  
300–400 upper level  
“x” designates examinations

## Criminal Justice

**Required: 33 credits minimum with at least 18 at the upper level and a minimum 2.0 GPA.**

A major in criminal justice incorporates the theories, history, legal, and ethical issues typically covered in the study of crime and criminal justice. Because a number of perspectives and related disciplines exist within the field of criminal justice, you are encouraged to develop depth, breadth, and understanding in one of three areas of concentration: administration of criminal justice, homeland security, or law enforcement and public safety. The faculty recommends that you also complete coursework outside the criminal justice major in psychology, sociology, and communication to better place your knowledge of the field in its broader social context. Some elective credits allow you to develop additional depth and breadth in your selected area of concentration. Effective January 1, 2010, all criminal justice majors must complete the capstone course.

There are several Excelsior College exams which can be applied toward all three concentrations of this interdisciplinary major. However, you are limited to applying only two of these examinations to satisfy the required intermediate and upper-level courses.

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**Course and Exam Information and Registration:**  
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[www.UExcelTest.com](http://www.UExcelTest.com)

**Learning Resources:**  
[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Resources tab

**Excelsior College Community Resources:**  
[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Communities tab

## Administration of Criminal Justice

### Outcomes for the Concentration

Students who complete the major in criminal justice will be able to:

1. Describe the various components—legislative, enforcement, judicial, and correctional—and their interactions within the criminal justice system.
2. Identify and explain the major legal, criminological, and sociological theories underlying the criminal justice system.
3. Explain and apply the ethical issues involved in the decision-making process of the criminal justice system.
4. Explain and critically evaluate contemporary literature in the field of criminal justice.
5. Identify and analyze the various forms of diversity (social, racial, religious, age, socioeconomic status, etc.) and their relationships to the criminal justice system.

### I. Core requirements

- A. An introductory criminal justice survey course covering law enforcement, the courts, and corrections. The course may or may not include juvenile justice. [CJ 101 Introduction to Criminal Justice]
- B. An introductory-level survey course in criminal justice administration or public policy administration [CJ 255 Organizational and Administrative Strategies in Criminal Justice]
- C. A theoretical course on theories of crime, causation, victimology, and epidemiology of crime, i.e., criminology [CJ 324 Criminology, CJ 326 Victimology, CJ 473 Analysis of Violent Crimes, SOC 317 Social Theory]
- D. A course in research methods in the social sciences [SOC 465 Social Science Research]
- E. **Capstone**—The criminal justice major requires the completion of the Excelsior College capstone course, [CJ 498 Criminal Justice Capstone], with a grade of C or better. The criminal justice capstone will demonstrate the research and writing in the major requirement.

### II. Intermediate and upper-level courses

At least four courses/exams from four of the following six areas:

- A. Legal and ethical issues areas such as constitutional law, juvenile law, civil rights and liberties, ethics in criminal justice, alternative dispute resolution, family law, immigration law, correctional law, evidentiary law [CJ 265 Criminal Procedures and Evidence, CJ 310 Family Law, CJ 330 Judicial Process, CJ 380 Ethics in Criminal Justice]
- B. Functional administration areas such as corrections, police, judicial, courts, and/or juvenile corrections [CJ 255 Org/Admin Strategies in Criminal Justice]
- C. Administrative processes areas such as alternative dispute resolution, interviewing child witnesses, victims' rights and advocacy
- D. Public policy areas such as the legislative process, American government, state and local government, legal and judicial processes, lobbying and special interest groups [CJ 405 Community Corrections, POL 311 Public Policy Issues, POL 370 American Political Behavior]
- E. Community relations areas such as communications and public relations, community policing, community corrections, race and ethnicity, social psychology, social stratification, cultural diversity [CJ 201 Spanish for Law Enforcement, CJ 228 Multicultural Issues in Criminal Justice, CJ 301 Juvenile Delinquency and Justice, CJ 365 Police and the Community, PSY325 Social Psychology, PSY 360 Social Psychology, SOC 215 Contemporary Social Problems, SOCx320 Juvenile Delinquency, SOCx305 Cultural Diversity, CJ 326 Victimology]
- F. Organization and administration areas such as program review and evaluation, finance and budgeting, human resource development, personnel management, group dynamics, supervision, organizational behavior, organizational communications, leadership in organizations, industrial psychology [BUS 311 Organizational Behavior, BUSx315 Organizational Behavior, BUSx410 Human Resource Management, CJ 255 Org/Admin Strategies in Criminal Justice, CJ 354 Managing Homeland Security, CJ 452 Security Planning and Assessment]

### III. Electives

Additional courses in criminal justice or related subjects [CJ 110 Introduction to Law Enforcement, CJ 360 Forensic Pathology (Non-Lab), CJ 370 Investigative Criminal Profiling, CJ 372 Crime Reconstruction, CJ 386 Cyber Crimes, CJ 387 White Collar Crimes, CJ 420 The Criminal Justice System and Women, CJ 428 Families, Delinquency, and Crime, CJ 432 Drugs and Crime, CJ 436 Child Abuse and Neglect, CJ 470 Serial Rape and Homicide Investigation, CJ 473 Analysis of Violent Crimes]

**Note:** The Criminal Profiling and Investigative Analysis concentration has been discontinued as of October 2011.

### Law Enforcement and Public Safety

#### Outcomes for the Concentration

Students who complete the major in Law Enforcement and Public Safety should, at a minimum, be able to understand research and write in the style of the major. Students should also be able to:

1. Write and discuss a critical evaluation of the current thinking of at least four of the following five topics:
  - a. Legal and ethical issues
  - b. Criminal investigative procedure and practice
  - c. Security—government, private, public
  - d. Organization and administration
  - e. Policing and the community
2. Provide alternative theoretical bases for understanding specific types of crime, victimization, and criminal justice policy.
3. Interpret professional studies in the criminal justice field thus demonstrating understanding of a range of social science research methods and applications including an analysis of diversity and related social issues in the context of law enforcement and public safety.

### I. Core requirements

- A. An introductory criminal justice survey course covering law enforcement, the courts, and corrections. The course may or may not include juvenile justice. [CJ 101 Introduction to Criminal Justice]
- B. An introductory-level survey course in law enforcement [CJ 110 Introduction to Law Enforcement]
- C. A theoretical course on theories of crime, causation, victimology, and epidemiology of crime; i.e., criminology [CJ 324 Criminology, CJ 326 Victimology, CJ 473 Analysis of Violent Crimes, SOC 317 Social Theory]
- D. A course in research methods in the social sciences [SOC 465 Social Science Research]
- E. **Capstone**—The criminal justice major requires the completion of the Excelsior College capstone course, [CJ 498 Criminal Justice Capstone], with a grade of C or better. The criminal justice capstone will demonstrate the research and writing in the major requirement.

### II. Intermediate and upper-level courses

Four courses from at least three of the following five areas:

- A. Legal and ethical issues such as constitutional law, juvenile law, civil rights and liberties, ethics in criminal justice, alternative dispute resolution, civil law, family law, immigration law, procedural law, evidentiary law [CJ 265 Criminal Procedures and Evidence, CJ 310 Family Law, CJ 330 Judicial Process, CJ 380 Ethics in Criminal Justice]
- B. Procedure and practice issues such as criminal investigation techniques, interview and interrogation, police operations, physical evidence, criminalistics, forensic science [CJ 360 Forensic Pathology (Non-Lab), CJ 370 Investigative Criminal Profiling, CJ 372 Crime Reconstruction]
- C. Security issues such as retail, industrial, non-governmental, public, and/or private institutions [CJ 354 Managing Homeland Security, CJ 452 Security Planning and Assessment]
- D. Organization and administration issues such as organizational behavior, administration of public safety, police management, supervision in law enforcement [BUS 311 Organizational Behavior, BUSx315 Organizational Behavior,

**BUSx410 Human Resource Management, CJ 255 Organizational and Administrative Strategies in Criminal Justice]**

- E. Police and the community issues such as community policing, gangs, victimology, crime prevention, race and ethnicity, social stratification, terrorism, family violence, community relations, chemical dependency, abnormal psychology, social psychology, organized crime, social problems [CJ 201 Spanish for Law Enforcement, CJ 228 Multicultural Issues in Criminal Justice, CJ 301 Juvenile Delinquency and Justice, CJ 350 International Terrorism, CJ 352 Domestic Terrorism, CJ 365 Police and the Community, CJ 386 Cyber Crimes, CJ 387 White Collar Crimes, CJ 420 The CJ System and Women, CJ 428 Families, Delinquency, and Crime, CJ 432 Drugs and Crime, CJ 436 Child Abuse and Neglect, CJ 450 Counterterrorism, CJ 470 Serial Rape and Homicide Investigation, CJ 473 Analysis of Violent Crimes, SOC 215 Contemporary Social Problems, SOCx305 Cultural Diversity, SOCx320 Juvenile Delinquency, PSYx310 Abnormal Psychology, PSYx325 Social Psychology, PSY 360 Social Psychology]

### III. Electives

Additional courses in criminal justice or related subjects [POL 311 Public Policy Issues]

## Homeland Security

### Outcomes for the Concentration

Students who complete the major in Homeland Security should, at a minimum, be able to understand research and write in the style of the major. Students should also be able to:

1. Write and discuss a critical evaluation of the current thinking of at least four of the following five topics:
  - a. International terrorism
  - b. Domestic terrorism
  - c. Managing Homeland Security
  - d. Counterterrorism
  - e. Security planning and assessment
2. Provide alternative theoretical bases for understanding specific types of crime, victimization, and criminal justice policy.

3. Interpret professional studies in the criminal justice field thus demonstrating understanding of a range of social science research methods and applications including an analysis of diversity and related social issues in the context of homeland security.

100–200 lower level

300–400 upper level

“x” designates examinations

### I. Core Requirements

- A. An introductory criminal justice survey course [CJ 101 Introduction to Criminal Justice]
- B. An introductory-level survey course in criminal justice administration [CJ 255 Organizational and Administrative Strategies in Criminal Justice]
- C. A theoretical course on theories of crime, causation, victimology, and epidemiology of crime; i.e., criminology [CJ 324 Criminology, CJ 326 Victimology, CJ 473 Analysis of Violent Crimes, SOC 317 Social Theory]
- D. A course in research methods in the social sciences [SOC 465 Social Science Research]
- E. **Capstone**—The criminal justice major requires the completion of the Excelsior College capstone course, [CJ 498 Criminal Justice Capstone], with a grade of C or better. The criminal justice capstone will demonstrate the research and writing in the major requirement.

### II. Intermediate and upper-level courses

Four courses from the following five areas:

- A. International terrorism—an examination of the history, political and religious contexts, and modern manifestations of international terrorism and terrorist organizations. Terrorism originating in the Middle East, Europe, Asia, and Latin America is included.[CJ 350 International Terrorism]
- B. Domestic terrorism—an examination of terrorism originating in the United States. Right-wing groups (such as those rooted in racial purity, ideologies, or anti-government causes) and left-wing groups (such as Marxist organiza-

tions and eco-terror groups). Current strategies for combating American-grown terrorism are considered. [CJ 352 Domestic Terrorism]

- C. Managing homeland security—an exploration of principles and practices regarding the management of homeland security operations, including but not limited to emergence management and disaster planning, incident mitigation, coordination between federal, state, and local agencies. [CJ 354 Managing Homeland Security]
- D. Counterterrorism—An introduction to the principles and approaches to countering terrorism in the United States and elsewhere in the world. Examines the question of whether or not efforts and activities associated with counterterrorism should be primarily law enforcement-oriented or military-oriented. Analyzes the ethics concerning the restrictive rules of collecting of intelligence by military and other non-law enforcement organizations. [CJ 450 Counterterrorism]
- E. Security planning and assessment—An introduction to principles of, and approaches to, preventing various forms of attack and minimizing the damage of attacks that do occur. This course also addresses the concept of security as a homeland defense activity, as opposed to a criminal investigative event. Principles and practices associated with effective security planning and assessment will be introduced. [CJ 452 Security Planning and Assessment]

### III. Electives

Additional courses in criminal justice or related subjects [CJ 110 Introduction to Law Enforcement, CJ 201 Spanish for Law Enforcement, CJ 228 Multicultural Issues in Criminal Justice, CJ 255 Organizational and Administrative Strategies in Criminal Justice, CJ 265 Criminal Procedures and Evidence, CJ 330 Judicial Process, CJ 355 Analyzing Intelligence, Terrorism, and National Security, CJ 360 Forensic Pathology, CJ 365 Police and the Community, CJ 370 Investigative Criminal Profiling, CJ 372 Crime Reconstruction, CJ 386 Cyber Crimes, CJ 387 White Collar Crimes, CJ 428 Families, Delinquency, and Crime, CJ 432 Drugs and Crime, CJ 454 Terrorism in the 21st Century: Its Tactics, Weaponry and Responses, CJ 472 Psychology of Violent Crimes, HISx340 World Conflicts Since 1900, POL 311 Public Policy Issues, SOC 215 Contemporary Social Problems, SOCx305 Cultural Diversity]

## Economics

**Required: 33 credits minimum with at least 18 at the upper level and a minimum 2.0 GPA.**

Economics is the study of human systems for controlling the production, distribution, and consumption of wealth. It provides a broad background for students interested in law, journalism, government and international affairs, industrial relations, business, public service, and economic theory. We encourage you to sample the breadth of the discipline of economics while becoming familiar with the tools and skills economists use. A strong background in mathematics, including at least one semester of calculus, is desirable.

### Outcomes for the Major

Students who complete the major in Economics will be able to:

1. Describe and explain the major theories and concepts underlying both micro and macroeconomic theory.
2. Examine the literature on a research project, analyzing primary or secondary data that conforms to standard econometric methodology or social science methodology.
3. Analyze significant economic questions according to the standards of the discipline in at least three broad subfields of economics, such as, applied microeconomics, global and macroeconomics, econometrics and finance.

### I. Core Requirements

- A. Principles of Economics (two courses) including
1. Introductory Macroeconomics—a course covering such topics as measurement of national income and the determination of production and employment levels; the role of the government in the economy, particularly fiscal policy; the money supply, monetary policy, and inflation; and foreign exchange rates [ECO 262 Introduction to Macroeconomics]
  2. Introductory Microeconomics—a course covering such topics as the price system as a mechanism for determining which goods will be produced and which inputs are employed through supply and demand;

profit-maximizing behavior of firms under differing competition conditions; pricing factors of production and income distribution; and taxation, discriminatory pricing, and government regulation [ECO 260 Introduction to Microeconomics]

B. Intermediate Theory (two courses) including:

1. Macroeconomics Theory—a course covering such topics as national income accounting; theories of income determination; theories of consumption, investment, and the demand for money; unemployment and inflation; and theories of economic growth
2. Microeconomic Theory—a course covering such topics as theory of consumer/household economic behavior; theories of the firm, market, and income distribution; and general equilibrium and economic efficiency

C. Statistics—a course covering such topics as descriptive statistics, probability theory, estimation, hypothesis testing, regression, correlation, and analysis of variance [BUS 233 Business Statistics, MAT 201 Statistics, MAT 210 Statistics, MATx210 Statistics]

D. Econometrics or Research Methods—Econometrics is a course covering the examination of econometric methods frequently used in applied economic research, such as the classical linear regression model, heteroskedastic and autocorrelated disturbances, stochastic regressors, and simultaneous equations models [SOC 465 Social Science Research]

E. Research and Writing in the Major [LA 496 Research and Writing for the Liberal Arts]

100–200 lower level  
300–400 upper level  
“x” designates examinations

## II. Intermediate and upper-level courses

Courses covering the major concerns of economics. You are required to take at least four of the following eight courses:

- A. Money and Banking—a course covering such topics as the Federal Reserve System, commercial banks, the control of the money supply, and structure of the banking industry
- B. International Trade and Finance—a course covering such topics as the theoretical basis of international trade and the relationship between trade and the national economy, tariffs, customs, unions, exchange rates, international monetary theory, and economic development [ECON 360 International Economics]
- C. History of Economic Thought—a course covering topics such as evolution of economic doctrine and interaction of methods of economic theorizing with changing socioeconomic conditions
- D. Public Finance—a course covering such topics as analysis of government spending and taxation as these impinge on questions of stabilization, resource allocation, and income distribution; and issues of fiscal federalism
- E. Global Issues in Economics or Globalization—a course covering topics such as why nations trade, barriers to trade, balance of payments adjustment and exchange rate determination, and trade-related institutions [ECON 341 Globalization]
- F. Managerial Economics—a course covering topics such as the external market environment, business forecasting, demand analysis, cost analysis, financial management and control, and profit measurement
- G. Economic History of the United States—a course covering topics such as quantitative aspects and theories of American economic development; resource and technological considerations; economic policies and growth
- H. Social Issues and Investment—a course covering topics such as an analytical survey of significant problems of current economic policy and the application of economic analysis to important social issues

## III. Electives

Additional economics courses such as labor and industrial economics, industrial organization, government and business, comparative economics systems (economic systems of other areas of the

world), environmental economics, urban and/or regional economics, financial analysis and decision making, economics of health

## History

**Required: 33 credits minimum with at least 18 at the upper level and a minimum 2.0 GPA.**

History is the systematic study of people and events of the recent and distant past. Because the field is so broad and continues to expand, we strongly recommend you develop an understanding of the extent of the discipline while studying one area in depth. If you wish to go beyond the minimum requirements or to pursue further study in history, you should include a course in statistics and the study of a foreign language.

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## Outcomes for the Major

Students who complete the major in history will be able to:

1. Synthesize the broad outlines of European and non-Western history.
2. Explain the foundation and evolution of the United States as a nation.
3. Apply and assess methods of historical inquiry and historiography through research using primary and secondary sources.

### I. Foundational

(Minimum 4 courses, divided between two areas)

Survey courses in U.S. History, (minimum two courses)

- A1. [HIS 101 United States History I]
- A2. [HIS 102 United States History II]

Survey courses in World History (minimum two courses at any level; one course in Western Civilization may be included provided the other course addresses non-western history)

- B1. [HIS 120 World History I]
- B2. [HIS 121 World History II \*]

### II. U.S. History

Minimum of 2 courses, intermediate and upper level courses [HIS 231B U.S. Military History, HIS 321 Colonial America, HIS 322 Revolutionary America, HIS 325 African American History, HIS 330 U.S. Immigrant and Ethnic History, HIS 332 History of U.S. Foreign Relations since 1898, HIS 335 United States Civil War]

### III. European History

Minimum of 2 courses, intermediate and upper-level courses [HIS 341 Contemporary European History and Politics, HIS 353 Holocaust]

### IV. Non-Western History

Minimum of 1 course, intermediate and upper-level courses [HIS 342 Contemporary Middle East History, HIS 352 U.S. - Vietnam War]

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\* Course is under development and will be offered sometime during the 2012–2013 academic year.

## V. Electives in the discipline

Additional History courses including excess courses from areas II, III, and IV [**HIS 240 History and Philosophy of American Education, HISx340 World Conflicts Since 1900**]

## VI. Capstone course (minimum of 1 course)

The history major requires the completion of the Excelsior College capstone course, [**LA 498HIS History Capstone**], with a grade of C or better. This course fulfills the research and writing and historiography requirements.

100–200 lower level  
300–400 upper level  
“x” designates examinations

## Literature in English

Required: **30 credits minimum with at least 15 at the upper level and a minimum 2.0 GPA.**

The major in literature in English is designed to enable you to study representative works of the most important periods of English and American literature, to understand the main literary genres, and to develop critical standards and a larger context for reading primary texts. It also provides a broad humanistic base if you plan to pursue graduate study in fields as varied as law, medicine, or social work.

Related subjects that are not counted toward a major in literature in English are creative and expository writing, journalism, film, and foreign languages. However, if you are planning to pursue graduate study or employment in the field of English, exposure to these subjects would be helpful. Most graduate schools require mastery of at least one foreign language for admission to graduate programs in English. In addition, we encourage you to take at least one course in writing pedagogy if you wish to teach English on any level.

## Outcomes for the Major

Students who complete the major in literature in English will be able to:

1. Explain the significance of selected works of literature in the context of their historic, social, and political period (world cultures).
2. Delineate the characteristics of one of the major genres of literature and support the definition with specific illustrations from appropriate texts.
3. Compare and contrast the various schools of literary criticism and their major theories.

## I. Core requirements

- A. Introduction to Literature (one semester) [**ENG 205 Introduction to Literature**]
- B. British Literature Survey (one semester) with close reading of works by early writers such as Chaucer, Marlowe, Shakespeare, Jonson, Donne, Marvel, Congreve, Pope, and Dryden/Sheridan
- C. Shakespeare (one-semester study of selected plays and poetry) [**ENG 275 Shakespeare**]
- D. Survey of American Literature (two semesters) with close reading in the first semester of early writers such as Franklin, Douglass, Wheatley, Emerson, Thoreau, Hawthorne, Melville, Dickinson, and Whitman, and in the second semester of works by later writers such as James, Crane, Dreiser, Frost, Chopin, Wharton, Faulkner, Hemingway, O'Neill, Wright, Morrison, Walker, and others
  1. First semester Survey of American Literature [**ENG 210 American Literature I**]
  2. Second semester Survey of American Literature [**ENG 212 American Literature II**]
- E. Research and Writing in the Major [**LA 496 Research and Writing in the Liberal Arts**]

## II. Intermediate and upper-level courses

Courses covering the major areas of literature with a minimum of one course from each of the following three areas, at least one of which covers work before the twentieth century

- A. Literary periods or movements (courses such as Medieval Literature, The Age of Enlightenment; Romanticism, The Victorian Period, Naturalism and Realism, The Twenties

- in America, Harlem Renaissance, Irish Literary Renaissance) [ENG 385 African Literature, HUM 370 Latin American Writers, MLS 622 The Birth of the Modern Age]
- B. Literary genres or forms (courses such as Forms of Poetry, Studies in the Novel, The Short Story, Evolution of Drama, Slave Narrative, American Literary Biography, Women's Journals and Diaries) [ENG 310 Short Stories, ENG 335 African American Literature, ENG 340 Film and Literature, ENG 350 Modern Fiction, MLS 686 Science and the Literary Imagination]
- C. Major authors (courses such as Chaucer; Milton; James Joyce; The Poetry of Emily Dickinson; Faulkner, Hemingway, and Fitzgerald; Novels of E.M. Forster and D.H. Lawrence; Seminar on Virginia Woolf; Major Black Writers such as Toni Morrison and Richard Wright; Jewish-American Writers such as Saul Bellow and I.B. Singer; Female Voices such as Edith Wharton, Jane Austen, and George Eliot) [ENG 425 Mark Twain]
- D. Literary Theory and/or Criticism (general courses investigating the kinds of questions that can be asked about literary texts in themselves and in relation to the cultural and historical contexts in which they are written and read, including courses that survey theories or that focus on specific schools of criticism such as new criticism, structuralism, reader-response criticism, Marxism, feminism, deconstructionism, and post-structuralism)
- E. Emerging Literatures (courses such as Feminist Literature; Creative Nonfiction) [ENG 365 Nobel Literature]

### III. Electives

Additional literature courses drawn from the period, genre, or major author category or from the following:

- A. Comparative and World Literature (courses such as World Literature; Traditional Forms of Japanese Literature; Nineteenth-Century Russian Literature; Modern African Literature; Literature of the Bible; Dante's The Divine Comedy; The Epic Tradition in Homer, Vergil, Milton, and Others; Lyric Poetry; Greek Drama)
- B. Thematic and Interdisciplinary Literature (courses such as Literature and Ethics; Images of Otherness in East-West Literary Relations; Literary Depictions of Adolescence; Crime and Punishment as a Literary Motif; Arthurian Myths; Visionary Poetry; Gender Roles in Literature; Myth and Symbol; Folklore) [ENG 252 Mythology, ENG 360 Literature For Children and Young Adults]
- C. Linguistics (courses such as Old English; Middle English; History of the English Language; Structural Linguistics; Semantics)
- D. Literary Theory and/or Criticism (general courses investigating the kinds of questions that can be asked about literary texts in themselves and in relation to the cultural and historical contexts in which they are written and read, including courses that survey theories or that focus on specific schools of criticism such as new criticism, structuralism, reader-response criticism, Marxism, feminism, deconstructionism, and post-structuralism)
- E. Emerging Literatures (courses such as Feminist Literature; Creative Nonfiction) [ENG 365 Nobel Literature]

## Mathematics

**Required: 33 credits minimum with at least 18 at the upper level and a minimum 2.0 GPA.**

Mathematics is both a cultural field of study (as an important area of human thought) and a technical area (as a tool for representing and solving problems in related subject fields). If you choose mathematics as a field, you will develop expertise in both theoretical and applied branches of the science. If you wish to establish a major in mathematics, you should begin with a study of precalculus mathematics. If you recently completed such a course at the secondary level, you are strongly encouraged to begin with a study of calculus.

### Outcomes for the Major

Students who complete the major in mathematics will be able to:

1. Define and use the fundamental concepts of mathematical analysis (beyond basic calculus and differential equations) in the contexts of functions of one and several variables.
2. Demonstrate knowledge of algebra (beyond pre-calculus) by knowing the fundamental concepts, applying important theorems, providing examples and counter examples and proving basic results.
3. Use the techniques of mathematics to model applied problems for the natural and social sciences, solve and analyze the models and interpret the results in the contexts of the original problems.

4. Explain the principles of mathematical definition, theorem, proof, example, counterexample and use these appropriately in exposition of a mathematical topic.

### I. Core Requirements

- A. Calculus Sequence: a series of three one-semester courses, which may include a study of analytic geometry
  1. First Semester Calculus
  2. Second Semester Calculus
  3. Third Semester Calculus
- B. Differential Equations
- C. Linear Algebra

### II. Intermediate and upper-level courses

You must complete at least six courses from this section, with a minimum of two courses from section A, two courses from section B, and one course from each sub-group of section C.

- A. Analysis: courses such as advanced calculus, real analysis, vector analysis, complex analysis
- B. Algebra: courses such as abstract or modern algebra, number theory, algebraic structures
- C. Applied Mathematics:
  1. Subgroup 1: courses such as combinatorics, discrete mathematics, decision theory, graph theory
  2. Subgroup 2: courses such as computer methods or numerical analysis, linear programming, mathematical modeling, multiple regression analysis, statistics (must be calculus-based)

100-200 lower level  
300-400 upper level  
"x" designates examinations

## Music

**Required: 30 credits minimum with at least 15 at the upper level and a minimum 2.0 GPA.**

The major in music combines the study of theory, history, and performance of music. Because music is such an expansive field of study, you are encouraged to develop an understanding of the breadth of the discipline while focusing on one area in depth. If you are a vocal student and plan to continue the study of music on the graduate level, we recommend that you also undertake the study of German, French, or Italian.

### Outcomes for the Major

Students who complete the major in music will be able to:

1. Explain the elements of basic music theory including: notation, rhythm and meter, melody and scales, texture and sonorities, and structural principles.
2. Understand at the intermediate or advanced level, musical theory and composition, including: counterpoint and harmony, and the ability to analyze compositions for form, content and style.
3. Perform instrumental or vocal music, either individual or ensemble.

### I. Core requirements

- A. Music History and Literature (two courses) including:
  1. Introductory course (2 credits minimum) in the history and literature of music, including a listening laboratory. The course should examine the principles of music—materials, processes, and conventions—and their use in selected works of the Western tradition. [MUS 105 Music History, MUSx101 Introduction to Music]
  2. Intermediate or upper-level course (2–3 credits) in the history and literature of music. This could be a survey course of music history or a specific course in musicology/historiography such as Music of the Middle Ages and Renaissance, Music of the Classic-Romantic Era, Music of the

Twentieth Century, History of Recorded Sound, Folk Music of Europe, Music of India and West Asia, the Symphonies of Beethoven. [MUS 210 History of Rock and Roll]

- B. Music Theory and Composition (two courses) including:
1. An introductory music theory course (2 credits minimum) covering ear training and harmony
  2. Intermediate or upper-level course (2–3 credits) in music theory and composition. This course would cover counterpoint, harmony, and music analysis. Representative courses include Form and Analysis, Arranging, Improvisation: Canon and Fugue, Theory Project, Electronic Composition, Jazz Theory and Arranging.
- C. Applied Music—Three courses (1–3 credits each) in the application of instrumental or vocal music. Representative course topics include private instrumental or vocal instruction, keyboard musicianship, conducting, instrumental or vocal techniques, jazz techniques, and diction.
- D. Performance of Music—Three courses (1–3 credits each) in the performance of instrumental or vocal music, either individual or ensemble. Representative courses include Band; Orchestra; Chorus; or other ensemble experience.
- E. Research and Writing in the Major [LA 496 Research and Writing in the Liberal Arts]

100–200 lower level

300–400 upper level

“x” designates examinations

## II. Intermediate and upper-level courses

At least three courses (2–3 credits each) beyond the core requirements must be completed in one of the following areas:

- A. Music History and Literature
- B. Music Theory and Composition
- C. Applied Music

## III. Electives

Additional music courses such as Choral Literature, Instrument Repair, Stage Band Techniques, Survey of Music History, History of Rhythm in Western Music, J.S. Bach, Music in America, Music of Africa and Asia, Music in Contemporary Education, Electronic Composition and Acoustics

## Political Science

**Required: 30 credits minimum with at least 15 at the upper level and a minimum 2.0 GPA.**

Contemporary political science explores the processes by which binding rules are made and fought over in political communities ranging in size from apparently private organizations through cities and nation-states to the international system. We encourage you to develop an understanding of the breadth of the discipline of political science and to familiarize yourself with some of the major approaches to the study of political phenomena while studying one area in some depth.

### Outcomes for the Major

Students who complete the major in political science will be able to:

1. Explain how the institutions of American Government operate and how the procedures and outputs of these institutions are affected by the participation and attention of citizens.
2. Analyze significant political issues according to the standards of the discipline in three of the following five areas:
  - a. American politics and government focusing on institutions such as Congress, the Supreme Court, the presidency, state and local governments, or aspects of American political behavior such as voting and elections, political parties, and public opinion
  - b. Public administration and public policy
  - c. Comparative politics: either within regions, or among different systems or different political phenomena
  - d. International politics

- e. The enduring controversies and values underlying the contending theoretical and philosophical controversies which have marked either classical political theory and/or modern positive political theory
3. Contrast and compare research employing methods, including descriptive and inferential statistics, commonly used in contemporary political science.

### I. Core requirements

- A. Introduction to American Government [POL 105 Introduction to American Government]
- B. International Politics (this course must have a global focus) or Comparative Politics [POL 360 International Politics]
- C. Statistics (political science or equivalent) [MAT 201 Statistics, MATx210 Statistics]
- D. Research Methods (political science or equivalent) [SOC 465 Social Science Research]
- E. Research and Writing in the Major [LA 496 Research and Writing in the Liberal Arts]

### II. Intermediate and upper-level courses

Covering some of the major concerns of political science, including at least one semester-long course in each of three of the following five areas and at least three courses in one of the areas

- A. American Politics courses focusing on American government institutions such as Congress, the Supreme Court, the presidency, state and local governments, or aspects of American political behavior such as voting and elections, political parties, and public opinion [CJ 330 Judicial Process, POL 370 American Political Behavior]
- B. Public Administration and Public Policy courses studying traditional concerns of public administration such as budgeting, personnel management, and productivity improvement, or emphasis on general public-policies issues (courses such as Public Policy and the Political Process, Environmental Policy, Constitutional Law and Politics) [POL 311 Public Policy Issues]
- C. Comparative Politics coursework such as area studies on the politics of Africa, Latin America, or Western Europe, or comparative studies of political systems or political phenomena (courses such as Politics of Russia and Eastern

Europe, Politics of Israel, Politics of Sub-Saharan Africa, Comparative Political Parties) [POL 341 Contemporary European History and Politics, POL 342 Contemporary Middle East History]

- D. International Politics coursework dealing with international law or international organizations, or dealing with questions of international security, international conflict, or foreign policy (courses such as Issues in World Politics; The United Nations System; International Law) [CJ 328 Crimes Against Humanity, CJ 350 International Terrorism, CJ 450 Counterterrorism, HIS 332 History of U.S. Foreign Affairs Since 1898, HISx340 World Conflicts Since 1900, POL 360 International Politics, SOC/ECON 341 Globalization]
- E. Political Theory/Philosophy coursework covering any of the following three topics:
  - 1. Major political philosophers, ancient or modern, such as Aristotle, Plato, or Marx [SOC 317 Social Theory]

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2. Major normative issues that affect political decisions, such as theories of equality or justice
3. Significant political theories such as game theory or theories of rational choice

### III. Electives

Additional courses in political science such as Introduction to Politics [POL 310 Family Law]

## Psychology

Required: **30 credits minimum with at least 15 at the upper level and a minimum 2.0 GPA.**

Psychology is the study of behavior, thought, and feeling. It is a scientific field with broad application to human concerns. Full appreciation of its subject matter is gained through developing familiarity with a variety of perspectives including biological, social, and cognitive origins of behavior. We encourage you to develop an understanding of the breadth of the discipline of psychology and to study some of its core concepts in depth. We recommend that you include in your major either one course that is natural sciences-oriented or a sampling of courses that examine human behavior from the perspective of biology and natural sciences.

100–200 lower level  
300–400 upper level  
“x” designates examinations

### Outcomes for the Major

Students who complete the major in psychology will be able to:

1. Construct a coherent written explanation of the historical development of psychology including the development of its subfields.
2. Analyze peer-reviewed papers in psychological research that incorporate quantitative and/or qualitative methods, comparing the research design, statistical tools and results.

3. Analyze a behavior from biological/physiological, evolutionary, developmental, cognitive, social and abnormal/maladaptive perspectives.
4. Explain how the study of cognition and behavior can facilitate cultural competency and personal and social ethical awareness.

### I. Core requirements

- A. General Psychology/Introductory Psychology [PSY 101 Introduction to Psychology I]
- B. Statistics (psychological or equivalent) [MAT 201 Statistics]
- C. Research Methods/Experimental Psychology/Experimental Design [PSYx365 Research Methods in Psychology, SOC 465 Social Science Research]
- D. History and Systems/History of Psychology/Psychological Foundations [PSY 440 History and Systems]
- E. Research and Writing in the Major [LA 496 Research and Writing in the Liberal Arts]

### II. Intermediate and upper-level courses

In central knowledge areas or sub disciplines of psychology, including a minimum of one course in each the five areas from among the following:

- A. Biological and Physiological Foundations—biopsychology, physiological psychology, animal behavior, comparative psychology, perception, sensation, neuroscience [PSY 380 Biopsychology]
- B. Developmental Perspectives—developmental/child psychology, human development, psychology of adolescence, adult development/aging, lifespan development, foundations of gerontology. [PSYx210 Life Span Developmental Psychology, PSY 235 Lifespan Developmental Psychology, PSYx315 Psychology of Adulthood and Aging, SOCx310 Foundations of Gerontology]

**Note:** Contact your advisor to discuss avoiding duplication in the Developmental Perspectives area

- C. Social Influences—personality theory, social psychology, motivation, counseling theory and practice, group counseling, group dynamics [PSY 360 Social Psychology, PSY 420 Human Motivation, PSYx325 Social Psychology]

- D. Abnormal Psychology—abnormal psychology, developmental disorders, psychopathology [PSYx310 Abnormal Psychology]

**Note:** *A psychology course in personality is strongly advised before taking a course in the abnormal psychology area.*

- E. Cognitive Bases: cognition, learning and/or memory, educational psychology, psycholinguistics, psychology of language, language development [PSY 330 Educational Psychology, PSY 340 Psychology of Learning]

### III. Electives

Additional psychology courses including advanced courses built on the foundation of the courses listed herein or within the following specialized areas: applied psychology, behavior modification, clinical methods, death and dying, exceptional children, human services, community psychology, industrial psychology/human factors, measurement (psychometrics), psychology of adjustment, psychology of disability, psychology of women, psychopharmacology, sex differences, sexuality/reproduction, states of consciousness, stress, substance abuse/rehabilitation, independent studies/research/advanced labs [PSY 331 Psychosocial Impact of Chronic Illness on Person and Environment, PSY 365 Psychology of Diversity, BUS 311 Organizational Behavior, BUSx315 Organizational Behavior]

## Sociology

**Required: 33 credits minimum with at least 18 at the upper level and a minimum 2.0 GPA.**

Sociology is the study of social phenomena—the self, groups, social organizations, institutions, economic and political behavior, culture, and values—in societies of various types and levels of development. It is the study of how groups, societies, and larger social systems change or remain the same. We encourage you to develop an understanding of the breadth of the discipline of sociology and to study some of the approaches to the field.

## Outcomes for the Major

Students who complete the major in Sociology will be able to:

1. Summarize the core concepts of sociology and recognize and explain the “sociological imagination” when viewing social phenomena and their own lives.
2. Analyze social phenomena utilizing theoretical frameworks.
3. Compare and contrast social science research that uses qualitative and quantitative methods, including statistics, appropriate to the social application, with demonstrated awareness of any ethical dilemmas involved in the research process.
4. Identify social arrangements interpreted as unjust and articulate the implications for social policy and action.

### I. Foundational

Minimum two courses

- A. An introductory level/survey course in sociology. [SOC 101 Introduction to Sociology]
- B. A college-level social sciences-focused statistics course [MAT 201 Statistics]

### II. Comprehensive

Minimum of four courses, intermediate and upper-level courses

At least one course each from four of six key areas:

- A. Social Inequality and Diversity [SOC 215 Contemporary Social Problems; SOC 250 Race, Ethnicity, and Gender; SOCx305 Cultural Diversity; SOC 320 Health Care Issue in Culturally Diverse Populations; SOC 331 Psychosocial Impact of Chronic Illness on Person and Environment; SOC 342 Homelessness: Social and Health Perspectives; SOC 376 Social Movements; SOC 341 Globalization]
- B. Global or Comparative Sociology [SOC 325 Families in a Global Context, SOCx330 World Population, SOC 375 Urban Sociology]
- C. Social Conflict [CJ 301 Juvenile Delinquency and Justice; SOCx320 Juvenile Delinquency; SOC 323 Deviant Behavior; SOC 324 Criminology; SOC 428 Families, Delinquency, and Crime; SOC 432 Drugs and Crime]

- D. Social Policy and Action [SOC 376 Social Movements; SOC 380 The Global Impact of AIDS: Person, Family, Community]
- E. Social Psychology [PSYx325 Social Psychology, PSY 360 Social Psychology]
- F. Sociology of Institutions [SOC 201 Family; SOC 314 Sociology of Health and Illness; SOC 318 Sociology of the Workplace; SOC 332 Religion and Society; SOCx310 Foundations of Gerontology; SOC 416: Introduction to Gerontology: Physical, Psychological, and Social Aspect of]

100–200 lower level  
300–400 upper level  
“x” designates examinations

### III. Advanced Integrating

Minimum of two courses; one in each area

- A. At least one upper-level research methods course [SOC 465 Social Science Research]
- B. At least one upper-level course on sociological theory [SOC 317 Social Theory]

### IV. Research and Writing in the Major

Minimum of 1 credit) [LA 496 Research and Writing In the Liberal Arts]

### V. Electives in the discipline

Additional Sociology courses including excess courses from areas I, II, and III.

### VI. Capstone course [minimum of 1 course]

The sociology major requires the completion of the Excelsior College capstone course, [LA 498SS Social Science Capstone], with a grade of C or better.

#### Your Personalized MyExcelsior Account:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior)

#### Admissions:

toll free 888-647-2388, ext. 27

#### Liberal Arts Academic Advising Team:

888-647-2388, ext. 1321

[www.excelsior.edu/MessageCenter](http://www.excelsior.edu/MessageCenter) (enrolled students only)

#### Fee Schedules, Financial Aid, and Scholarships:

[www.excelsior.edu/fees](http://www.excelsior.edu/fees)

[www.excelsior.edu/FinancialAid](http://www.excelsior.edu/FinancialAid)

[www.excelsior.edu/scholarships](http://www.excelsior.edu/scholarships)

#### College Publications, Applications, and Forms:

[www.excelsior.edu/publications](http://www.excelsior.edu/publications)

#### Student Policy Handbook:

[www.excelsior.edu/StudentPolicyHandbook](http://www.excelsior.edu/StudentPolicyHandbook)

#### Course and Exam Information and Registration:

[www.excelsior.edu/courses](http://www.excelsior.edu/courses)

[www.excelsior.edu/exams](http://www.excelsior.edu/exams)

[www.UExcelTest.com](http://www.UExcelTest.com)

#### Learning Resources:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Resources tab

#### Excelsior College Community Resources:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Communities tab

# Graduate Degree Programs in the Liberal Arts

## Master of Arts in Liberal Studies

The Master of Arts in Liberal Studies program offers an interdisciplinary approach to graduate studies that allows students to tailor their studies to their specific interests. Our students, comprised of teachers, deployed military personnel, community college administrators, independent business owners, retirees, museum administrators, musicians, artists, writers, technical managers, and many others, find the program to be ideal in aligning their interests with their career and personal goals. They enjoy the opportunity to explore wide-ranging, interdisciplinary perspectives as well as the chance to take an in-depth look at a particular question or topic. Since 1998, individuals from all walks of life and in many parts of the United States and the world have taken advantage of the convenience of a program that accepts students year-round and which allows them to start almost immediately at the beginning of every month. Taught by experts in the field, our online courses enable students to have one-on-one guidance and mentoring combined with clear, structured interaction with fellow students in a virtual community. The Master of Arts in Liberal Studies experience can be both a powerful and positive force in one's life. The emphasis is not on the enhancement of professional skills—although virtually every professional can benefit from a liberal education—but rather is on the development and refinement of broader, crucial skills, such as: reading and writing, cross-cultural understanding, team-building, critical thinking, and decision-making.



# Master's Degree Requirements

The MA/LS program requires **33** credits (semester hours) of interdisciplinary study in Liberal Studies. The program is divided into three Tiers. Tier I requires the completion of foundational courses—four courses for **3** credits each—which introduce students to interdisciplinary study. Tier II requires the completion of **15** credits in two or more disciplines. Students develop their interdisciplinary focus areas in Tier II. These credits can be earned from a variety of sources and through a variety of learning modes. Tier III requires the completion of a **6**-credit thesis (traditional or creative).



You are subject to the degree requirements in effect at the time of your enrollment or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both enrolled and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our Web site. Information about changes to degree requirements is also made available on our Web site.

## Your Personalized MyExcelsior Account:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior)

## Master of Liberal Studies Academic Advising Team:

888-647-2388, ext. 1323

[www.excelsior.edu/MessageCenter](http://www.excelsior.edu/MessageCenter) (enrolled students only)

## Course Information and Registration:

[www.excelsior.edu/courses](http://www.excelsior.edu/courses)

## Learning Resources:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Resources tab

**Free Writing Resources (scheduled to debut Fall 2011),  
Online Software Skills Training through Atomic Learning  
(EC course and exam registrants only)**

## Excelsior College Online Writing Lab (OWL):

[www.excelsior.edu/OWL](http://www.excelsior.edu/OWL)

## Excelsior College Community Resources:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Communities tab

## Fee Schedules, Financial Aid, and Scholarships:

[www.excelsior.edu/fees](http://www.excelsior.edu/fees)

[www.excelsior.edu/FinancialAid](http://www.excelsior.edu/FinancialAid)

[www.excelsior.edu/scholarships](http://www.excelsior.edu/scholarships)

## College Publications, Applications, and Forms

[www.excelsior.edu/publications](http://www.excelsior.edu/publications)

## Program Structure

1. Admissions Application with Essay.
2. Tier I: Foundational Coursework (12 credits) to include MLS 500: Graduate Research and Writing and three additional Tier I courses.
3. Degree Completion Plan (required, no credit).
4. Individual Advising and Approval of Plan.
5. Tier II: Focused Coursework (15 credits in at least two disciplines) that may include Excelsior MA/LS program Tier II courses, previously completed courses, including new graduate courses taken through other graduate programs, and/or Independent Learning Contracts.

**Note:** Throughout this catalog the term “credits” is used to indicate semester hours. Quarter hours are converted to semester hours by multiplying quarter-hour values by two thirds.

6. Thesis Prospectus (required, no credit).
7. Tier III: Capstone Project (six credits): Thesis (traditional or creative).

## Program Outcomes

1. Demonstrate the integration and application of knowledge in two or more liberal arts and science disciplines.
2. Evaluate written or spoken hypotheses utilizing data and drawing on prior knowledge.
3. Create connections between issues and their historical and/or social context.
4. Demonstrate an understanding of cultural differences and knowledge of contributions from various cultures.
5. Demonstrate critical and analytical thought in the examination of a range of issues by designing and implementing a substantive research investigation.

## The Master's Curriculum

### Tier I Foundational Coursework

**12 credits**

Tier I introduces students to interdisciplinary study at the graduate level.

Study in the MA/LS program begins with Graduate Research and Writing (MLS 500), which carries 3 credits. Students learn how to research and produce graduate-level academic discourse that will help them prepare the papers and thesis required in their courses. This course is offered monthly and takes eight weeks to complete. Students take three foundational courses in addition to MLS 500.

#### Tier I Courses

- MLS 621 Ancient Greece through the Renaissance
- MLS 622 The Birth of The Modern Age
- MLS 623 The Search for Meaning and Identity in the Contemporary World
- MLS 631 Revolutions in Knowledge
- MLS 632 Capitalism and Its Impact
- MLS 633 Darwinism and Its Influence
- MLS 673 Mindsets: Cross Cultural Understanding

### Tier II Focused Coursework

**15 credits**

Tier II is designed to facilitate study in a student's individual subject of interest. Here a student develops

an area of focus, the interdisciplinary topic on which the student will concentrate through the remainder of the program. Tier II requires the completion of 15 credits, chosen in accordance with parameters given below, in two or more liberal studies disciplines. The 15 credits can be earned through a combination of Excelsior College distance courses, traditional or distance courses taken at other institutions, and/or Independent Learning Contracts with Excelsior College faculty. A student describes his or her course of study for Tier II in the Degree Completion Plan, a short essay stating the student's area of focus and how the student's work in Tier II will prepare him or her for the thesis in Tier III. Note that the thesis topic builds upon and must relate to the student's Tier I and Tier II courses. If a student changes his or her area of focus or thesis topic after it has been approved, it may affect the eligibility of courses the student has taken or plans to take.

#### Tier II Courses

- MLS 661 Cultural Perspectives— Interpretive Strategies
- MLS 662 Ethics in a Changing World
- MLS 663 Art and Culture
- MLS 664 Geopolitical Brinkmanship
- MLS 667 Cultural Diversity in the Workplace
- MLS 668 Religion in Society and World Politics
- MLS 670 Governance and Conflict
- MLS 681 Leadership in Organizations and Education
- MLS 682 Social Issues in Organizations and Education
- MLS 683 The Art of Leadership: Literature and Film
- MLS 684 Ethics, Media, the Arts and Society
- MLS 685 Strategic Problem-Solving
- MLS 691 The Face of Immigration Today
- MLS 697 Methodology
- MLS 701 Independent Learning Contract
- 706 (ILC—details follow)

Students are urged to consult their MA/LS academic advisor for more information about the Thesis and Degree Completion Plan.

### Choosing Tier II Courses

Choosing Tier II courses, which each student describes in the Degree Completion Plan, is a highly personal experience and different for each student. Consult your MA/LS advisor for guidance.

*The following policy governs the choice of courses:*

- Tier II credits must connect in some way, and function as scaffolding for the thesis.

### Tier II Courses Should Demonstrate Interdisciplinarity

Provided they are directly related to the student's thesis topic, the student may include 6 credits of non-Liberal Studies courses (also called applied professional courses). Most professional courses, including education, technology, business, and counseling, are applied professional courses.

### Taking Additional Excelsior Tier I Courses

A student may take courses not taken in Tier I as part of Tier II, provided they fit into the student's Degree Completion Plan. Consult your MA/LS advisor before enrolling in Tier II courses.

### Transfer Credit Policy

Provided courses taken meet the above guidelines, have a B- grade or better, are documented on official transcripts, and come from regionally accredited colleges or their foreign equivalents, students may, pending advisor approval, transfer a maximum of 15 credits into Tier II of the program.

Excelsior College reserves the right to determine which courses are accepted toward a student's degree.

### New Courses Students May Take

In order to satisfy the 15-credit requirement in Tier II, and prepare for writing the thesis, students may choose to take courses from another school. Students should not take courses until the Degree Completion Plan is approved, or they may not count toward the Excelsior College degree.

If a student wishes to take courses in one or more foreign countries to satisfy the Tier II credit requirements, the student must obtain advance certification that the courses are the equivalent of U.S. graduate courses. There is a fee for this service.

### Independent Learning Contract (1–6 credits)

The Independent Learning Contract (ILC) gives a student the opportunity to independently study a topic related to the student's area of focus. The ILC is a formal agreement between a student, Excelsior College, and a faculty member regarding the kind of learning to be engaged in, how the learning will occur, how the faculty member will evaluate the learning, and the amount of credit the student seeks to earn. The ILC should include a discussion of how the subject matter of the ILC will relate to the student's thesis.

Students may consult the ILC guidelines and application at the Excelsior College Web site.

### Tier III The Thesis

**6 credits**

Tier III is comprised of the program's capstone project, the thesis. The thesis, preceded by a prospectus, is an intellectually mature, scholarly work which includes a significant research component. It is intended to document your ability to conduct interdisciplinary research in your area of focus, pose an appropriate question or problem, place the question or problem in its historic, economic, scientific, and/or social context, provide evidence of your ability to synthesize material in your area of focus, and offer interdisciplinary approaches to the issues suggested by your area of focus. You are encouraged to use your workplace or community as a resource for your thesis if such use is appropriate. We anticipate that the capstone project will typically take six months to complete.

Alternatively, you may choose to complete a creative thesis, which is an interdisciplinary work or performance. In a creative thesis, you will write, compose, prepare, or perform an original work. Your creative thesis will also include a significant research component, namely a critical introduction which provides the following:

- A view of the tradition from which it emerges
- Antecedents and influences
- Historical, economic, social/scientific contexts
- Your influences
- Analysis of interdisciplinarity
- Brief biographical overview
- Reasons for creating the original work

## CHART 5

### Master of Arts in Liberal Studies

**Total Degree Credits Required: 33**

# MA

#### Tier I: Foundational Coursework

Credit Hours

MLS 500 Graduate Research and Writing

3

**Students must complete three of the following foundational courses.**

- MLS 621 Ancient Greece through the Renaissance
- MLS 622 The Birth of The Modern Age
- MLS 623 The Search for Meaning and Identity in the Contemporary World
- MLS 631 Revolutions in Knowledge
- MLS 632 Capitalism and Its Impact
- MLS 633 Darwinism and Its Influence
- MLS 673 Mindsets: Cross-Cultural Understanding

9

**Total Tier I Requirements**

**12**

#### Tier III: Capstone Project

Credit Hours

Prospectus  
The Thesis

**Total Tier III Requirements**

**6**

#### Tier II: Focused Coursework

Credit Hours

Degree Completion Plan

**Students must complete 15 credits in two or more liberal studies disciplines.**

- MLS 661 Cultural Perspectives— Interpretive Strategies
- MLS 662 Ethics in a Changing World
- MLS 663 Art and Culture
- MLS 664 Geopolitical Brinkmanship
- MLS 667 Cultural Diversity in the Workplace
- MLS 668 Religion in Society and World Politics
- MLS 670 Governance and Conflict
- MLS 681 Leadership in Organizations and Education
- MLS 682 Social Issues in Organizations and Education
- MLS 683 The Art of Leadership: Literature and Film
- MLS 684 Ethics, Media, the Arts and Society
- MLS 685 Strategic Problem-Solving
- MLS 691 The Face of Immigration Today
- MLS 697 Methodology
- MLS 701 Independent Learning Contract
- 706 Independent Learning Contract

15

**Total Tier II Requirements**

**15**

## Master of Science in Criminal Justice

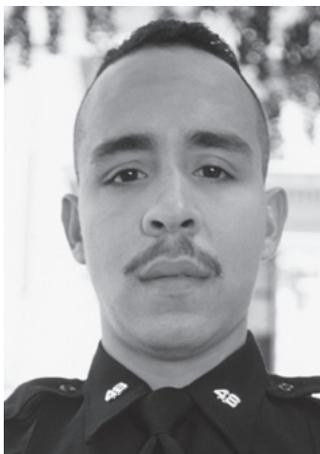
The Master of Science in Criminal Justice (MSCJ) offers students from a variety of backgrounds (including but not limited to political science, sociology, psychology, and criminal justice) the opportunity to deepen their understanding of criminal behavior and the criminal justice system. Students will analyze, evaluate and apply theories of crime and criminal justice, law enforcement, corrections, and quantitative methods. In addition, the MSCJ concentrations allow students to focus their degree on areas that have particular significance in the field of criminal justice. The concentration in Homeland Security and Emergency Management examines the impact of domestic and international policies and trends and their effect on criminal justice systems. The concentration in Informatics examines effective ways to manage and utilize data and information in criminal justice.

The degree helps students develop analytical and leadership skills and prepares them for a leadership position in criminal justice. Through its emphasis on evaluating research and applying it to real world programs in criminal justice, the master's degree aims to develop leaders who can design and implement effective criminal justice policies and interventions.



## Master's Degree Requirements

The Master of Science in Criminal Justice (MSCJ) program requires **30** credits (semester hours) of interdisciplinary study in criminal justice divided between the core requirements and concentration. All students take **18** credits of core courses which provide students with graduate-level understanding of criminal justice. Students must also choose one of two concentrations, and complete **9** credits of courses in the concentration. Students must complete a **3**-credit capstone course at the end of the program.



You are subject to the degree requirements in effect at the time of your enrollment or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both enrolled and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our Web site. Information about changes to degree requirements is also made available on our Web site.

## Program Outcomes

Students who complete the Master's in Criminal Justice will be able to:

1. Integrate the evolution of important criminological theories with the development of contemporary criminal justice policy.
2. Critique the criminal justice system including the legal, theoretical and public policy issues that impact it.
3. Compare and contrast contemporary CJ issues through the application of current theories and literature as they impact the American CJ system.
4. Construct and evaluate research designs and methods that evaluate agency programs, or investigate empirical or theoretical issues relating to criminal justice.
5. Articulate knowledge and appreciation for diversity (including, but not limited to, race, culture, ethnicity, gender, religion) and its effects within the context of the criminal justices system

### MS in Criminal Justice Academic Advising Team:

888-647-2388, ext. 1323

[www.excelsior.edu/MessageCenter](http://www.excelsior.edu/MessageCenter) (enrolled students only)

### Fee Schedules, Financial Aid, and Scholarships:

[www.excelsior.edu/fees](http://www.excelsior.edu/fees)

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[www.excelsior.edu/scholarships](http://www.excelsior.edu/scholarships)

### College Publications, Applications, and Forms:

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### Student Policy Handbook:

[www.excelsior.edu/StudentPolicyHandbook](http://www.excelsior.edu/StudentPolicyHandbook)

### Course Information and Registration:

[www.excelsior.edu/courses](http://www.excelsior.edu/courses)

### Course Approval (enrolled students only):

[www.excelsior.edu/MessageCenter](http://www.excelsior.edu/MessageCenter)

### Excelsior College Community Resources:

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Communities tab

### Learning Resources:

[www.excelsior.edu/library](http://www.excelsior.edu/library) (enrolled students only)

[www.excelsior.edu/bookstore](http://www.excelsior.edu/bookstore)

[www.excelsior.edu/MyExcelsior](http://www.excelsior.edu/MyExcelsior), click on the Resources tab

# CHART 6

## Master of Science in Criminal Justice

Total Degree Credits Required: 30

# MS

### Core Course Requirement

Credit Hours

<b>MCJ 600</b> Criminology	3
<b>MCJ 610</b> Criminal Justice Theory and Policy	3
<b>MCJ 612</b> Quantitative Analysis for Criminal Justice	3
<b>MCJ 614</b> Research Methods in Criminal Justice	3
<b>MCJ 616</b> Corrections	3
<b>MCJ 618</b> Law Enforcement	3

**Total Core Course Requirements 18**

### Capstone Requirement

Credit Hours

Capstone is completed only after all other program requirements have been met.	3
<b>MCJ 900</b> Criminal Justice Capstone	

**Total Capstone Requirements 3**

### Concentration Requirements

Credit Hours

<b>Criminal Justice Informatics Concentration</b>	
Successful completion of the following three courses are required for this concentration.	
<b>MCJ 680</b> Data, Information, and Knowledge in Criminal Justice	
<b>MCJ 681</b> Criminal Justice System Lifecycle	
<b>MCJ 682</b> Criminal Justice Informatics Project Management	9

OR

<b>Homeland Security and Emergency Management Concentration</b>	
Successful completion of the following two courses are required for this concentration.	
<b>MCJ 650</b> Terrorism and Counter Terrorism	
<b>MCJ 651</b> Overview: Homeland Security and Emergency Management	
Choose <b>one</b> of the following <b>two</b> courses to complete requirements for this concentration.	
<b>MLS 664</b> Geopolitical Brinkmanship	
<b>MLS 665</b> Insecurity in the World	9

**Total Concentration Requirements 9**

## Master's Degree Concentrations

Students must enroll in one of the two concentrations in the MSCJ program: Homeland Security and Emergency Management or Criminal Justice Informatics. The concentration requirements are met by earning 9 credits in the concentration subject area.

### Homeland Security and Emergency Management

This concentration provides students with an in-depth understanding of homeland security and emergency management as they relate to Criminal Justice. Courses examine domestic and international issues and trends and their impact on CJ. Students who decide to complete this concentration will need to complete a minimum of 9 credits in this subject area.

#### Program Outcomes

Students who complete the Masters in Criminal Justice with a concentration in Homeland Security will be able to:

1. Analyze and evaluate contemporary homeland security issues as they relate to criminal justice based on an understanding of the domestic and international processes affecting homeland security.
2. Construct an argument for the relationship between current theories of emergency management and their practical application within the American criminal justice system.

**Note:** Throughout this catalog the term "credits" is used to indicate semester hours. Quarter hours are converted to semester hours by multiplying quarter-hour values by two thirds.

### Criminal Justice Informatics

This concentration provides students with an understanding of the role of data, databases, and information in criminal justice. Students will examine how information can be incorporated into decision making and how to effectively manage information in today's technological environment. Students who decide to complete this concentration will need to complete a minimum of 9 credits in this subject area.

#### Program Outcomes

Students who complete the Masters in Criminal Justice with a concentration in Informatics will be able to:

1. Demonstrate the ability to manage criminal justice data, databases, and information system development effectively.
2. Apply knowledge and analytical skills within the context of criminal justice and informatics to inform and influence decision making.

## Master's Degree Curriculum

### Core Courses (18 Credits)

These courses provide students with an overall education in criminal justice in the graduate level. Students may take these courses in any order, except for statistics and research methods. Students must successfully complete the statistics class before they can take research methods.

#### Core Courses

MCJ 600 Criminology  
 MCJ 610 Criminal Justice Theory and Policy  
 MCJ 612 Quantitative Analysis for Criminal Justice  
 MCJ 614 Research Methods in Criminal Justice  
 MCJ 616 Corrections  
 MCJ 618 Law Enforcement

## Concentration (9 credits)

Students must complete 9 credits in one of the following concentrations:

### Homeland Security and Emergency Management Concentration (9 credits)

#### Required

MCJ 650 Terrorism and Counter Terrorism  
MCJ 651 Overview: Homeland Security and Emergency Management

#### One of the following

MLS 664 Geopolitical Brinkmanship  
MLS 665 Insecurity in the World

### Criminal Justice Informatics Concentration (9 credits)

MCJ 680 Data, Information, and Knowledge in Criminal Justice  
MCJ 681 Criminal Justice System Lifecycle  
MCJ 682 Criminal Justice Informatics Project Management

## Capstone (3 credits)

The capstone course must be completed last, after all other program requirements have been met.

MCJ 900 Criminal Justice Capstone

## Policy Specific only to the Master of Science in Criminal Justice Program

The *Excelsior College Student Policy Handbook* is your resource for understanding the academic and administrative policies that are important to your academic success. It includes a wide range of information from important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues. It is your responsibility to be familiar with these policies.

**Any policies and procedures that apply specifically to the Master of Science in Criminal Justice are listed below.** File your *Handbook* with your other important academic papers and this program catalog for easy reference.

## Transfer Credit Policy

Students may, pending advisor approval, transfer a maximum of 15 credits provided that they meet all of the following criteria:

- courses are similar in content and level to courses in the MSCJ program
- student received a grade of B- or better
- grade is documented on an official transcript
- credits were taken from a regionally accredited college or foreign equivalent

Excelsior College reserves the right to determine which courses are accepted towards the MSCJ degree.

[www.excelsior.edu](http://www.excelsior.edu)

[www.excelsior.edu/](http://www.excelsior.edu/)  
MyExcelsior

## Homeland Security

Few areas of public safety generate the broad and intense interest that matters relating to homeland security do. Ensuring the safety and security of a nation's homeland—its infrastructure, its institutions, its economy, and most importantly, its people—is a prerequisite for success in all other aspects of societal life. Students will be introduced to the threats posed by domestic and international terrorism and strategies for countering those threats. Additionally, students will explore the best practices behind successful security planning and threat assessment. Finally, students will learn the key principles of emergency management and disaster planning which can and should be employed in the face of both man-made and natural threats to the homeland. All six courses can be applied toward the Homeland Security Emphasis within the Criminal Justice major at Excelsior College.



Certificate Programs

Certificate Programs

# Homeland Security Certificate Requirements

This certificate program requires **16** credits (semester hours) for completion through 6 courses that may be completed entirely online. Because of the timely nature of the course content, the certificate must be completed within three years of enrollment.



image courtesy Dept. of Defense

You are subject to the program requirements in effect at the time of your enrollment or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both enrolled and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our Web site. Information about changes to degree requirements is also made available on our Web site.

The Homeland Security Certificate is a stand-alone credential designed for those interested in starting or furthering a career in ensuring the safety and security of a nation's homeland. Although all coursework for this certificate must be at the baccalaureate level,

there is not a general education component and no prerequisites for enrollment. Excelsior College accepts applications for admission to the Certificate in Homeland Security program on a rolling or continuous basis. You can start anytime by completing the application form, which can be downloaded from our Web site.

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**Note:** Throughout this catalog the term “credits” is used to indicate semester hours. Quarter hours are converted to semester hours by multiplying quarter-hour values by two thirds.

The total program consists of five 3-credit courses and one 1-credit course for a total of 16 undergraduate-level credits. You may take any of the courses without enrolling in the program. The Certificate in Homeland Security was developed by a group of national experts in the field of criminal justice, including faculty and criminal justice professionals who represent a variety of criminal justice disciplines.

Students can complete all program requirements from their home community. The program and courses are offered online and therefore no travel is

required. While the program was designed to provide maximum flexibility for the adult learner, because of the timely nature of its content, the Certificate in Homeland Security must be completed within three years from the time of enrollment.

Support for students is offered in the form of an electronic learning space for each course in the program. The electronic learning space provides access to faculty, staff, and other students as well as a variety of resources and guided learning activities. In addition, students have the support of Excelsior College staff including advisors, a technical help desk, and financial aid personnel.

All 16 undergraduate credits earned for this certificate may be applied toward the Bachelor of Science, Liberal Studies degree. Excelsior College students should consult with their academic advisor before enrolling in this program or registering for courses. Acceptance of these courses by another college or university is at that institution's discretion.

Credits can be transferred into the Certificate in Homeland Security if the faculty determines the coursework is comparable to the courses offered by Excelsior College. You may transfer up to two courses into the program. This coursework can be no more than five years old. You must take three out of the five required courses at Excelsior College and maintain an overall 2.0 GPA in the certificate program.

Refer to our detailed *Undergraduate Fee Schedule*, available for download at our Web site.

## Homeland Security Courses

### **CJ 350: International Terrorism** (upper level) **3 credits**

This course provides an examination of the history, political and religious contexts, and modern manifestations of international terrorism and terrorist organizations. Terrorism originating in the Middle East, Europe, Asia, and Latin America will be included.

### **CJ 352: Domestic Terrorism** (upper level) **3 credits**

This course provides an examination of terrorism originating in the United States. Right-wing groups (such as those rooted in racial purity and anti-

government causes or ideologies) and left-wing groups (such as Marxist organizations and eco-terror groups) will be explored. Current strategies for combating American-grown terrorism will also be considered.

### **CJ 354: Managing Homeland Security** (upper level) **3 credits**

This course provides an exploration of principles and practices regarding the management of homeland security operations, including but not limited to, emergency management and disaster planning; incident mitigation; coordination among federal, state, and local agencies; grant writing; and public affairs.

### **CJ 450: Counterterrorism (upper level) 3 credits**

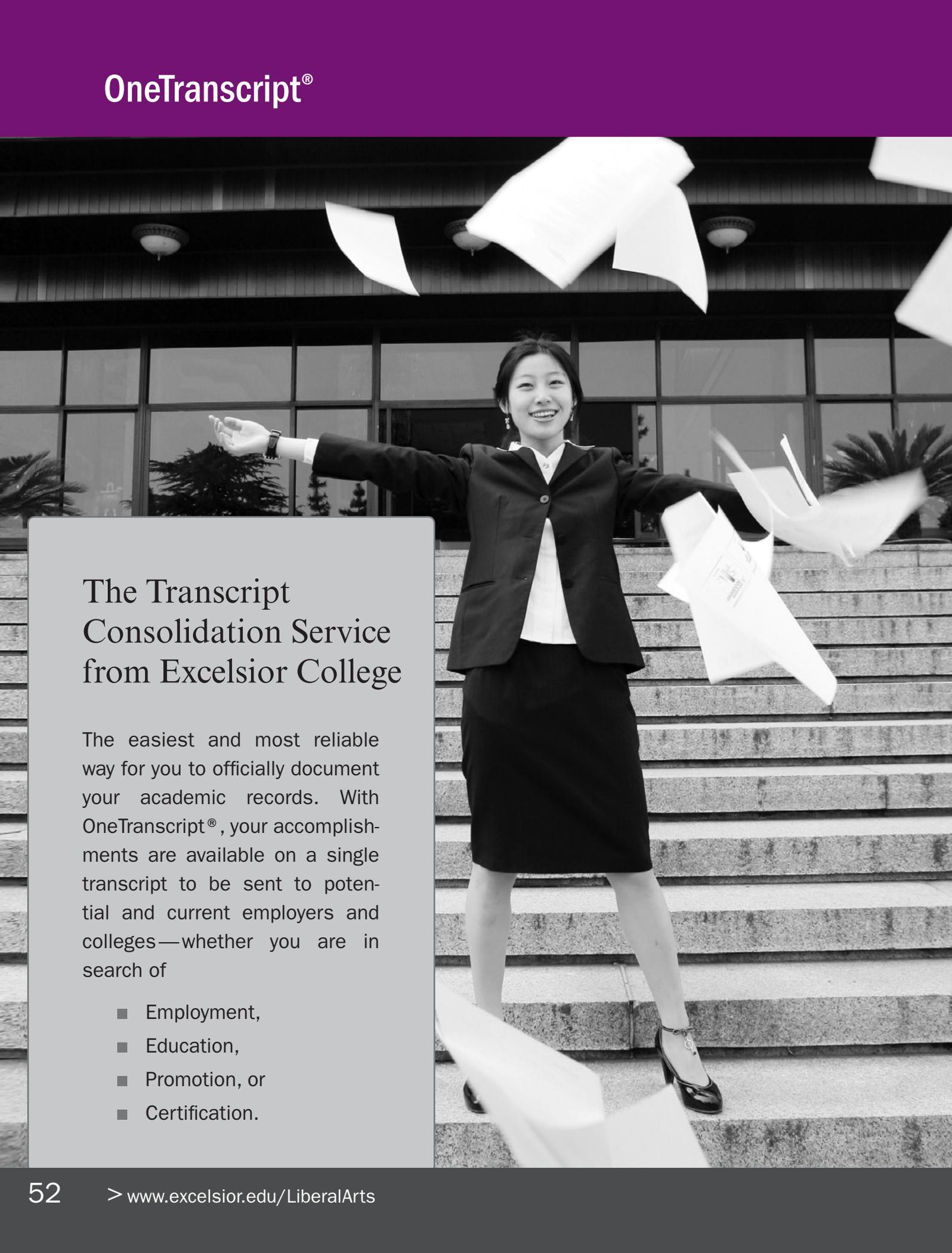
This course provides an in-depth examination of counterterrorism efforts and strategies in the United States and abroad. The successes and failures of strategies throughout history will be considered. Additionally, the respective roles of the intelligence, law enforcement, and military communities in the United States and around the world, in responding to and thwarting terrorism will be discussed.

### **CJ 452: Security Planning and Assessment (upper level) 3 credits**

This course introduces principles of, and approaches to, preventing various forms of attack and minimizing the damage of attacks that do occur. This course also addresses the concept of security as a homeland defense activity, as opposed to a criminal investigative event. Principles and practices associated with effective security planning and assessment will be introduced.

### **LA 496: Research and Writing in the Liberal Arts** (upper level) **1 credit**

This course requires students to demonstrate their ability to write a well organized, professionally documented research paper in their major or certificate specialty area.



## The Transcript Consolidation Service from Excelsior College

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- Employment,
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- Criminal justice training evaluated by Excelsior College
- Military service schools and occupational training
- Corporate training evaluated by the American Council on Education (ACE) and the National Program on Non-collegiate Sponsored Instruction (PONSI)
- Credits appearing on international credentials evaluated by an Excelsior College approved agency
- Excelsior College courses and examinations
- Credits from other accredited colleges and universities

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### School of Liberal Arts Undergraduate and Graduate Courses

The listing on the following pages provides numbers, titles, credits, and brief descriptions of undergraduate and graduate courses available through the School of Liberal Arts during the 2012–2013 academic year. Please visit the course section of the Excelsior College Web site to determine when each course will be offered.

### Coming Soon!

#### *Sampling of Courses Coming in 2012–2013*

Fundamentals of Strategic Communication

English Composition II

Environmental Policy and Management

Environmental Sociology

Ethics

Human Sexuality

Intro to World Politics

Intro to Social Sciences

Race, Ethnicity and Gender

World History II

# Undergraduate Level

Remember to contact your academic advisor for approval prior to registering for any courses to ensure that they will apply toward your degree as expected. Not every course is offered every term. Please check our Web site for course availability.

## **ART 101 History of Western Art: Ancient through the 14th Century** **L**

An introductory discussion of approaches to art history with a focus on painting, sculpture and architecture. Examines art in terms of style, subject, meaning and cultural origins. Time periods covered include (1) the Prehistoric, (2) Art of the Ancient Near East, (3) Egypt, (4) Aegean and Ancient Greek Art, (5) Etruscan and Roman Art, (6) Jewish, Early Christian and Byzantine, (7) Islamic Art, (8) Early Medieval, Romanesque and Gothic Art with an introduction to fourteenth century art in Europe.

## **ART 102 History of Western Art Since the 15th Century** **L**

A survey of Western painting, sculpture and architecture from the 15th Century Early Renaissance through the High Renaissance, 16th Century Mannerism, the 17th Century Baroque period, Neoclassicism, 19th Century Romanticism, Realism, Impressionism, Post-Impressionism, and Modern movements such as German Expressionism and Cubism. Emphasis on understanding period styles and subjects. Explores how artworks reflect their cultural origins as well as their individual creators.

## **BIO 110 Biology (Non-Lab)** **L**

Introduces biology, scientific methods, biological chemistry, cells, energy for life, basic genetics, and biotechnology. Includes a comparison of human and plant organization and function. Writing assignments introduce students to scientific literature.

**Note:** Students needing the laboratory experience concurrently with Introduction to Biology should register separately for the one-credit course BIO 111: Biology Laboratory.

## **BIO 111 Biology Laboratory (1-credit lab course)** **L**

A lab course that uses virtual lab experiments to introduce biology, scientific methods, biological chemistry, cells, energy for life, basic genetics, and biotechnology. Writing of laboratory reports introduces students to scientific literature. (1-credit course)

## **BIO 212 Microbiology** **L**

**Suggested Prereqs:** Intro courses in Biology and Chemistry are highly recommended.

A comprehensive introductory course in microbiology. Establishes the relationship between microbes and our lives. Begins with the history of microbiology and continues with the examination of diversity of microorganisms, examining both their harmful effects (such as diseases and food spoilage) and their beneficial roles (ecological balance, commercial and industrial applications).

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**BIO 275 Bioethics** **L**

This course examines the ethical, legal and social questions surrounding recent advances in the biological and medical sciences including the human genome project, reproductive technologies, living wills, and cloning. Students will become familiar with different perspectives by reading scientific and popular articles and will organize their own thoughts and approaches in essays and papers.

**BIO 300 Advanced Investigations in Biology (3-credit lab course)** **U**

**Suggested Prereq:** BIO 110/111

A thorough exploration of key biological concepts and procedures (e.g., respiration, photosynthesis, genetics, evolution, ecology) with emphasis on developing critical thinking skills through hypothesis formation and testing, analysis of experimental data, and integration of experimental conclusions and theoretical concepts of biology. Satisfies the upper-level lab requirement for the Biology major.

**BIO 340 Biodiversity** **U**

**Suggested Prereq:** BIO 110/111

Explores the principles of biodiversity and how they are affected by ecology and evolution. Students investigate the wide variety of animal and plant life on Earth integrating anatomical, physiological and ecological perspectives.

**BIO 360 Developmental Biology** **U**

Studies in detail the process by which living things grow and develop from germ cells to the process of fertilization. Follows a single fertilized cell, an embryo, as it develops into layers of differentiated tissue including ectoderm, mesoderm, endoderm, and eventually organs. Students investigate the cellular and molecular mechanisms of development, including cell fate determination, morphogenesis and pattern formation, and genetic aspects of the developmental biology of animals and plants.

**BIO 404 Ecology** **U**

Explores the diverse ways that individuals, populations, and species of plants and animals interact with their environments. Also examines, on a global scale, the factors that determine the diversity and distribution of wild plants and animals. Students explore the tremendous increase in the human population size and its effects on the Earth.

**CCS 112 Success Strategies for Military and Veterans** **L**

**Prereq:** Must be a veteran, active duty servicemember, military transitioner, or servicemember in reserve or guard components.

**Note:** Students may receive credit for only one of the following courses—CCS 111, CCS 112 or CCS 120.

Strategies for college and career success for active duty servicemembers, transitioning military members, servicemembers in reserve or guard components, and veterans. Provides an exploration of Excelsior College's virtual student resources and financial aid options. Discusses opportunities for making the most of military experience and training using non-traditional educational supports. Activities include self assessments for personal growth and relevant skill development, as well as building perspectives on educational and career planning.

**CCS 120 EC Success Seminar** **L**

**Note:** Students may receive credit for only one of the following courses: CCS 111, CCS 112, or CCS 120.

Provides practical strategies, knowledge, attitudes, and skills needed for success in college and beyond. Students will learn how to manage their college experience and how to take full advantage of the resources that Excelsior College offers to help them achieve their aspirations of obtaining a college degree. Using a sociology textbook with current issues for debate, students will enhance their analytical reading and critical thinking skills. Emphasis is placed on self-reflection, effective study skills, career planning, online technology, information literacy competencies, brief writing exercises, self-management, and planning strategies for success at Excelsior. Students will identify their own barriers

to success in college and devise strategies for overcoming those barriers. This course gives students the opportunity to work with others in a supportive and enriching online environment.

### **CCS 201 Introduction to Prior Learning and Portfolio Development** L

**Note:** Students enrolled in an Excelsior College degree program are required to obtain course approval prior to registering.

**Suggested Prereqs:** Information literacy and written English requirements

Assists students in identifying their prior learning from work and life experiences. Addresses adult learning principles and provides information regarding the process and tools for developing a portfolio. The final grade for the course is recorded as P (Pass) or F (Fail).

### **CHE 101L General Chemistry Laboratory I** L

**Suggested Prereq:** General Chemistry 1; best if taken together

Provides students with experience using the experimental approach to understand scientific measurement, the properties of substances and the interactions between different types of matter.

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### **CJ 101 Introduction to Criminal Justice** L

A broad overview of the criminal justice system in the United States. Students develop their understanding of criminal justice by acquiring a basic knowledge of the law, legal theories, and administrative challenges. Covers the entire process from arrest through conviction, incarceration, and reentry into society.

### **CJ 110 Introduction to Law Enforcement** L

Examines the history and major functions of modern law enforcement agencies and personnel. Special attention is paid to career opportunities and alternatives in the field of law enforcement.

### **CJ 120 Introduction to Corrections** L

Discusses the organization and functions of corrections within the criminal justice system and emphasizes the evolution of corrections for the rehabilitation of offenders. Students discuss the future of corrections with an eye toward continuing the current evolution of correctional systems in American society.

### **CJ 201 Spanish for Law Enforcement** L

This course will provide students with basic communication skills in Spanish and a cultural understanding that will enable them to communicate with the Spanish-speaking population they may encounter through their daily work in law enforcement in the U.S.

### **CJ 228 Multicultural Issues in Criminal Justice** L

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

Introduces students to the pervasive influence of culture, race, and ethnicity in the workplace and communities. Focuses on the cross-cultural contact that persons working in criminal justice have with citizens, victims, suspects, and coworkers from diverse backgrounds. Major themes include the need for awareness, understanding of cultural differences, and respect toward those of varied backgrounds.

### **CJ 255 Organizational and Administrative Strategies in Criminal Justice** L

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

Examines administrative and leadership principles as they apply to criminal justice agencies, both individually and collectively. Areas covered include the study and scope of justice administration and organization; principles and practices of police

organizations; police personnel, roles, and functions; police issues and practices; terrorism and homeland security; court organization, operation, and personnel; correctional organizations, roles, issues and personnel; and ethical issues in criminal justice administration.

### **CJ 265 Criminal Procedure and Evidence** **L**

#### **Suggested Prereq:** CJ 101 Intro to Criminal Justice

Provides a comprehensive review and in-depth analysis of the rules of evidence and criminal procedural law in the United States. Analyzes case law which interprets the constitutional guarantees afforded the accused by the 4th, 5th, 6th, and 8th Amendments, and the admissibility of evidence in court proceedings. Particular emphasis is placed upon arrest, search and seizure, confessions and admissions, the privilege against self-incrimination, the right to counsel, the exclusionary rule and its exceptions, burden of proof, and procedural due process.

### **CJ 301 Juvenile Delinquency and Justice** **U**

Explores the judicial approaches to handling minor criminal offenders; the sociological and cultural aspects of delinquency; and its causes, potential deterrents, and rehabilitation modalities.

### **CJ 310 Family Law** **U**

#### **Suggested Prereq:** CJ 101 Intro to Criminal Justice

Examines the relationship between the American family, judicial and social service systems. Topics include defining “family,” marriage, parent-child relationships, divorce, property division, child custody and support issues, cohabitation, paternity, adoption, assisted conception, and the juvenile justice and social service delivery systems.

### **CJ 323 Deviant Behavior** **U**

**Suggested Prereq:** Prior experience with sociology/social science courses will be helpful.

This course will familiarize students with theories and applications of deviance, deviant behavior, and the social interactional process of “being devi-

ant.” Students will read original texts and begin to understand the larger body of social interaction research in sociology and anthropology that have given rise to contemporary theories of deviance and learn to relate these concepts to other bodies of work in the fields of social science such as criminal justice. Students will also learn to apply the ideas from their theoretical reading to contemporary life and to their own personal and professional experience. In addition to reading, writing, and discussion, students will engage in a short field activity during which time they will have the opportunity to make their own scientific observations of deviant behavior.

### **CJ 324 Criminology** **U**

#### **Suggested Prereq:** CJ 101 Intro to Criminal Justice

Provides an in-depth study of the nature and causes of crime and antisocial behavior. Using a multidisciplinary approach, the course focuses on explanations through criminal topologies and criminological theories. Topics range from crime causation to the extent of crime, victimization, and social and psychological theories. Students also explore various types of criminality such as violence, property, public offenses.

### **CJ 326 Victimology** **U**

#### **Suggested Prereq:** CJ 101 Intro to Criminal Justice

Provides an overview of the field of Victimology and examines emerging areas in the field, including the nature, prevalence, and consequences of victimization. Includes both traditional and modern approaches to victims’ issues and victim service providers. The emergence of victims’ rights legislation is also examined.

### **CJ 328 Crimes Against Humanity** **U**

Provides a critical examination of the political, historical, and philosophical explanations for the category of human rights violations known as crimes against humanity. This category includes individual and collective acts of violence, extermination, torture, and enslavement of human beings. Details the historical precedents of international

human rights law and its subsequent use to punish and sanction individuals and states for crimes against humanity.

### **CJ 330 Judicial Process** **U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

Explores the historical development and contemporary structure of state and federal trial courts and courts of appellate review. Constitutional and statutory authority for courts, court procedures, and defendant's rights in the judicial process are reviewed to include due process, public and speedy trial, jury composition, self-incrimination, punishment, and state and federal post-conviction relief and/or appellate review. Other statutory and administrative/regulatory laws are reviewed pertaining to the Code of Professional Responsibility as it applies to respective judicial officers. Also, analysis of the respective roles, duties performed, and career paths for judicial officers such as judges, prosecutors, and defense counsel.

### **CJ 340 Private Security** **U**

Examines private security in all aspects, including history, loss and control principles, and relationship to public law enforcement situations where municipal or state agencies are unable to provide the resources to protect private property.

### **CJ 350 International Terrorism** **U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

Examines the history, political and religious contexts, and modern manifestations of international terrorism and terrorist organizations. Terrorism originating in the Middle East, Europe, Asia, and Latin America is included.

### **CJ 352 Domestic Terrorism** **U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

Examines terrorism originating in the United States. Right-wing groups (such as those rooted in racial purity, ideologies, or anti-government causes) and left-wing groups (such as Marxist organizations

and eco-terror groups) are explored. Current strategies for combating American-grown terrorism are considered.

### **CJ 354 Managing Homeland Security** **U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

Provides an exploration of principles and practices regarding the management of homeland security operations, including but not limited to emergency management and disaster planning; incident mitigation; coordination among federal, state, and local agencies; grant writing; and public affairs.

### **CJ 355 Analyzing Intelligence, Terrorism and National Security** **U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

Explores the organization and functions of the U.S. Intelligence Community, its interaction with national security policymakers, key issues about its workings, and the challenges it faces in defining its future role. Also covers key intelligence missions such as strategic warning, counterterrorism, coun-

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ter proliferation, and counterinsurgency. Highlights some of the major debates about the role, practices, and problems of national intelligence.

### **CJ 360 Forensic Pathology (Non-Lab) U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

A practical approach to forensic pathology as it applies to criminal and forensic investigation within the medicolegal system. Examines the causes, mechanisms, and manners of death encountered in natural, accidental, suicidal, and homicidal circumstances. Students take on the role of police investigator, medical examiner, prosecutor and defense attorney in selected cases as they explore the complexity of death investigations.

### **CJ 365 Police and the Community U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

An in-depth examination and analysis of the relationship between American law enforcement and the communities they serve. Many areas of policing are explored at intermediate and advanced levels, to include community policing, diversity issues, and other current issues and controversies in municipal policing.

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### **CJ 370 Investigative Criminal Profiling U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

The history and practice of criminal profiling as it applies to criminal investigation. Examines the methodologies and techniques of profile construction and behavioral analysis, as well as ethics and standards of the field. Students read case studies which allow them to initiate criminal profiles and evaluate the usefulness in an investigation.

### **CJ 372 Crime Reconstruction U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice and CJ 360 Forensic Pathology (Non-Lab)

Examines the practice of developing a theory as to crime motivation, crime elements, and offender identification by means of physical evidence, forensics, crime scene behavior, crime reconstruction, and crime reenactment. Addresses the cause of death, equivocal death analysis, blood spatter pattern and ballistics. Students read case studies and have the opportunity to apply what they have learned in the course to analyze crime scenes and evaluate their findings.

### **CJ 380 Ethics In Criminal Justice U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

Examines ethical issues specifically related to the criminal justice profession. Issues include professional communications including government regulation and policy, free speech, client/victim/investigative privacy, accuracy in media and the impact of science and technology on communications.

### **CJ 386 Cybercrimes U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

Explores advances and developments in cyber crime technologies. Emphasis is placed on computer forensics tools, information protection and security, threat response, and professional development.

### **CJ 387 White Collar Crimes U**

**Suggested Prereq:** CJ 101 Intro to Criminal Justice

Focuses on topics and issues in the area of white-collar crime. Examines and contrasts the treatment of corporate and white-collar offenders by the criminal justice and regulatory justice systems. Explores the nature and scope of white-collar crimes, crime types, case studies and the etiology of offending.

### **CJ 420 The Criminal Justice System and Women** **U**

Examines the various roles of women in the criminal justice system as victims, offenders and professionals.

### **CJ 428 Families, Delinquency and Crime** **U**

**Suggested Prereq:** SOC 101 Intro to Sociology or PSY 101 Intro to Psychology I

Explores the link between family life and antisocial behavior. Analyzes popular explanations using the results of studies by sociologists, criminologists, and psychologists. Defines terminology, establishes a review of empirical literature, and provides an effective argument that families are a dynamic aspect of our social lives and that delinquency and other problem behaviors are intricately related to families.

### **CJ 432 Drugs and Crime** **U**

Analyzes the political, economic, social, and cultural factors that shape the use of illicit, misused, or abused substances. Includes consideration of the way these factors influence the social and legal response to drug use.

### **CJ 436 Child Abuse and Neglect** **U**

Students learn to recognize the signs of physical abuse, emotional abuse, sexual abuse, physical neglect and emotional neglect in children. Explores caregiver responsibility in reporting abuse, how to help victims, specific factors that exist in families who abuse or neglect their children, and how to work with parents and community agencies to change this. A major emphasis in this course is on helping the student understand the special learning needs of the abused or neglected child, and how to meet those needs in the regular classroom. Cultural, societal, and personal components that lead to child abuse are discussed, as well.

### **CJ 450 Counterterrorism** **U**

**Suggested Prereqs:** CJ 350 International Terrorism; CJ 352 Domestic Terrorism; CJ 354 Managing Homeland Security; or CJ 355 Analyzing Intelligence, Terrorism and National Security

Introduces the principles and approaches to countering terrorism in the United States and elsewhere in the world. Examines the question of whether or not efforts and activities associated with counterterrorism should be primarily law enforcement-oriented or military-oriented. Analyzes the ethics concerning the restrictive rules of collecting of intelligence by military and other non-law enforcement organizations.

### **CJ 452 Security Planning and Assessment** **U**

**Suggested Prereqs:** CJ 350 International Terrorism; CJ 352 Domestic Terrorism; CJ 354 Managing Homeland Security; or CJ 355 Analyzing Intelligence, Terrorism and National Security

Introduces principles of, and approaches to, preventing various forms of attack and minimizing the damage of attacks that do occur. This course also addresses the concept of security as a homeland defense activity, as opposed to a criminal investigative event. Principles and practices associated with effective security planning and assessment will be introduced.

### **CJ 454 Terrorism in the 21st Century: Its Tactics, Weaponry and Responses** **U**

**Suggested Prereqs:** CJ 350 International Terrorism, CJ 352 Domestic Terrorism, CJ 354 Managing Homeland Security or CJ 355 Analyzing Intelligence, Terrorism and National Security

Explores the tactical ways and means of terrorism in the 21st century, and the preparation, thereof. Focuses on both the recent historical record and foreseeable potentialities. Employs actual case studies in the use of conventional small arms and high explosives against “soft” targets. Surveys chemical, biological, radiological, and nuclear (CBRN) weapons of mass destruction, with prescriptions for prevention and response. Finally, the course deals with some of the specific vulnerabilities of

key technologies and infrastructures including computer networks, power grids, food supply, and water supply.

### CJ 456 Bioterrorism

U

**Suggested Prereqs:** CJ 350 International Terrorism; CJ 352 Domestic Terrorism; CJ 354 Managing Homeland Security; or CJ 355 Analyzing Intelligence, Terrorism and National Security

Addresses the threat or actual use of biological agents, such as pathogenic microorganisms or agricultural pests, against civilian populations in order to attain goals that are political, religious or ideological in nature. Covers biological agents found in nature that can be genetically altered or weaponized to enhance their virulence and make them resistant to vaccines and antibiotics. Explores the historical use and continued threat of bioterrorism tactics to our military installations, prisons, schools, medical facilities, and food and water resources. In addition, students learn about modern methods of biodefense and emergency response mechanisms utilized by federal law enforcement agencies.

### CJ 470 Serial Rape and Homicide Investigation

U

**Suggested Prereqs:** CJ 101 Intro to Criminal Justice, CJ 360 Forensic Pathology (Non-Lab) and CJ 372 Crime Reconstruction

Explores the investigative methodologies of handling serial crimes, and the aids and barriers to case closure. Covers the importance of linking serial rapes and serial homicides through behavior, evidence, data banks, and communications. Also examines the use of criminal profiling in serial crime investigation, as well as law enforcement and media and community relations.

### CJ 473 Analysis of Violent Crimes

U

**Suggested Prereqs:** CJ 101 Intro to Criminal Justice, CJ 360 Forensic Pathology (Non-Lab) and CJ 372 Crime Reconstruction

Studies the behaviors and traits of the perpetrators and victims of violent crimes. Examines of the etiology and subsequent choices made by violent offenders including serial killers, rapists, school shooters, pedophiles and terrorists. Explores the offender/victim dyad and the effect of gender, race, and culture on violent criminal behavior.

### CJ 498 Criminal Justice Capstone

U

**Prereqs:** Completion of INL, WER, and most of the CJ courses required for the major (including CJ 101 Intro to Criminal Justice, CJ 110 Intro to Law Enforcement and CJ 255 Organizational and Administrative Strategies in Criminal Justice). Students must be within 15 credits of degree completion and obtain advisor approval.

Intended as the last course of the major. Students research and prepare an application paper analyzing their area of concentration (Administration of Justice, Corrections, Homeland Security, Criminal Profiling and Investigative Analysis, or Law Enforcement and Public Safety) in the context of a problem statement approved by instructor. The problem statement is generated by each student and incorporates their knowledge of the criminal justice system, their area of concentration and the ethical and social diversity issues involved in the resolution of the problem.

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**COMM 120 Foundations of Communication L**

Provides a survey of the field of communication and an introduction to the scholarly study of human communication. Emphasizes the history of communication studies, theories of communication, the contexts in which communication occurs, scholarly writing in the communication discipline, and the issues that must be faced by students of communication.

**COMM 125 Public Speaking L**

This course is designed for the beginning speaker. The focus is upon the oral communication process and your engagement with this specific process. In this course, you will learn how to address a variety of audiences and speak in a variety of venues. You will learn how to conduct an audience analysis, create, prepare, present, and critique a speech. In addition, you will engage in reflective practice by watching and critiquing your own speeches. This course requires that you have access to and usage of a video camera or Web camera as well as an audience of at least four people. You will also be required to use and to create Microsoft PowerPoint and Narrated Power Point functions. A headset and microphone is a required purchase for this course.

**COMM 210 Interpersonal Communication L**

Introduces students to the complicated interaction of social and psychological forces operating in human communication. Emphasizes both theory and application to provide students with opportunities to evaluate and improve various aspects of interpersonal relationships. Explores ways in which verbal and nonverbal skills affect the communication process, how mindfulness impacts interpersonal communication, and how culture plays a part in interpersonal interactions.

**COMM 215 Cross-Cultural Communication L**

This course will focus upon how culture plays a role in defining communication patterns and its role on interpersonal relationships. Students will explore how their cultures inform their communication patterns and will learn how people with different communication patterns interact and create

meaning in an interpersonal context. Interpersonal context here is defined as the work, home, family, and social arenas.

**COMM 320 Communication and Diversity U**

*Suggested Prereq:* Completion of WER and INL. This course requires considerable reading and writing.

Addresses the question of how diversity (race, culture, gender, physical ability, sexual orientation) affects how we communicate with people who are different from ourselves.

**COMM 324 Conflict Management U**

*Suggested Prereq:* COMM 210 Interpersonal Communication

Explores the causes, processes, and outcomes of conflict in close and personal relationships (i.e., friendship, courtship, marriage, and the workplace.) Also analyzes the principles and techniques for improving the handling of conflict.

**COMM 335 Ethics In Communication U**

Examines ethical issues in professional communications including government regulation and policy, free speech, privacy, accuracy in media and the impact of science and technology on communications.

**COMM 346 Media Management U**

An advanced course covering management in the entertainment industry. Students study case examples of media organizations in order to discern effective leadership principles. The course covers negotiation skills, distribution channels, advertising, budgeting, finance, marketing, human relations, consumer behavior, brand management, contracts and other concerns basic to the media industry.

### **COMM 350 Organizational Communication Theory** **U**

This course will focus upon the significant theories guiding how scholars think about communication within organizations. For this course, a headset with microphone is required.

### **COMM 498 Communication Studies Capstone U**

**Prereq:** Restricted to Communication majors only. Completion of INL, WER, and most of the Comm courses required for the major. Students must be within 15 credits of degree completion and obtain advisor approval.

A culminating course for the Communication Studies major. Students are required to demonstrate their mastery of the major's outcomes through one of several learning options: a significant research paper in the field, the creation of a comprehensive portfolio, the completion of a set of case studies, completion of a simulation, or responding to a set of essay questions. All students are required to write an extended reflective essay showing how they have met the major's outcomes. This course fulfills the research and writing requirement for Communication majors.

### **ECO 260 Introduction to Microeconomics** **L**

Examines contemporary economic systems based on tools of microeconomics. Covers theoretical analysis of prices and profits as guides to resource allocation, industrial structure, meaning of economic welfare, proper function of government in the economy, and distribution of income.

### **ECO 262 Introduction to Macroeconomics** **L**

Examines determinants of the Gross National Product, incomes and employment, sources' demand for goods and services, problems of unemployment and inflation, use of taxes, and government spending and control over supply of money to fight unemployment and inflation. Covers causes of economic growth and arguments for and against growth.

### **ECON 341 Globalization** **U**

**Suggested Prereq:** Intro to Sociology, or Macro Economics with 15 credits in the social sciences strongly recommended. Cross-listed with SOC 341.

Analyzes the political, economic, cultural and social features of globalization, providing a broad understanding of the process. It assesses the impact of economic globalization, examines the role of media and religion in cultural globalization, and explores the link between environmentalism and the globalization of social problems. Issues such as economic integration, inequality, and Islam are also addressed.

### **ECON 360 International Economics** **U**

Builds on student understanding of macroeconomics and microeconomics to analyze the world economy. Students apply economic theory to topics like trade agreements and restrictions, patterns of trade, the international flow of labor and capital, exchange-rate issues, the international monetary system, and the roles of international organizations like the World Trade Organization and International Monetary Fund. Examines international economic systems and their context. Macroeconomics recommended.

### **ENG 101 English Composition** **L**

Facilitates the student's development as an effective writer, taking a holistic approach to the writing process. Starting with the building blocks of effective sentences and paragraphing, students move on to learn a variety of rhetorical essay styles including definition, argumentation, comparison and contrast. Students experience each stage of the research process as they master research skills, the use of sources, and appropriate citation styles.

### **ENG 102 English Composition II** **L**

An extension of ENG 101 English Composition.

Students will refine their research skills and focus on argumentation and literary analysis. This is a writing-intensive course.

**ENG 201 Writing For the Professions** L

**Note:** This course replaces ENG 231 Writing for the Professions. Credit in only one of these courses may be applied toward graduation.

**Note:** ENG 201 and HSC 310: Credit can only be applied toward graduation for one of these courses—but not both.

Helps students improve the writing skills necessary for success in the workplace and academic study. Emphasis is on developing persuasive arguments that are well supported and clearly presented. Special focus on APA citation style and manuscript preparation.

**ENG 205 Introduction to Literature** L

**Note:** It is suggested that students take either ENG 101 or ENG 201 prior to or concurrent with ENG 205.

Introduces students to the genres of poetry, drama, fiction, and creative nonfiction. Explores literary concepts and strategies for reading literary texts. Includes close reading, in-depth discussions, and analytic writing about literature. This course is highly recommended as preparation for all other literature classes.

**ENG 210 American Literature I** L

Explores the literature of various groups—Native Americans, women, slaves, settlers, and the forefathers of the American Constitution—from the middle of the 17th century to the middle of the 19th century.

**ENG 212 American Literature II** L

Traces the literary voices of post-Civil War America, when a more concrete comprehension of “American” literature began, to the present, where the concept (and canon) is in a constant state of flux. The compartmentalized approach this course adopts toward American Literature stems from the multitude of cultural clashes, collisions, and collusions evident in U.S. history and that are still present in our contemporary psyche with the popularity of movies like *Crash*, *Babel*, and *Syriana*.

**ENG 252 Mythology** L

An introduction to the study of world mythology using a thematic approach. Students examine creation/origin myths, systems of gods and goddesses, and concepts such as the hero’s journey and metamorphosis as reflected in cultures both ancient and modern.

**ENG 275 Shakespeare** L

Study of Shakespeare’s sonnets, tragedies, comedies and romances. The course also introduces students to Shakespeare’s life and times.

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**ENG 310 Short Stories** U

Examines short fiction from across the globe. Students learn about major writers of short fiction such as Chekhov and Hemingway. The course also introduces students to the basic elements of fiction and how to analyze a literary text.

**ENG 335 African American Literature** U

A survey of the emergence of literature written by Americans of African descent from slave narratives and hymns to historical narratives and modern experimentation in literary forms. This course also includes a discussion of the Harlem Renaissance, jazz and blues inflected poetry, African American theater and the relationship between African American writers and the mainstream American literary tradition. Selected writers covered in class are Frederick Douglass, Phillis Wheatley, Langston Hughes, Richard Wright, Amiri Baraka, August Wilson, Alice Walker, and Toni Morrison.

**ENG 340 Film and Literature** **U**

Explores the techniques used by authors and filmmakers to create vivid and memorable works. Provides an overview of the works of acclaimed writers and film directors and a look at their methods of developing plot, character, themes and images of lasting popularity. The written works of Shakespeare, Bronte, Conrad, and Williams are studied and accompanied by viewings of contemporary films.

**ENG 350 Modern Fiction** **U**

Examines the complex narratives of Modernist writers (broadly defined as literature produced between 1890 and 1940, with a focus on American and British literature). One text that could be considered “Post-modern” will be assigned in the final unit to explore the extension of Modernist theory and practice into more contemporary literature. Students learn about historical, artistic and cultural contexts surrounding the production of the works and gain an understanding of the basic tools needed for literary analysis and criticism. Close readings and analytic critiques of works are part of the course.

**ENG 360 Literature for Children and Young Adults** **U**

Explores the nature and function of literature written for children and young adults, including woodcuts, chapbooks, fables, fairy tales, picture books, early readers and young adult fiction and non-fiction. Includes the examination of children and young adult genres, trends, linguistic, cognitive and social development of children and controversies surrounding the development of the genre over the past centuries. After completion of the course, students will have broad knowledge of the historical development of children’s literature as well as information for evaluating and choosing excellent texts for children and young adults.

**ENG 365 Nobel Literature** **U**

An overview of literature awarded the Nobel Prize from its inception at the start of the 20th century to the present day. Covers drama, poetry, novels,

short stories, and creative nonfiction exploring the international breadth of literature deemed by the Swedish Academy as being of enduring value.

**ENG 385 African Literature** **U**

Analyzes orature and literature of African writers during the late colonial and post-colonial periods in Africa. Explores a variety of genres including poetry, fiction, drama, and essays. Students will explore and explain the aesthetic traditions in African writing, the impacts of the West on Africa and how Africa resisted and still resists the impact.

**ENG 425 Mark Twain** **U**

Mark Twain—easily recognized by his ever-present white suit, always-present cigar, and thick mustache—his writings have left a lasting and profound legacy on the fabric of American society and American literature. This 8-week course will look at Twain’s early years as a reporter in Buffalo (NY) and Virginia City (NV) to his most important novels, such as *The Adventures of Huckleberry Finn*, *Life on the Mississippi*, *Tom Sawyer*, *The Gilded Age*, and short stories, including “The Celebrated Jumping Frog of Calaveras County,” “The Man That Corrupted Hadleyburg,” and “The Mysterious Stranger.” What is especially fascinating is how Twain’s ideas and comments from these writings relate to and resonate in 21st century America, it is a voyage in American Literature no student will want to miss!

**GEOL 108 Earth Science and Society** **L**

**Note:** This course replaced GEOG 107 Physical Systems of the Environment. Credit in only one of these courses may be applied toward graduation.

An introduction to the physical principles governing the geographical distribution and interrelationships of Earth’s physical features (atmosphere and oceans, landforms, soils, and vegetation). Provides students with the background necessary to evaluate current environmental issues. This course requires the use of Microsoft Excel.

**GEOL 114 Introduction to Oceanography** L

**Note:** This course replaces GEOL 115 Introduction to Oceanography. Credit in only one of these courses may be applied toward graduation.

Introduces oceanography as an integrated science that utilizes many basic sciences to understand the ocean that dominates the surface of our planet. Topics include waves, tides, and currents of the world ocean; adaptations and distribution of marine animals; pollution of the marine ecosystem; and an introduction to the global ocean/atmosphere system and the impact of the oceans on our lives.

**HIS 101 United States History I** L

An introductory course in American History from European contact by Columbus to the end of the Reconstruction era. The course examines the major political, social and economic trends in the United States from ca. 1492 to 1876. The course also focuses on the diversity and multicultural aspects that have contributed to the creation of the United States.

**HIS 102 United States History II** L

An introductory course in American History covering almost 150 years, from Reconstruction to the beginning of the Obama presidency. The course examines the evolution of the United States from a nation torn apart by war to a global superpower. Major political, social, and economic trends are studied in the context of our nation's diverse and multicultural history.

**HIS 120 World History I** L

Examines the rise of the major world civilizations in Asia, African, Europe and the Americas from their earliest beginnings through to the early modern era. Focuses on those factors, including economic, social, political, culture among others that contributed to their birth and sustained their growth and development. Explores their political institutions, social systems, gender roles, religious systems as well as their cultures. Also focuses on the interconnectedness of many of those civilizations as they passed ideas, technologies, people and

goods back and forth with each other. Looks at the contributions of individual men and women to their civilizations.

**HIS 231B United States Military History** L

**Note:** This course duplicates much of HIS 131. Credit in only one of these courses may be applied toward graduation.

Traces the American military through the major events of American history. The major themes include the establishment of the U.S. Army and the role of the U.S. armed forces in the American Revolution, the Civil War, and the Spanish-American War. Themes in the 20th century include the military in the Great War, World War II, Korea, Vietnam, and the Gulf War, followed by the wars in the early 21st century.

**HIS 240 History and Philosophy of American Education** L

An examination of the American educational system, public and private, and the philosophical perspectives that have shaped it from European

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antecedents, through the 17th century to the present. The course also examines the effects of race, ethnicity, gender and class on education and educational practice. Attention is given to primary and secondary as well as higher education.

### **HIS 321 Colonial America** **U**

**Suggested Prereq:** HIS 101 United States History I

Explores the history of the social, cultural, and political developments in the European colonies in North America from the first contact between indigenous and colonizing cultures to the eve of the American Revolution.

### **HIS 322 Revolutionary America** **U**

**Suggested Prereq:** HIS 101 United States History I

Examines conditions both in England and in the American colonies that caused resentment, rebellion, a military uprising, a declaration of independence, and a persistent eight-year-long war. Covers how the colonies successfully broke away from England and how the former colonies formed themselves into a new polity with a new kind of government.

### **HIS 325 African American History** **U**

**Note:** This course replaces HIS 364 History of Black Americans. Credit in only one of these courses may be applied toward graduation.

Surveys the history of the African American people from their origins in Africa, through slavery and emancipation, through waves of migration from countryside to city, through the recent Civil Rights Movement, to the present. Focuses on questions of social development, of political struggle, and of culture and identity.

### **HIS 330 U.S. Immigrant and Ethnic History** **U**

Examines how the ethnic composition of the United States changed from the colonial period to the present, through territorial expansion and large-scale immigration from across the world, and the treatment of ethnic and racial minorities in American society.

### **HIS 332 History of U.S. Foreign Affairs Since 1898** **U**

Examines the history of United States involvement abroad throughout the 20th century and into the present. Special attention is given to overt and covert actions abroad, vagaries in foreign policy, and underlying political and economic philosophy. Cultural values and U.S. intervention or nonintervention in the genocides of the 20th century are addressed.

### **HIS 335 United States Civil War** **U**

**Suggested Prereq:** HIS 101 United States History I

**Note:** This course replaced HIS 334 Civil War. Credit in only one of these courses may be applied toward graduation.

Investigates some of the more important problems in the history of the American Civil War and Reconstruction Era such as the causes of the war, the character of antebellum American slavery, the factors that contributed to the South's defeat and the North's victory in the war, the character and significance of Abraham Lincoln's Presidency, and the character and outcome of Reconstruction.

### **HIS 341 Contemporary European History and Politics** **U**

**Note:** HIS 341 is cross-listed as POL 341 Contemporary European History and Politics. Students may elect to register for either course number but may not receive credit toward graduation for more than one course.

Examines the major transitions shaping Europe's cultural and economic life through European political history and major events such as World War I, the Great Depression, World War II and the Holocaust, the collapse of the old empires, the failure of Communism, the end of the Cold War, and emerging tensions between national identity and European regionalism. Also focuses on Europe's newfound prestige in the world of the 21st century, along with festering internal issues related to integration of ethnic, racial, and religious minorities that are the legacy of its colonial past, and considers whether or not the emergence of a true European consciousness presages the rise of a new superpower.

**HIS 342 Contemporary Middle East History U**

**Note:** HIS 342 is cross-listed with POL 342 Contemporary Middle East History. Students may elect to register for either course number but may not receive credit toward graduation for more than one course.

Examines important historical themes in the Middle East since the fall of the Ottoman Empire. Special attention is given to religious conflict within the region and beyond, as well as key political events, wars, and economic trends that have impacted the peoples of the Middle East and their relations with the world.

**HIS 352 U.S. – Vietnam War U**

**Suggested Prereq:** HIS 102 United States History II, HIS 121 World History II and/or HIS 332 History of U.S. Foreign Affairs since 1898

Explores social, cultural, and political developments related to the origins, causes, consequences, and legacies of the American Vietnam War from the era of French colonialism through the end of the 20th century.

**HIS 353 Holocaust U**

**Suggested Prereq:** HIS 102 United States History II, HIS 121 World History II, and/or HIS 341 Contemporary European History and Politics

Examines the deliberate, systematic, and mechanized murder of six million Jews of Europe by Nazi Germany during World War II. Explains anti-Semitism, the Nazi anti-Jewish legislation of the Nuremberg laws, the plans for the extermination of European Jewry after 1939, the implementation of the Holocaust: victims, perpetrators, and bystanders. Also identifies other examples of genocide including the Turkish murder of the Armenians, Cambodian genocide of 1975–79, the genocide of Tutsis in Rwanda, and the ethnic cleansing in Bosnia. Analyzes why genocide took place prior to the Holocaust and continued after the Nuremberg Trials and UN Convention of 1948 outlawing genocide. Compares and contrasts the rationales, motivations, and methods used to justify and implement mass murder and what the international community did to prevent and punish crimes against humanity.

**HUM 252 Mythology L**

An introduction to the study of world mythology using a thematic approach. Examines creation/origin myths, systems of gods and goddesses, and concepts such as the hero's journey and metamorphosis as reflected in cultures both ancient and modern.

**HUM 370 Latin American Writers U**

Examines the works of contemporary Latin American novelists, short story writers, and poets within the context of the history, political change, economic structures, women's roles, indigenous cultures, folklore, and literary trends found in Latin America as a whole and within its individual countries. Themes and contexts include literary magical realism, surrealism, la Guerra sucia, illicit trafficking, contraband, indigenous cultures, ecological change, and political corruption.

**INL 102 Information Literacy (1 credit) L**

An online self-paced course providing a broad overview of information literacy concepts. Introduces skills for locating, using, and evaluating various information resources, as well as discussing the legal and ethical uses of information. Students take five quizzes to help learn course content, and a Pass/Fail grade is determined by the final examination.

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## LA 298 Associate Degree Capstone L

**Prereq:** Completion of INL and WER required. Students must be within 12 credits of degree completion and obtain advisor approval.

A culminating and reflective experience based upon what the student has learned in their associate degree program. The focus is on using critical thinking skills to analyze diverse and ethical issues. Students will have the opportunity to demonstrate their communication skills by creating a Power-Point presentation and a final project.

## LA 496 Research and Writing in the Liberal Arts U

**Prereq:** Completion of INL and written English requirements required.

**Note:** Communication, Criminal Justice and History majors should not take this course; much of the content is incorporated into their capstone course.

Fulfills the research and writing requirement in most Liberal Arts majors. Each student develops a literature review and subsequent research paper

in the student's discipline. Students are most likely to be successful if they have completed at least 12 upper-level credits in a Liberal Arts major or interdisciplinary area. This course is intended to demonstrate student ability to understand professional research in their major and write in a style associated with the major. Students who have not declared a major are welcome to take this course but must be prepared to write in the style of one of the Liberal Arts majors. This course is highly recommended for students preparing for the capstone courses.

## LA 498HIS History Capstone U

**Prereqs:** Completion of INL, WER, most of the History courses in the major. Students must be within 15 credits of degree completion and obtain advisor approval.

Historiography is defined as the history of historical writing. The study of history involves more than absorbing names, dates, and facts. To really understand history students are required to engage in critical thinking, raise questions, consult documents, artifacts, and other forms of historical evidence, all the while taking into account the context of why and when they were written. Historians formulate questions about the past and try to find the answers through the process of research. Although they seek to remain objective, they often bring their own assumptions, inclinations, and personal biases to the constructed vision of the past. This course fulfills the historiography requirement, research and writing requirement, and serves as the capstone course for history majors.

## LA 498HU Humanities Capstone U

**Prereqs:** Completion of INL, WER, 12 upper-level credits in the Humanities, arts and science depth complete. Students must be within 15 credits of degree completion and obtain advisor approval.

A culminating experience for students interested in the Humanities. Students are expected to gain mastery of four learning outcomes: communication, critical thinking, diversity, and ethics. The course presents content from a rich array of disciplines including art, music, literature in English, philosophy, and world literature. Students read classic

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stories from authors such as Franz Kafka and Mark Twain, listen to selections from Beethoven, Dvorak, and Will Marion Cook, and view examples of Romantic art. Class discussions range from debates over medical ethics to approaches for solving areas of global conflict.

### **LA 498JS Judaic Studies Capstone** **U**

**Prereqs:** Completion of INL, WER, 12 upper-level credits in Judaic Studies courses/exams, arts and sciences depth complete. Students must be within 15 credits of degree completion and obtain advisor approval.

The capstone course in Judaic Studies provides an opportunity for students to analyze and synthesize information examining Jewish religion, history (both pre-modern and modern), languages, and culture from an interdisciplinary perspective. Students will be asked to write essays critically examining major texts and events and the concepts of diversity and ethics as viewed historically and today. This course seeks to integrate the theoretical and interpretive issues of the Jewish religion, history, and culture within an academic framework.

### **LA 498MIL Military Studies Capstone** **U**

**Prereqs:** Completion of INL and WER. Students must be within 15 credits of degree completion and obtain advisor approval.

A senior-level course for advanced students in the military field, looking to tie together military and liberal arts learning. The course applies military diversity, ethics and leadership theory to current military events and reviews the foundations of military diversity, ethics and leadership, as well as applying other discipline theories to current issues in the military. Students will engage and enhance critical thinking skills along with oral and written communication skills while reviewing and analyzing ethical questions and the concepts of diversity. Through a mixture of discussions, presentations and written analysis, students will review the major military theories, organize and relate theoretical principles to the real-world problems being encountered by the military and gain experience with different modes of communication.

### **LA 498NS Natural Science Capstone** **U**

**Prereqs:** Completion of INL, WER, 12 upper-level credits in the Natural Sciences, arts and science depth complete. Students must be within 15 credits of degree completion and obtain advisor approval.

Natural History is the science of the living world. As a science it is both a body of knowledge and a way of learning. The first four modules explore the body of knowledge. The last three modules examine science as a way of knowing.

### **LA 498SS Social Science Capstone** **U**

**Prereqs:** Completion of INL, WER, 12 upper-level credits in the Social Sciences, arts and science depth complete. Students must be within 15 credits of degree completion and obtain advisor approval.

A senior-level course designed for advanced students and working professionals who are seeking to tie it all together. The course applies social science theory to current events and reviews the theoretical foundations of the economic, political science, psychological and sociological disciplines. Students will engage and enhance critical thinking skills along with oral and written communication skills while reviewing and analyzing ethical questions and the concepts of diversity. Through a mixture of discussions, presentations and written analysis, students will review the major theories, organize and relate theoretical principles to real-world problems and gain experience with different modes of communication.

### **MAT 112 Introductory Algebra** **L**

This course is designed to develop and strengthen introductory algebra skills. Major topics include: operations of real numbers, solving linear equations and inequalities, graphing linear equations, solving systems of equations, operations with exponents and polynomials, and factoring. Additionally, the topics of fractions, decimals, and percents will be reviewed. This course will prepare students for MAT 114 Intermediate Algebra.

**MAT 114 Intermediate Algebra** **L**

Provides an intermediate level of algebra in order to prepare students for subsequent courses in mathematics. Major topics include real numbers and algebraic expressions, equations and inequalities, functions and graphs, systems of equations and inequalities, polynomial expressions and functions, rational and radical expressions, and quadratic equations and functions.

**MAT 116 Precalculus Algebra** **L**

Serves as either the final algebra course for Liberal Arts majors who do not need calculus, or as a preparatory course for Business, Science, and other majors who will go on to take more advanced mathematics courses. Major topics include Functions and Graphs, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Systems of Equations and Inequalities, Conic Sections and Analytic Geometry, and Probability.

**MAT 118 Trigonometry** **L**

Serves as a preparatory course for students who will go on to take Calculus or Applied Technical Calculus courses. This course is designed to emphasize topics which are fundamental to the study of calculus and includes applications relevant to the study of engineering and technology. Major topics include Trigonometric Functions, Inverse Functions and their Graphs; Right and Oblique Triangle Trigonometry; Vectors and Polar Coordinates; and Applications of Trigonometry. Also includes a brief review of key Pre-Calculus topics.

Remember to contact your academic advisor for approval prior to registering for any courses to ensure that they will apply toward your degree as expected. Not every course is offered every term. Please check our Web site for course availability.

**MAT 201 Statistics** **L**

**Duplication Note:** MAT 201 duplicates BUS 233: Business Statistics. Credit in only one of these courses will be applied toward graduation. MAT 201 also duplicates the Excelsior College® Examination MATx210. Students will receive credit for either the course or the examination, as both will not be applied toward graduation.

**Suggested Prereqs:** Students should be able to work with a scientific calculator and have taken two courses in algebra.

Develops the statistical skills of collecting, organizing, summarizing, and analyzing information to draw conclusions or answer questions. Major topics include descriptive statistics, frequency distributions, probability, binomial and normal distributions, statistical inference, linear regression, and correlation.

**MAT 215 Statistics for Health Care Professionals** **L**

Current emphasis on evidence-based practice (EBP) requires health professionals to be more familiar and comfortable with statistics than ever before. This course provides an introduction to statistics designed to help students view and utilize statistics as a tool for generating information from data, and application is emphasized over computation. Examples and assignments provide broad perspectives from the nursing and health science fields. Topics within both descriptive and inferential statistics will be covered.

**MIL 301 Great Military Leaders** **U**

Great Military Leaders is an overview of military leadership and great military leaders who have left a mark of excellence in world history. The course examines the qualities of military leaders and analyzes specific leadership traits that contributed to military leaders' excellence in leadership. Through this analysis, the students will be able to isolate those leadership traits and qualities and learn how to apply them in the future.

**MUS 105 Music History** **L**

An introduction to the composers, works and genre of Western music from the Middle Ages (beginning 9th century) through the Baroque, Renaissance and Classical Periods concluding with modern day music. The course will also discuss the political and historical development and their impact on the music of the day (i.e., the Reformation, invention of the printing press, etc.).

**MUS 210 History of Rock and Roll** **L**

**Note:** This course requires students to download songs from iTunes as an additional cost (averages about \$45) to the required book needed for the course.

An introduction to the genre of rock and roll, its form and derivations, and rock and roll artists and bands spanning the years 1955 to 1970. Through reading and numerous listening examples, this course will look at the state of American popular music after World War II, the inception of rock and roll in the 1950s, the growth of youth culture in American and the growing popularity of rock and roll through radio, film and television.

**PHL 312 Ethics of Health Care** **U**

**Note:** This course is cross listed; Health Science students must register under HSC 312, all other students register under PHL 312.

A systematic analysis of contemporary ethical issues in health care. During this interdisciplinary course, students are required to differentiate ethical issues from other types of issues; demonstrate sound moral reasoning; formulate and defend an ethical position; and summarize the historical, legal, and health care policy dimensions of current health care issues of ethical concern.

**PHYS 201 Physics I** **L**

**Suggested Prereq:** Algebra

Examines Newton's Laws, torque, work, energy, power, impulse, momentum, uniform circular motion, moment of inertia, fluid statics, Bernoulli's equation, temperature, specific heat, heat of combustion, heat transfer, the ideal gas law, ther-

modynamics, mechanical waves, and sound. The technical math to be applied in the course will be reviewed at the beginning of the course. This course is recommended for technical coursework and careers.

**PHYS 202 Physics I Laboratory (1 credit)** **L**

**Note:** Students ordinarily register for this physics lab concurrently with Physics I.

The laboratory covers a wide range of basic topics in Physics I. The activities are chosen to give students an opportunity to perform the experiments and record observations. In this lab students measure, experiment, observe, discover and understand the close relationship between the experimental observations and principles under study.

**PHYS 203 Physics II** **L**

Examines the properties of charge, Coulomb's law, electric field, electric potential, capacitors, inductors, magnetic fields, circuits, the electromagnetic spectrum, geometric optics, wave optics, and quantum theory. This course is recommended for technical coursework and careers.

**PHYS 204 Physics II Laboratory (1 credit)** **L**

**Note:** Students ordinarily register for this physics lab concurrently with Physics II.

The laboratory covers a wide range of basic topics in Physics II. The activities are chosen to give students an opportunity to perform the experiments and record observations. In this lab students measure, experiment, observe, discover and understand the close relationship between the experimental observations and principles under study.

**POL 105 Introduction to American Government** **L**

**Note:** This course replaces POL 103 Introduction to American Politics. Credit in only one of these courses may be applied toward graduation.

Examines the history, development and practice of the American governmental system. Focuses on two essential questions: who governs and what dif-

ference does that make. Explores the foundations of our national political system, the components that make up that system and the influences (positive and negative) that our system has on the lives of Americans.

### **POL 310 Family Law** **U**

**Note:** POL 310 is cross-listed with CJ 310 Family Law. Students may elect to register for either course number but may not receive credit towards graduation for more than one course.

Examines the relationship between the American family, judicial and social service systems. Topics include defining a family, marriage, parent-child relationships, divorce, property division, child custody and support issues, cohabitation, paternity, adoption, assisted conception, and the juvenile justice and social service delivery systems.

### **POL 311 Public Policy Issues** **U**

An introduction to public policy in the United States. Focuses on four major areas of policy: the nature of American public policy, including the political and historical framework that influences the creation and application of policy in the U.S.; the making of American public policy and the actual process of policy formation; substantive issues in American public policy, both current and future; and analysis of American public policy—a discussion of how we evaluate public policy, and make changes to policy.

### **POL 341 Contemporary European History and Politics** **U**

**Note:** POL 341 is cross-listed as HIS 341 Contemporary European History and Politics. Students may elect to register for either course number but may not receive credit toward graduation for more than one course.

Examines the major transitions shaping Europe's cultural and economic life through European political history and major events such as World War I, the Great Depression, World War II and the Holocaust, the collapse of the old empires, the failure of Communism, the end of the Cold War, and emerging tensions between national identity and

European regionalism. Also focuses on Europe's new-found prestige in the world of the 21st century, along with festering internal issues related to integration of ethnic, racial, and religious minorities that are the legacy of its colonial past and considers whether or not the emergence of a true European consciousness presages the rise of a new superpower.

### **POL 342 Contemporary Middle East History** **U**

**Note:** POL 342 is cross-listed with HIS 342 Contemporary Middle East History. Students may elect to register for either course number but may not receive credit toward graduation for more than one course.

Examines important historical themes in the Middle East since the fall of the Ottoman Empire. Special attention is given to religious conflict within the region and beyond, as well as key political events, wars, and economic trends that have impacted the peoples of the Middle East and their relations with the world.

### **POL 360 International Politics** **U**

Focuses on the most important issues of contemporary international politics, including macro issues such as the geopolitics of energy competition, international politics of global warming, international terrorism, nuclear proliferation, and globalization. Also covers regional and thematic issues such as human rights, integrating China and India into the world structure, and the increasingly important question of the relationship between the western and Islamic communities, while providing and building on a conceptual knowledge of international politics.

### **POL 370 American Political Behavior** **U**

Analyzes American political behavior, exploring the role that social capital plays in limiting or encouraging political engagement. The first part of the course focuses on the decline of American's participation in social organizations and networks and the impact of this decline on politics. The course utilizes the social capital theory to argue that the decline of social capital over the past two generations is reflected in the voting patterns of young

Americans. The course then examines the youngest generation of voters—the millennial generation—to determine if there has been a major political shift over the past decade in American politics caused by this new generation coming of age.

### **PSY 101 Introduction to Psychology I** **L**

A broad overview of the field of psychology and a foundation for further study. Topics include the historical roots of psychology, methods and tools of research, perceptual mechanisms that influence behavior, human development, cognition, learning and memory, intelligence and intelligence testing, personality, psychological disorders and therapeutic approaches, and the role of psychology in everyday life and society.

### **PSY 235 Lifespan Developmental Psychology** **L**

**Suggested Prereq:** PSY 101 Introduction to Psychology I or equivalent

This course examines the development and plasticity of behavior throughout life as an interaction between the individual and the environment. It takes a closer look at the development of learning, emotion, cognition and other processes presented in introductory psychology as they change over time with growth, maturity and aging. Students will explore, analyze and present theories and evidence associated with behavioral changes across the lifespan.

### **PSY 330 Educational Psychology** **U**

**Suggested Prereq:** PSY 101 Introduction to Psychology I or equivalent

Examines various aspects of learning and teaching behavior. Topics covered include cognitive and language development, individual differences and sociocultural diversity, behavioral, social cognitive, information processing and social constructivist theories of learning, motivation, planning, classroom management and use of technology.

### **PSY 331 Psychosocial Impact of Chronic Illness on Person and Environment** **U**

**Note:** This course is cross listed; Health Science students must register under HSC 331, all other students register under PSY 331.

This course critically examines several chronic illnesses occurring at alarming incidence rates throughout the nation. Students will develop an in depth understanding of the demands of the disease and the impact on the person, family community and society.

### **PSY 340 Psychology of Learning** **U**

**Suggested Prereq:** PSY 101 Introduction to Psychology I or equivalent

An overview of the major theories which attempt to explain the dynamics of behavior and learning in animals and humans. Areas to be discussed include methods in learning research, classical and operant conditioning, reinforcement, punishment, social learning and memory.

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**PSY 360 Social Psychology** **U**

**Note:** This course replaces PSY 320 Social Psychology. Credit in only one of these courses may be applied toward graduation.

**Duplication Note:** PSY 360 Social Psychology duplicates PSYx325. Credit will not be awarded for both.

Analyzes how people influence and are influenced by the real or imagined presence of others and how people interact with and relate to people around them. Covers methodology and major theories including, social cognition, social perception and judgment, attitudes and attitude change, conformity and obedience, group behavior, attraction and relationships, helping, aggression, prejudice and the application of social psychology to other fields including the legal system.

**PSY 365 Psychology of Diversity** **U**

Examines the influence of diversity on psychology, both as a discipline and in practice. Aspects of diversity examined include research methods, gender, race, culture, ethnicity and class. Explores how these factors have contributed to reassessment of traditional topics in psychology, such as biology, development, personality and society. Focuses on assessing the effects of racism, prejudice, discrimination and the role of psychology in cross-cultural communication and social justice. Readings, including recent journal articles, provide a greater understanding of diversity and the interrelationship between diversity and psychology, and an appreciation for the value of diversity.

**PSY 380 Biopsychology** **U**

**Suggested Prereqs:** PSY 101 Intro to Psychology I or equivalent. Also recommend completion of Experimental Psychology and Research Methods prior to taking this course.

Examines how neurons work individually and together to enable behavior. The biological bases of behavioral development, perception, learning, memory, cognition, motivation, language, sleep, and psychological disorders and therapies will be covered.

**PSY 420 Human Motivation** **U**

**Suggested Prereqs:** PSY 101 Intro to Psychology I and at least one 300-level course in psychology required.

Examines the major issues and organizing principles that describe and explain human motivation. Explores the reasons that human beings behave the way they do with reference to various theories about biological, learned, and cognitive behavior. Students gather information from a variety of sources, draw upon personal experience, analyze information, and develop personalized theories that are applicable to their lives and work situations.

**PSY 440 History and Systems** **U**

**Suggested Prereq:** PSY 101 Intro to Psychology I and a minimum of two upper-level psychology courses

An overview of historical perspectives and theoretical developments that have contributed to the modern discipline of psychology. Students study methods, terminology, theoretical systems and theorists, leading to a familiarity with major schools of thought including structuralism, functionalism, Gestalt psychology, behaviorism, psychoanalysis, and cognitive psychology. Students will also study psychology of social change and the development of modern psychological branches and applications.

**REL 321 Islam** **U**

Critically examines the religion of Islam, its beliefs, practices, and diverse interpretations and understandings of the global Muslim Umma (community). It examines Tawhid (monotheism) or essence of Islam, Qur'an (Holy Book) and Sunnah (traditions) of Prophet Muhammad Ibn Abdullah, and its basic categories for life as a Muslim in its exploration and examination of Islam's journey in the past and present. In addition, attention is paid to the growing presence of Islam in America.

**REL 340 Science and Religion** **U**

Both religious myths and scientific models are designed to provide an understanding of otherwise chaotic worlds. This course comprises a humanis-

tic exploration of the modes of thought underlying religious myth-making and scientific model-construction.

### **SOC 101 Introduction to Sociology** L

An introduction to the fundamental concepts and principles of sociology with an emphasis on sociological perspectives used to explain human social interaction, social groups and social structures. Topics include the study of the origins of sociology, culture, social institutions, social inequality and social change. Examples of current issues in American society and abroad will be used throughout the course.

### **SOC 201 Family** L

**Note:** This course replaces SOC 316 Family. Credit may not be applied toward graduation for SOC 201 if SOC 316 was taken first.

Highlights relevant theories and their relationship to all aspects of family life and dynamics. Explores prevalent issues such as the effects of economics, family structure and parent/child relationships on the overall healthy functioning of family life.

### **SOC 215 Contemporary Social Problems** L

**Note:** This course replaces SOC 163 Social Problems. Credit in only one of these courses may be applied toward graduation.

Students approach social problems from the social construction perspective using appropriate theories to critically analyze selected social problems. Social concerns and their consequences that will be addressed in this course will include: population and the environment; gender, race and ethnic inequality; power and the workplace; poverty and social class; crime and violence; the family; health care; education; and substance abuse.

### **SOC 250 Race, Ethnicity, and Gender** L

**Suggested Prereq:** SOC 101 Intro to Sociology

This course introduces students to theoretical and empirical studies on race, ethnicity, and gender from sociological and historical perspectives. Dif-

ferent conceptual frameworks and case studies are used to present the sociology of minority group relations and the diverse experiences of White, African American, Hispanic, Native American, Asian, and women groups in the U.S.

### **SOC 301 Juvenile Delinquency and Justice** U

Explores the judicial approaches to handling minor criminal offenders; the sociological and cultural aspects of delinquency; and its causes, potential deterrents, and rehabilitation modalities.

### **SOC 314 Sociology of Health and Illness** U

Examines the influence of social and structural forces on health, illness, and the health care system in the U.S. Through scholarly readings, experiential learning activities, and reflective dialogue, you will explore the social causes and consequences of health and illness, the constructs of health and illness behavior from a socio-cultural perspective, the social behavior of health care personnel and patients, the social role of the hospital, and the complex issues surrounding health care reform, health care delivery, and social policy. Health care delivery systems worldwide are introduced to help you gain insight into common and disparate approaches, problems, and solutions.

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### **SOC 317 Social Theory** U

**Suggested Prereq:** SOC 101 Intro to Sociology or PSY 101 Intro to Psychology I or CJ 101 Intro to Criminal Justice. Recommend a minimum of 3 courses in the Social Sciences.

This course familiarizes students with selected classical and contemporary social theories while providing them with a framework for understand-

ing and analyzing various theoretical concepts. Original writings of core theorists will be studied with reference to the social and intellectual milieu in which they were written as well as their contemporary relevance.

### **SOC 318 Sociology of the Workplace** **U**

Analyzes the workplace and the nature of work from a sociological perspective, regardless of whether the “workplace” refers to the home, the corporate office, or the factory. Explores the definition of “work” as to what constitutes work and whether an activity need be paid to be considered work. Introduces the history of work, contemporary workplace issues, governmental statistics and social theories used to study work. Addresses current and relevant issues related to work and the workplace including the meaning of work, discrimination and inequality, technology in the workplace, work and family, and globalization.

### **SOC 320 Health Care Issues In Culturally Diverse Populations** **U**

**Note:** This course is cross listed; Health Science students must register under HSC 320, all other students register under SOC 320.

This intensive course introduces students to the concepts of culture and cultural diversity as they relate to health care and the health care delivery system. During the course students will explore religious, racial, ethnic and other subcultures that exist in our society and examine conflicts that often occur when differing cultures enter the health care arena. Students will also discuss the concept of cultural competence and study strategies that health care organizations are using to create more inclusive services..

### **SOC 323 Deviant Behavior** **U**

**Suggested Prereq:** Prior experience with sociology/social science courses will be helpful.

This course will familiarize students with theories and applications of deviance, deviant behavior, and the social interactional process of “being deviant.” Students will read original texts and begin to understand the larger body of social interaction research in sociology and anthropology that have given rise to contemporary theories of deviance and learn to relate these concepts to other bodies of work in the fields of social science such as criminal justice. Students will also learn to apply the ideas from their theoretical reading to contemporary life and to their own personal and professional experience. In addition to reading, writing, and discussion, students will engage in a short field activity during which time they will have the opportunity to make their own scientific observations of deviant behavior.

### **SOC 324 Criminology** **U**

Provides an in-depth study of the nature and causes of crime and antisocial behavior. Using a multidisciplinary approach, the course focuses on explanations through criminal topologies and criminological theories. Topics range from crime causation to the extent of crime, victimization, and

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social and psychological theories. Students also explore various types of criminality such as violence, property public offenses.

### **SOC 325 Families In A Global Context** **U**

A sociological analysis of families as they are transformed by globalization. Cross-cultural studies to examine persistent differences among families as well as the homogenizing trends.

### **SOC 331 Psychosocial Impact of Chronic Illness On Person and Environment** **U**

**Note:** This course is cross listed; Health Science students must register under HSC 331, all other students register under PSY 331 or SOC 331.

This course critically examines several chronic illnesses occurring at alarming incidence rates throughout the nation. Students will develop an in depth understanding of the demands of the disease and the impact on the person, family community and society.

### **SOC 332 Religion and Society** **U**

Examines the underlying social origins, functions, and consequences of religious belief systems and associated religious organizations. Careful attention is given to religious conflict in the contemporary world with comparative studies of religious myths and theologies in political, economic, and historical contexts.

### **SOC 341 Globalization** **U**

**Note:** SOC 342 is cross-listed as ECON 341. Students may elect to register for either course number but may not receive credit toward graduation for both courses.

**Suggested Prereqs:** Introduction to Sociology or Macro Economics with 15 credits in the social sciences strongly recommended.

Analyzes the political, economic, cultural and social features of globalization, providing a broad understanding of the process. It assesses the impact of economic globalization, examines the role of media and religion in cultural globalization, and explores the link between environmentalism and

the globalization of social problems. Issues such as economic integration, inequality, and Islam are also addressed.

### **SOC 342 Homelessness: Social and Health Perspectives** **U**

Provides a comprehensive view of homelessness within the U.S. from both social and public health perspectives. Students will explore the various causes of homelessness, the different homeless populations, and investigate interventions aimed at addressing relevant issues. The course strives to put a face to the thousands of men, women, and children that are without the shelter, safety, and comfort of a home.

### **SOC 375 Urban Sociology** **U**

Explores the development and functions of cities from a sociological perspective. We will examine historical development of cities, sociological explanations of urban growth and change, the social and cultural factors that shape American cities, and the consequences of social change for neighborhoods and cities. The objective of this course is to develop a thorough understanding of key concepts and current issues in urban sociology.

### **SOC 376 Social Movements** **U**

**Suggested Prereq:** Prior experience with sociology/social science courses will be helpful

This course focuses on the various dimensions of social movements, most importantly, on how ideas, individuals, events, and organizations are linked to each other in broader processes of collective action. Students will study the characteristics of social movements, when they occur, who joins them, how they are organized, what are the strategies and tactics of social movements, and what impact do social movements have. Key movements such as women's rights, civil rights, and environmental protection will be discussed with students choosing one social movement to analyze and write their final paper on.

### **SOC 380 The Global Impact of Aids: Person, Family, Community** **U**

Examines the impact of AIDS from the individual, community and global perspective. Through interactive media learning communities, students will learn about the biology of the disease process and treatments and examine the effects of social and political influences on the AIDS community. The student will develop an understanding of the continuing challenges in the field of HIV/AIDS. Students will also have the opportunity to view the personal perspectives of AIDS patients, as well as have the opportunity to reflect on their own perspectives of AIDS and the many misconceptions of the disease.

### **SOC 416 Introduction to Gerontology: Physical, Psychological and Social Aspects of** **U**

**Note:** This course is cross listed; Health Science students must register under HSC 416, all other students register under SOC 416.

This intensive course provides an interdisciplinary approach to aging, focusing on knowledge concerning physical, psychological and social age-related changes. The number of 60+, and particularly the 80+, people in the population will have a great influence on certain societies (e.g. the United States) in the early twenty-first century. The implications for society of this increase in the aged portion of the population will be reviewed. The course also explores personal and societal attitudes towards aging and focuses on the diversity that is present in the aging population. Upon completion of the course, students will have had the opportunity to challenge their stereotypes about the elderly, and gained an awareness of the wide range of realities of aging that exist.

### **SOC 428 Families, Delinquency, and Crime** **U**

**Note:** SOC 428 is cross-listed as CJ 428. Students may elect to register for either course number but may not receive credit toward graduation for both courses.

**Suggested Prereq:** SOC 101 Introduction to Sociology and PSY 101 Introduction to Psychology I

Explores the link between family life and antisocial behavior. Analyzes popular explanations using the results of studies by sociologists, criminologists, and psychologists. Succinctly defines terminology, establishes a review of empirical literature, and provides an effective argument that families are a dynamic aspect of our social lives and that delinquency and other problem behaviors are intricately related to families.

### **SOC 432 Drugs and Crime** **U**

**Note:** SOC 432 is cross listed as CJ 432. Students may elect to register for either course number but may not receive credit toward graduation for both courses.

Analyzes the political, economic, social, and cultural factors that shape the use of illicit, misused, or abused substances. Includes consideration of the way these factors influence the social and legal response to drug use.

### **SOC 465 Social Science Research** **U**

**Prereqs:** Statistics and a minimum of 9 upper-level credits in Criminal Justice or the Social Sciences.

Introduces students to social science research from a practical point of view and focuses on the broad concerns common to all types of social science research: experiential, survey, and field research. Ethical research principles and practices are also covered.

### **SPA 220 Spanish Communication for the Health Care Professions** **L**

This course provides students with the basic communication skills in Spanish and the cultural understanding that will enable them to care for the Spanish-speaking health care clients in the U.S. in an effective and sensitive manner and within a variety of typical health care situations. Students will learn how to speak, listen, write and read in Spanish within an authentic cultural context. Multimedia will be used to enrich the learning experience. Content includes a general introduction to the topic; basic elements of client exchanges; the description and examination of the human body; elements of the health care setting and equipment; information

related to test and treatments; determination of when and how to use an interpreter, and insight into the perspective of being a health care consumer in a potentially frightening situation when unable to speak the language.

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## Graduate Level

### **MLS 500 Graduate Research and Writing** **G**

Students learn to succeed in a graduate program by improving research skills, writing research papers, and formatting a graduate paper or thesis. A focus on information literacy allows the student to successfully retrieve and work with electronic documents and to conduct research with digital collections of information resources.

### **MLS 621 Ancient Greece through the Renaissance** **G**

This course considers three historical periods: classic, medieval, and early modern. Conventional readings on each historical era will be examined, as will readings that challenge traditional views of each period. Some of the topics students consider include: what it means to be human; the value of reason and secular feelings and beliefs in the context of faith; the importance of human endeavors such as art, science and scholarship.

### **MLS 622 The Birth of the Modern Age** **G**

The nineteenth century was dominated by the belief that the marriage of reason, faith, and scientific method could answer the problems of society and of the universe. By the early twentieth cen-

tury, this marriage was dissolved and faith, science and reason were in open warfare with each other. Darwin (science), Freud (psychology), and Marx (economics) were all instrumental in bringing about this situation. Adding to the confusion were urbanization, growing industrialization, and the loss of optimism signaled by the First World War. Students in this course examine the responses of composers, painters, and authors to the resulting isolation, alienation, and loss of values, which became part of a movement called Modernism. Some of the figures studied (in addition to Darwin, Freud, and Marx) are T. S. Eliot, Debussy, Stravinsky, Conrad, Kafka, Joyce, and Virginia Woolf.

### **MLS 623 The Search for Meaning and Identity in the Contemporary World** **G**

Students study the Contemporary Era, examining, among many topics, this period's numerous changes, agents of change, and varied reactions to change. A prominent theme of this course is that of identity and identity politics, explored via literature and art in particular. This course also surveys some of the major social issues in the contemporary world, with an emphasis on the effort to derive a sense of meaningful identity in the face of forces leading to globalization and an integrated transnational economy.

### **MLS 631 Revolutions in Knowledge** **G**

This course begins with an exploration of the fundamental shift in our view of the universe that occurred when Copernicus theorized that the earth was not the center of the solar system. The Copernican Revolution was the end of the era of knowledge based on tradition and authority, and the birth of a very different conception of knowledge: science. Readings will also raise the question: is science what people typically believe it is, that is, a gradual and upward accumulation of truths about the world, or is it a chaotic story of conflict where needed facts often are discovered much later, when people have already made up their minds? Finally, students examine how the practice of science has fundamentally changed the social roles of women and men, and how it has shaped our relationship to other cultures.

**MLS 632 Capitalism and Its Impact** **G**

In this course students examine Marx's theory of capitalism, Western views regarding Marx and Marxism, and the effects of capitalism on the family, women, the environment, political systems, and developing nations. Students also explore how capitalism, private property and a free market economy permitted industrialization, with its positive and negative effects.

**MLS 633 Darwinism and Its Influence** **G**

Students explore how a theory in science—evolution—can have a significant impact on fields far from scientific inquiry. This course also examines Darwinism's influence on the arts, politics, social movements, education, economic theory, and religion as well as the interaction among cultural values, social structures, and modes of analysis.

**MLS 653 Character Ethics and Education** **G**

Students conduct a critical review—both practical and theoretical—of recent proposals for character education in public schools and examine their philosophical underpinnings. Practical aspects focus on recent legislation for character education in the classroom (NY State Saves). Students critically examine its content and implementation by contacting various existing programs charged with developing training for teachers in character education and examining the legislation itself as well as the writings of some of its proponents. This includes looking at anti-bullying legislation and studying the aftermath of the Columbine school shootings. The theoretical examination of character ethics focuses on the philosophical roots of moral character and virtue, beginning with the ancient Greeks, later tracing interpretations of these same elements in the works of St. Augustine and Thomas Aquinas, and ending with a critical examination of more contemporary theories as discussed in the works of MacIntyre, Bennett and their critics.

**MLS 661 Cultural Perspectives: Interpretive Strategies** **G**

This course applies the study of signs and symbols in order to develop new interpretive strategies by looking at the elements of the world around us as "texts." Using the ideas from linguistics, semiotics (study of signs and symbols), postmodernism, cultural studies, popular culture, media studies, and communications, students learn how to see the world in a new way, and to find previously undetected meanings and messages in the artifacts and elements of everyday life. Students examine literature, television, film, public space, architecture, race, ethnicity, gender, visual arts, advertising, and technology to discover how they reflect and reveal attitudes, beliefs, values, and behaviors.

**MLS 662 Ethics in a Changing World** **G**

Equipping the learner to be able to evaluate arguments and ethical dilemmas by using different ethical approaches is a primary goal of this course. The course provides an extensive foundation in the ideas of influential thinkers including Kant, Habermas, Rousseau, Mill, Hume, Aristotle, Gilligan, Kegan, Zimbardo, Smith, and Moody-Adams. In addition, it provides various methodologies for three key approaches: ethics of purpose, principle, and consequence. In doing so, students develop methods for discovering underlying beliefs, values, assumptions, and normative evaluations that affect professionals in a multicultural world.

**MLS 663 Art and Culture** **G**

History, art, and culture come together in a study of the classics of world art and architecture in a virtual travel-study tour of the world's great museums, cathedrals, monuments, and art. Historical, cultural, political, and economic influences are examined in this chronologically arranged course. Students are encouraged to pursue their own interests in depth, and will have opportunities to produce creative responses to works.

**MLS 664 Geopolitical Brinksmanship** **G**

Risk-taking in order to achieve personal or national objectives has occurred with regularity in world history. With the advent of the Internet, media, and military technologies, the impact and effects of risk-taking leaders have changed. As the risk-taking escalates in its scope and possible consequences, how does one determine if psychological games are being played, and what are the ethical and/or philosophical implications? This course takes a close look at the nature of risk-taking, the types of risks that are taken, and the ethics of the consequences if the leader “loses” the gamble. The course focuses on a study of historical examples, and students also gain insights from readings on what makes leaders of rogue states take actions that lead to brinksmanship.

**MLS 667 Cultural Diversity in the Workplace** **G**

This course provides an interdisciplinary foundation for individuals who need to understand the legal, sociological, psychological, and organizational behavioral implications of diversity, inclusion, and change. With a solid theoretical background in sociology, human relations, psychology, anthropology, and organizational behavior, the course examines current challenges and opportunities in society and the workplace. In addition to requiring students to analyze case studies and legal briefs, the course asks students to evaluate the ethical and philosophical concerns surrounding cultural diversity in the workplace and the community.

**MLS 668 Religion in Society and World Politics** **G**

The role of religion in community building and as the ideological or conceptual glue that binds a group of people together is examined vis-a-vis more conventional identity and nation-building mechanisms, such as politics and commerce. Students are presented with the opportunity to view differing approaches to religion—transformative and transcendental vs. pragmatic—and are able to trace the way the world views differ, resulting in coalitions and conflicts.

**MLS 670 Governance and Conflict** **G**

History, theories of governance and nation building, and sociopolitical and economic factors are examined within an interdisciplinary framework with an emphasis on developing the ability to analyze, assess, and develop explanations for current and historical alliance building and conflict. The work of major thinkers and theorists in the field is covered. Specific topics and themes include nationalism, transnationalism, international law and morality, security, national law and diplomacy, human rights, the global community, and emerging threats. Culture, ethnicity, and an evolving sense of identity underscore the development of an approach to international as well as regional issues. Research, debate, and discussion enhance the students’ experience and facilitate the attainment of learning objectives. At the end of the course, students are able to demonstrate an ability to conduct systems-level, state-level, and individual-level analysis of scenarios.

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**Excelsior College Community Resources:**

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### **MLS 673 Mindsets: Cross-Cultural Understanding** **G**

By studying the autobiographical works of individuals across self or society-defined identities, students begin to analyze and explore the various ways of viewing and responding to the world that so typify our diverse global community. The key vehicle is autobiographical (the memoir, autobiography, or creative non-fiction) because the course stresses authenticity in representation and in revelation. However, fiction is also considered as it reflects or comments upon world views and the human condition. In addition to journals, all students are encouraged to keep a weblog (blog) that can be viewed by other students. This supplements discussion board activities and can be used as a point of departure for a final project and/or journals. Students are exposed to a vast array of cultures, both within the “melting pot” of the United States and around the world, through the experiences of contemporary writers who have lived among and contemplated different cultures.

Remember to contact your academic advisor for approval prior to registering for any courses to ensure that they will apply toward your degree as expected. Not every course is offered every term. Please check our Web site for course availability.

### **MLS 675 Technology, Change and Global Implications** **G**

Students have an opportunity to evaluate and assess the nature of change and its impact(s). This is accomplished by questioning the accomplishments of technology and the way it affects existing ways of life, employment opportunities, economic structures, and the way that knowledge is “managed” in society. Students are introduced to competing theories and concepts regarding the nature of technology, innovation and social change and are also asked to study a problem and make predictions about possible impacts and results. Specific topics include Internet technologies, computer

imaging abilities, telecommunications, new materials, weapons, space exploration, health technology, pharmaceuticals, and miniaturization.

### **MLS 676 Current Problems: Coming Home-War, Immigration, Community** **G**

New challenges in developing communities for individuals affected by war, conflict, and economic pressure are examined in this course, with the objective of gaining a better understanding of the underlying issues as well as case studies and examples. Upon successful completion of this course, students will effectively describe types of emotional and physical trauma and its impact on the home and community. They will be able to explain the reason for the out migration of groups of people, and will be able to trace the directions and relocation. Finally, they will analyze the impact on families and communities, and explain leadership, education, and development implications.

### **MLS 681 Leadership in Organizations and Education** **G**

This course focuses on the ideas and philosophies that underpin the attempts to construct ideal societies, their institutions and beliefs. By tracing the history of utopian theories and philosophies, beginning with antiquity (the Greeks) and ending with twentieth century experiments, students have an opportunity to analyze utopian educational ideas, community-building, and economic development. Main themes and animating ideals in the quest for utopia are also examined.

### **MLS 682 Social Issues in Organizations and Education** **G**

By forging linkages between cultural anthropology, sociology, and organizational behavior, students explore the nature of humanity and cultural systems while considering significant fundamental questions: How is a sense of community fostered in organizations? What human inequalities are natural, and which are cultural? What is the role of traditions, rites, and rituals in transmitting knowledge? What is the relationship between culture and power?

### **MLS 683 The Art of Leadership in Literature and Film** **G**

This course presents the conceptual bases of culturally informed leadership with theoretical readings as well as case studies and current issues. Students are encouraged to apply the material in this course to real-world situations and to develop an analysis. They become familiar with the concepts in the core text and with the ideas presented in historical texts, literature, film, and philosophical writings. The course deals with specific topics, such as ethics, vision, empowerment, trust, strategic thinking, participatory goal setting, milestones, diversity, managing performance, and motivating people. Ethical dilemmas and conflicts of interests are presented as well, and they connect with political pressure, ethics, character development, and more. Students respond to and discuss readings, concepts, and specific case studies and have an opportunity to research topics on leadership that connect to specific interests and current events.

### **MLS 684 Ethics, Media, the Arts and Society** **G**

What are the limits of privacy? How are factual reporting errors and deliberate distortions combated? When and where are reporters and photojournalists tempted to cross ethical boundaries and damage individuals? What are their motivations? Recent scandals in the news have led to a re-assessment of how ethics and the public trust are being considered in mass media. This course examines the pressures faced by mass media to achieve profitability. It also takes a look at societal forces that influence decisions made by journalists and their editors. Single ownership of newspaper chains and media outlets influences content and editorial decisions, as does the emergence of new, instant-access methods of dissemination. The impact of the phenomenon of independent journalism, in the form of weblogs and individually hosted Web sites and list serves, is assessed. Students have an opportunity to examine case studies and even role-play as ethically challenged editors or journalists.

### **MLS 685 Strategic Problem Solving** **G**

This course takes a look at social, cultural, economic, political, and individual issues that require analysis and resolution in today's world. It also takes a close look at psychological issues that impact problem-solving and seeks to investigate how they relate to individuals and groups. Students develop strategic problem-solving approaches, solutions, and techniques. In addition to using techniques to identify the problem(s), conducting a needs assessment, weighing alternatives, and selecting a method for optimizing resources, achievement of a mission, and profitability, the course also looks at team-building, motivation, individual self-actualization, and creative problem-solving. Various philosophical and ethical foundations are considered, and eclectic, inclusive, and innovative approaches are encouraged.

### **MLS 691 The Face of Immigration Today: Diaspora** **G**

This course presents the causes of the dispersion of peoples and the resultant diasporic communities. Students examine historical and contemporary data and case studies on the phenomenon of diaspora in the United States as well as studying issues confronted by individuals, families, and groups who have migrated to a new land, including the development of a sense of belonging and identity. The Slave Trade and Early African Diasporas also figure prominently in the curriculum.

### **MLS 692 New Populations and the Community: Immigration and Diaspora** **G**

This course examines the personal impact of political decisions on immigrant groups in communities and schools. It also explores the impact of new immigrant populations on the classroom, the school, and the community. Students will have the opportunity to examine best practices, both in teaching these populations and in effectively reaching out to parents and to the community at large.

### MLS 693 Social Justice and Societal Oppression

G

This course examines the historical realities and societal underpinnings of America's struggle with implementing the notion of "justice for all" amongst its general populace, as opposed to the privileged few. Students will also explore how hate and hypocrisy have impinged upon indigenously-immigrant-emancipated hopes in our democracy. Utilizing a combination of film clips in conjunction with scholars as widely divergent as Charles Dickens, W.E.B. DuBois, Ward Churchill, bell hooks, Angela Davis, Beverly Tatum, James Loewen, Ronald Takaki, John Corvino, and Michael Eric Dyson, the course will offer an examination of various visual and literary snapshots of societal oppression that contradict and undermine notions of social justice.

### MLS 694 Theories of Conflict and Conflict Resolution

G

This course provides an introduction to the field of conflict analysis and resolution. What kinds of social conflict affect our world? What are the causes and consequences of social conflicts, and how do these conflicts emerge? What causes conflicts to escalate or de-escalate? Is this something we can predict or control? How do parties to conflict affect outcomes? What are the roles and responsibilities of third-party intermediaries? Students will focus on the analysis of social conflict, and practices and strategies for responding to conflict, by studying such cases as the American struggle for civil rights and women's rights, apartheid in South Africa and Palestinian-Israeli relations, environmental protection, the Cold War, and contemporary counter-terrorism efforts. The emphasis is on finding the opportunity in conflict, and working towards constructive outcomes.

### MLS 695 Community Amidst War, Disaster, Trauma and Daily Life

G

This course examines the notion of community and explores how communities and individuals handle both stable times and crisis situations, including war and natural disasters. Students will also learn about trauma, including signs and symptoms, who are affected, and types of support available to trauma victims.

### MLS 701-706 Independent Learning Contract G

Students have the opportunity to work one-on-one with an Excelsior College faculty member to set learning goals, choose the means by which to reach those goals, and determine the best way to assess learning. Learning Contract can be on almost any topic within humanities, social sciences, pure science, or fine arts (excluding studio courses). All learning contracts must be submitted for departmental approval, and students must inform their academic advisor of their intent to pursue an ILC well in advance of registration.

### MLS 900 M.A. Thesis

G

Capstone project required of each student.

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Lecturer, Mathematics and Economics  
Pennsylvania State University

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Associate Professor, History Department  
St. Joseph's College

### **Diane H. Bryan, PhD**

(Clinical Psychology, Walden University)  
Sergeants Major Academy Instructor  
Sergeants Major Academy, Fort Bliss TX

### **Z. Jiang, PhD**

(Plant Science, University of  
Rhode Island)  
Associate Professor, Plant Science  
SUNY Cobleskill

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Texas A&M University-Kingsville)  
Assistant Professor, Educational  
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Texas A&M University-Kingsville

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Professor, Sociology  
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Associate Professor, Criminal Justice  
The Sage College

### **Brian Schmidt, PhD**

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Political Theory, State University of  
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### **Leonard Simons, PhD**

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Professor, Biology  
Corning Community College

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<b>School of Business and Technology, Business Programs</b>		
Administrative/Management Studies	5004	AAS
Business	5001	AS
General Business	0501	BS
Accounting (General)	0502	BS
Accounting (NYS CPA Track)	0502	BS
Finance	0504	BS
Global Business	0513	BS
Management of Human Resources	0515	BS
Management Information Systems	0507	BS
Marketing	0509	BS
Operations Management	0506	BS
Risk Management and Insurance	0512	BS
Hospitality Management	0508	BS
Business	0506	MBA
<b>School of Health Sciences Programs</b>		
End of Life Care	1299	Certificate
Health Care Informatics	1203.12	Certificate
Health Care Management	1203.12	Certificate
Health Sciences	1201	BS
<b>School of Liberal Arts Programs</b>		
Homeland Security	5505	Certificate
Liberal Arts	5649	AA, AS
Liberal Studies	4901	BA, BS, MA
Area Studies	0399	BA, BS
Biology	0401	BA, BS
Chemistry	1905	BA, BS
Communication	0601	BA, BS
Criminal Justice	2105	BS, MS
Economics	2204	BA, BS
Geography	2206	BA, BS
Geology	1904	BA, BS

Program Title	HEGIS	Award
<b>School of Liberal Arts Programs (continued)</b>		
History	2205	BA, BS
Literature in English	1502	BA, BS
Mathematics	1701	BA, BS
Music	1005	BA, BS
Philosophy	1509	BA, BS
Physics	1902	BA, BS
Political Science	2207	BA, BS
Psychology	2001	BA, BS
Sociology	2208	BA, BS
World Language and Literature	1199	BA, BS
<b>School of Nursing Programs</b>		
Nursing	5208	AAS, AS
Nursing	1203.10	BS, RN-MS, MS
<b>School of Business and Technology, Technology Programs</b>		
Cybersecurity	5199	Certificate
Cybersecurity Management	0799	Certificate
Aviation Studies	5302	AAS, AOS
Technical Studies	5315	AAS
Computer Software	5103	AS
Electronics Technology	5103	AS
Nuclear Technology	5316	AS
Technology	5305	AS
Technology	0925	BS
Computer Information Systems	0702	BS
Computer Technology	0701	BS
Electronics Engineering Technology	0925	BS
Information Technology	0702	BS
Nuclear Engineering Technology	0925	BS
Cybersecurity	0702	MS

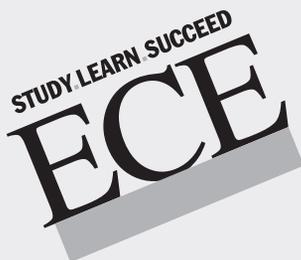
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