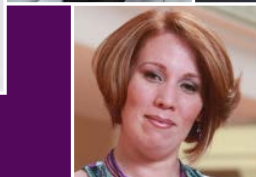
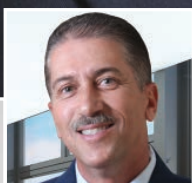




School of **Liberal Arts**

CATALOG



www.excelsior.edu



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. The College is governed by a board of trustees composed 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 associate, baccalaureate, and master's degrees, as well as offers certificate programs, through its five schools: Business & Technology, Health Sciences, Liberal Arts, Nursing, and Public Service.

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

- The average age of an Excelsior student is 38; about 57 percent are female, 43 percent are male.
- Nearly one-third of our enrolled students are from groups historically underrepresented in higher education.
- More than one-third of our students are active-duty military personnel or veterans.
- More than 150,000 persons have earned degrees from Excelsior College. Of those graduates, 11 percent 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 learning.

VISION STATEMENT

Excelsior College aspires to be a model university for the 21st century.

- Excelsior will be a provider of choice for those who pursue their educational goals in a flexible, individualized manner.
- Excelsior will continue to serve as a cost-effective stimulus for lifelong learning and individual achievement, advocating the assessment of learning and aggregation of credit.
- Excelsior will be recognized as an ideal academic collaborator and as a valuable partner in addressing societal and workforce needs.

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 (CHEA).

The associate, bachelor's, and master's degree programs in nursing at Excelsior College are accredited by the Accrediting Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, telephone: 404-975-5000. The ACEN 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 Engineering Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202, 410-347-7700; www.abet.org. ABET is a specialized accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).

Excelsior College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), 11374 Strang Line Rd., Lenexa, KS 66215; 913-631-3009; www.iacbe.org. The IACBE is a specialized accrediting agency recognized by the Council for Higher Education Accreditation (CHEA). The business programs in the following degrees are accredited by the IACBE: Bachelor of Science in Accounting (NYS CPA track) and Bachelor of Science in Business.

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

This school is a nonprofit corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Oregon Office of Educational Policy and Planning at 255 Capital Street NE, Suite 126, Salem, Oregon 97310-1338.

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 UExcel[®] exams and Excelsior College[®] Examinations.

The National League for Nursing (NLN) has designated the Excelsior College School of Nursing as a Center of Excellence in Nursing Education, 2011–2016. This distinction has been awarded in recognition of the College's sustained achievements in creating environments that promote student learning and professional development and it is the third consecutive designation the School has received since the NLN began the program in 2005.

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.

Excelsior College School of Liberal Arts

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.

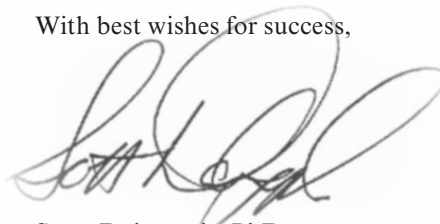
Today, our society still believes that people can benefit from a broad-based education. And while the definition of liberal arts has changed over the centuries, it remains similar in spirit to the original definition. At Excelsior College, the School of Liberal Arts offers degrees in these disciplines. Our general degrees in Liberal Arts (offered at the associate, bachelor's and master's levels) are among the most flexible and transfer-friendly anywhere.

We offer the following degree programs in the School of Liberal Arts:

- History
- Humanities
- Liberal Arts
- Natural Sciences
- Psychology
- Social Science
- Sociology

The four major learning outcomes of our liberal arts degree 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,

A handwritten signature in black ink, appearing to read 'Scott Dalrymple'.

Scott Dalrymple, PhD
Dean, School of Liberal Arts

LIMITATIONS

Information in this catalog is current as of March 2014, 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 and the Drug-Free Workplace Act of 1988.

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.

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

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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 *Student Policy Handbook* from our [website](#). 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

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

Excelsior College Website

Through the College’s [website](#), 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.

Important Information

3. Information Literacy

In this age of information proliferation due to rapid technological advances, students will have to learn to discern 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. 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.

5. 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, visit: 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 systems must meet the minimal technical requirements as noted in the Excelsior College Computer System Requirements (www.excelsior.edu/system-requirements).
4. Students must be able to utilize required software applications.
5. Students need to utilize the Excelsior College website 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).
6. Students are required to conduct themselves appropriately and professionally at all times, including online.

About Test Preparation and Tutorial Services

The College offers UExcel® exams and 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 UExcel® exams.

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 website.

www.excelsior.edu/testprep

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 website, through your **MyExcelsior** user account, or you can call us with this information.



www.excelsior.edu

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

Undergraduate Degree Programs in the Liberal Arts

A man with grey hair and glasses is shown from the side, working on a mosaic floor. He is using a blue triangular ruler and a green strip of material. A large, ornate, bronze-colored tile is visible on the left. The floor is made of small, square, light-brown tiles.

“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 composed 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 history, psychology, and sociology, and in integrated or interdisciplinary programs such as humanities, social science, or natural sciences.

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 home or office. Our courses are available online (via the Internet). You may also choose UExcel® exams to fulfill degree requirements. The current complete list of courses will always be found on our website. Our online courses are characterized by regular interaction on a discussion board with your fellow class members.

In addition to courses, credit can be earned through examination, either UExcel® exams or standardized tests such as CLEP and DANTES. More information is available in our publication, [Using Exams to Complete Your Excelsior College Degree](#), available at our website.

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 compose 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, ethics, 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, military studies, nutrition, and social work.

Physical Education Credits

A maximum of 2 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 of the following for the bachelor's degree.

1. Examination

- a. UExcel® exam **ENGx111 English Composition** (fulfills the requirement for associate and bachelor's degrees)
- b. UExcel® exam **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)

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.

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.

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 1-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 website or consult with their academic advising team.

Humanities Requirement

You must take at least one examination or course (at least three semester hours or four 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 UExcel® exams **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 website. 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.

Ethics Requirement

All Liberal Arts students enrolled in a bachelor's degree program on or after January 1, 2014, must complete a minimum of two semester hours in a general, theoretical ethics course (non applied or work-oriented ethics). This course may also meet your Humanities requirement. Courses/exams that may be used to satisfy this requirement include, but are not limited to: **COMM 335 Ethics in Communication**, **HUM 300 Ethics**, and **PHI310 Ethics: Theory and Practice exam**.

Policies Specific to Undergraduate 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.

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, concentration for an associate degree, and program of study in the bachelor's degree.

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.

Excelsior College Academic Advising Mission Statement

We, as Excelsior College professional academic advisors, actively engage and support our students in the development and achievement of their academic, career, and personal goals.

Excelsior College Academic Advising Values

Our academic advising community is dedicated to:

- Empowering students as lifelong learners;
- Building a collegial environment of mutual trust and respect;
- Providing quality student service;
- Inspiring student success.

Associate Degree Programs

Associate in Arts *and* Associate in Science

Degree 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, 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 [website](#).

Associate in Arts

Degree Requirements

60 credits

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

- 48 credits minimum in the arts and sciences
- 12 credits minimum in applied professional and/or additional arts and sciences credit

Refer to the chart on [page 9](#) for a graphic representation of the minimum credit necessary along with the credit distribution requirements for this degree program.

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 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 (minimum grade of C required)
- **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 must satisfy the humanities requirement, 2 credits must be earned in college-level mathematics, and 2 credits in the natural sciences.

Other Requirements

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

(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 requires a total of 60 credits, distributed as follows:

- 30 credits minimum in the arts and sciences
- 30 credits minimum in applied professional and/or additional arts and sciences credit

Refer to the chart on [page 9](#) for a graphic representation of the minimum credit necessary along with the credit distribution requirements for this degree program.

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 requires a minimum of 30 credits in the arts and sciences distributed as follows:

- **Written English Requirement:** 3 credits (minimum grade of C required)
- **Arts and Sciences Electives:** 6 credits
- **Associate Degree Capstone:** 3 credits (minimum grade of C required)
- **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 must satisfy the humanities requirement, 2 credits must be earned in college-level mathematics, and 2 credits in the natural sciences.

Other Requirements

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

(Optional) Area of Focus

- **Optional Area of Focus:** 15 credits in a single arts and sciences discipline and a minimum 2.0 GPA required. (refer to Area of Focus Option on [page 13](#))

(Optional) Human Services Concentration

- **Optional Concentration:** 15 credits within the 60 credit Associate in Science program, and a minimum 2.0 GPA required.

Outcomes for the Associate Degree Human Services Concentration

Students who complete the concentration in human services will be able to:

1. Explain the role of ethical standards in the context of the Human Services profession.

Core Requirements for All Students

- A. An introductory-level survey course in interdisciplinary Social Science such as: [SOC 110 Introduction to Interdisciplinary Social Science]
- B. A survey course in Human Services such as: [SOC 230 Introduction to Human Services]
- C. Ethics in Human Services such as: [SOC 309 Ethics and Social Policy, HSC 312 Ethics of Health Care]
- D. Human Services Electives such as: [BUS 312 Managing Human Resources, BUS 311 Organizational Behavior, CJ 301 Juvenile Delinquency and Justice, CJ 310 Family Law, CJ 436 Child Abuse and Neglect, CJ 432 Drugs and Crime, HSC 330 Legal and Regulatory Environment on Health Care, HSC 331 Psychosocial Impact of Chronic Illness on Person and Environment, HSC 404 Organizational Behavior in Health Care Environments, HSC 408 Death, Dying and Bereavement, HSC 410 Symptom Management in End of Life Care, HSC 418 Human Resource Management in Health Care Organizations, HSC 426 Gerontology: Social Policy and Aging, HSC 436 Gerontology: Provision of Health Care Services to An Older Adult Population, PHB 320 Substance Abuse-Impact on Individual, Family and Community, PHB 342 Homelessness: Social and Health Perspectives, PSY 235 Lifespan Developmental Psychology, SOC 201 Family, SOC 314 Sociology of Health and Illness, SOC 428 Families, Delinquency and Crime, BUSx315 Organizational Behavior exam, BUSx410 Human Resource Management exam, PSYx210 Lifespan Developmental Psychology exam, PSYx315 Psychology of Adulthood and Aging exam, SOCx310 Foundations of Gerontology exam, SOCx320 Juvenile Delinquency exam]



Associate in Arts

AA
60 Total Degree Credits Required



Associate in Science

AS
60 Total Degree Credits Required

| ARTS AND SCIENCES | Credit Hours |
|------------------------------------------------------------------------------|--------------|
| Arts and Sciences Electives | 24 |
| Written English Requirement | 3 |
| GENERAL EDUCATION REQUIREMENT DISTRIBUTION AREAS (18 credits minimum) | |
| Humanities ^① | 6 |
| Social Sciences/History | 6 |
| Natural Sciences/Mathematics ^② | 6 |
| Associate Degree Capstone ^③ | 3 |
| TOTAL ARTS AND SCIENCES | 48 |
| OTHER REQUIREMENTS | |
| Applied Professional Credits or Additional Arts and Sciences | 11 |
| Information Literacy | 1 |
| TOTAL OTHER REQUIREMENTS | 12 |
| TOTAL DEGREE CREDITS | 60 |

- ① 3 credits are required in disciplines such as art, music, and philosophy. See humanities requirement on [page 4](#) of the catalog.
- ② Requires a minimum of a 2-credit course in math and a 2-credit course in natural sciences.
- ③ Each student must take the online associate degree capstone course. This course must be taken at Excelsior College and cannot be transferred in.

| ARTS AND SCIENCES | Credit Hours |
|------------------------------------------------------------------------------|--------------|
| Arts and Sciences Electives | 6 |
| Written English Requirement | 3 |
| GENERAL EDUCATION REQUIREMENT DISTRIBUTION AREAS (18 credits minimum) | |
| Humanities ^① | 6 |
| Social Sciences/History | 6 |
| Natural Sciences/Mathematics ^② | 6 |
| Associate Degree Capstone ^③ | 3 |
| TOTAL ARTS AND SCIENCES | 30 |
| OTHER REQUIREMENTS | |
| Applied Professional Credits or Additional Arts and Sciences | 29 |
| Information Literacy | 1 |
| TOTAL OTHER REQUIREMENTS | 30 |
| TOTAL DEGREE CREDITS | 60 |

- ① 3 credits are required in disciplines such as art, music, and philosophy. See humanities requirement on [page 4](#) of the catalog.
- ② Requires a minimum of a 2-credit course in math and a 2-credit course in natural sciences.
- ③ Each student must take the online associate degree capstone course. This course must be taken at Excelsior College and cannot be transferred in.

Baccalaureate Degree Programs

Bachelor of Arts *and* Bachelor of Science

Degree 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's 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, ethics, college-level mathematics, natural sciences, information literacy, arts and sciences electives, and a capstone requirement course.



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 website. Information about changes to degree requirements is also made available on our [website](#).

Discipline-Specific Degrees

The Bachelor of Arts and Bachelor of Science discipline-specific degrees (History, Humanities, Natural Sciences, Psychology, Social Sciences and Sociology) provide you an opportunity to develop an in-depth understanding of a single discipline or interdisciplinary area of study within the broader scope of the liberal arts and sciences.

Those degrees are an excellent choice for students who are building on a prior interest or study. Furthermore, completing a discipline-specific degree 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 discipline-specific

degree can enhance your future, visit the [Career Center](#) at our website or consult with your advisor.

Detailed guidelines regarding each of our degrees begin on [page 14](#).

Your degree will be listed on your Excelsior College transcript and your diploma.

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

General Liberal Arts Degrees

The Bachelor of Arts in Liberal Arts/Bachelor of Science in Liberal Arts, unlike the Bachelor of Arts/Bachelor of Science discipline-specific degrees, 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 the general liberal arts degrees do not specialize; rather, they select from a vast menu of courses in disciplines such as literature, art, mathematics, philosophy, biology,

history, and sociology 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 general Liberal Arts degrees are 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 education, as it encourages students to think critically, to write effectively, and to communicate with clarity and precision.

The general Liberal Arts degrees are our most flexible degree programs and popular with our students.

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 representing 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.

Credit Requirements

Minimum requirements for our bachelor degrees are 120, with at least 33 credits (18 at the upper-level) needed if you are working on a discipline specific degree (History, Humanities, Natural Sciences, Psychology, Social Sciences and Sociology). Appropriate proficiency examinations may also be used to satisfy requirements. Any examination or course used to fulfill discipline specific requirements must be worth at least two semester hours or three quarter hours of credit. The minimum acceptable grade point average in the discipline specific component of the degree is 2.0.

Research and Writing in the Liberal Arts Requirement

All students enrolled in a liberal arts discipline-specific degree program must satisfy the research and writing in the Liberal Arts 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 Liberal Arts**. 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 discipline. Students must have completed their information literacy requirement and written English requirement before taking this course.
- Students who are in the History degree program 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 student in the Bachelor of Arts in Liberal Arts or Bachelor of Science in Liberal Arts programs 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 in Liberal Arts degree**, both of these areas must be in the arts and sciences; for the **Bachelor of Science in Liberal Arts 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.

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 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 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. Students in a Bachelor of Arts program are restricted to areas of focus in arts and sciences (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 discipline-specific degree, 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 in Liberal Arts student, but would not satisfy a depth for a Bachelor of Arts in Liberal Arts 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 discipline, 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) are as follows:

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

Guidelines for the Degrees

These guidelines, established by Excelsior College faculty, define core requirements for each individual degree program with the Bachelor of Arts or Bachelor of Science programs. They also establish clusters of intermediate and upper-level courses within which you must earn credit, and they recommend areas for elective work.

Bachelor of Arts in Liberal Arts

The Bachelor of Arts in Liberal Arts 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. The chart on [page 15](#) shows the distribution of credits required for the Bachelor of Arts in Liberal Arts.

Degree Requirements

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 must satisfy the humanities requirement (your ethics course may complete the humanities requirement), 2 credits must be in college level mathematics and 2 credit must be in the natural sciences.
- **Capstone Requirement:** 3 credits
This requirement may be satisfied by completion of one of our five appropriate 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.

- **Additional Arts and Science Electives:**
54 credits in arts and science courses of your choosing.

Depth Requirement: Within your 120 credits, a minimum of 12 credits are required in each of two different arts and sciences disciplines. At least 3 credits in each depth area must be at the upper level. A minimum 2.0 GPA is required.

Other Requirements (30 credits)

Required credits are distributed as follows:

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

Optional Area of Focus: A minimum of 21 credits are required in a single arts and sciences discipline, of which 6 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.

Your Personalized MyExcelsior Account:

www.excelsior.edu/MyExcelsior

Admissions:

toll free 888-647-2388, ext. 27

Fee Schedules, Financial Aid, and Scholarships:

www.excelsior.edu/fees

www.excelsior.edu/financialaid

www.excelsior.edu/scholarships

College Publications, Applications, and Forms:

www.excelsior.edu/publications

Course and Exam Information and Registration:

www.excelsior.edu/courses

www.excelsior.edu/exams



Bachelor of Arts in Liberal Arts

BA

120 Total Degree Credits Required

At least **30 credits** must be at the upper (advanced) level

ARTS AND SCIENCES COMPONENT

Written English Requirement

Credit Hours

6

General Education Requirement^① Distribution Areas (27 credits minimum)

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

Capstone Requirement^④

3

Additional Arts and Sciences Electives

54

TOTAL ARTS AND SCIENCES COMPONENT

At least 30 credits at the upper (advanced) level

90

OTHER REQUIREMENTS

Applied Professional Credits or Additional Arts and Sciences

Credit Hours

29

Information Literacy Requirement

1

TOTAL OTHER REQUIREMENTS

30

WITHIN THE REQUIRED 120 DEGREE CREDITS, THERE IS A DEPTH REQUIREMENT

Credit Hours

Depth Requirement 1^①

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

AND

Depth Requirement 2^①

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

TOTAL DEGREE CREDITS

120

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on page 2 of the catalog for a detailed explanation of the humanities requirement.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ Each student must take one online capstone course. This course must be taken at Excelsior College and cannot be transferred in.

Bachelor of Arts in History

Within the **120 total degree credits**, a minimum of 33 credits are in the field of History, 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.

Outcomes for the History Degree

Students who complete the degree 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 four courses, divided between two areas)

- A. Survey courses in U.S. history (minimum two courses)
 1. [HIS 101 United States History I]
 2. [HIS 102 United States History II]
- B. 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)
 1. [HIS 120 World History I]
 2. [HIS 121 World History II]

II. U.S. History

Minimum of two 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 326 A History of Women in America, HIS 330 U.S. Immigrant and Ethnic History, HIS 332 History of U.S. Foreign Relations since 1898, HIS 335 United States Civil War, HIS 351 Cold War]

III. European History

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

IV. Non-Western History

Minimum of one course, intermediate or upper-level courses [HIS 342 Contemporary Middle East History, HIS 344 Contemporary Chinese History and Culture, HIS 352 U.S. - Vietnam War]

V. Electives in the Discipline

Additional History courses, including excess courses from areas II, III, and IV [HIS 290 Pirates on the High Seas, HISx340 World Conflicts Since 1900 exam]

VI. Capstone course

The History degree 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. The capstone course must be taken at Excelsior College and cannot be transferred in.



Bachelor of Arts in History

BA
120 Total Degree Credits Required
 At least **30 credits** must be at the upper (advanced) level

ARTS AND SCIENCES COMPONENT

Written English Requirement

Credit Hours

6

General Education Requirement^① Distribution Areas (27 credits minimum)

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

Additional Arts and Sciences Electives^④

57

TOTAL ARTS AND SCIENCES COMPONENT

At least 30 credits at the upper (advanced) level

90

OTHER REQUIREMENTS

Credit Hours

Applied Professional Credits or Additional Arts and Sciences^④

29

Information Literacy Requirement

1

TOTAL OTHER REQUIREMENTS

30

WITHIN THE 120 DEGREE CREDITS, THE HISTORY COMPONENT WILL BE:

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

Credit Hours

I. Foundational (minimum of 4 courses between the two areas)

A. U.S. History I & II

B. World History I & II

II. U.S. History

Minimum of two courses, intermediate and upper-level courses.

III. European History

Minimum of two courses, intermediate and upper-level courses.

IV. Non-Western History

Minimum one course, intermediate or upper-level course.

V. Electives in History

Additional History courses, including excess courses from areas II, III and IV.

VI. History Capstone Course^⑤

TOTAL DEGREE CREDITS

120

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on page 2 of the catalog for a detailed explanation of the humanities requirement.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ A portion of these credits will be used to complete credits needed for the degree component.

⑤ Capstone course must be taken at Excelsior College and cannot be transferred in.

Bachelor of Arts in Humanities

Within the **120 total degree credits**, a minimum of 33 credits are in the field of Humanities, with at least 18 at the upper level and a minimum **2.0 GPA**.

The degree in Humanities explores the world of human expression from a broad humanistic perspective or through the fields of fine arts, literature, cultural studies, and communication. Students approach this degree through theoretical concepts, ethical issues, diverse perspectives, and applications to the everyday world.

This degree may be completed without a concentration, or with one of four optional areas of concentration:

- Communication
- Cultural Studies
- Fine Arts
- Literature

Outcomes for the Humanities Degree

Students who complete the degree in Humanities will be able to:

1. Articulate the role of at least two of the humanities disciplines in framing a view of society.
2. Analyze and present a coherent explanation of a humanities question or issue integrating two humanities disciplines.

I. Core Requirements

- A. Survey course in Humanities such as: Intro to Humanities, Humanities I, Western Civilization. [HUM 200 Introduction to Humanities]
- B. Introduction to Philosophy such as: [PHIL 200 Introduction to Philosophy, PHlx101 Introduction to Philosophy exam]
- C. Ethics such as: Ethics, Communication Ethics, Practical Ethics [COMM 335 Ethics in Communication, HUM 300 Ethics, PHlx310 Ethics Theory and Practice exam]

- D. Research and Writing in the degree such as: [LA 496 Research and Writing in the Liberal Arts]

- E. Humanities Capstone course

The Humanities degree requires the completion of the Excelsior College capstone course [LA 498HU Humanities Capstone], with a grade of C or better. The capstone course must be taken at Excelsior College and cannot be transferred in.

II. Without Concentration (minimum 5 courses)

- A. Additional credits from a cross section of the Humanities such as the Fine Arts, Literature, Communication, and Cultural Studies.

II. Fine Arts Concentration

The Fine Arts concentration focuses on student outcomes in the performing and creative arts. Applied professional credit in the student's chosen field, including language as appropriate, is accepted.

Outcome: Delineate the characteristics of one of the major genres of art and support the definition with specific illustrations from appropriate sources.

- A. Survey Course in the Fine Arts such as: Music History, Music Theory, Art History, Art Theory, Theater History, Theater Theory, Performing Art History, Performing Art Theory [ART 101 History of Western Art: Ancient Through the 14th Century, MUS 205 Music History I, MUSx101 Introduction to Music exam]
- B. Additional credits in the Fine Arts (minimum 5 courses). Applied professional credit for internships, practicums, independent study, and coursework in the profession may apply to the concentration upon advisor approval. Courses such as: [ART 102 History of Western Art: Since the 15th Century, MUS 210 History of Rock and Roll, MUS 211 History of Rock and Roll 2]

II. Literature Concentration

The Literature concentration focuses on learning how to read, write, and analyze great works in literature. The concentration in Literature is designed to enable you to study representative works of the most important periods of literature, to understand the main literary genres, and to develop critical standards and a larger context for reading primary texts.

Outcome: Delineate the characteristics of one of the major genres of literature and support the definition with specific illustrations from appropriate texts.

- A. Survey Course in Literature such as:
[ENG 205 Introduction to Literature]
- B. Additional credits in Literature (minimum five courses). Applied professional credit for internships, practicums, independent study, and coursework in the profession may apply to the concentration upon advisor approval. Courses such as: [ENG 210 American Literature I, ENG 212 American Literature II, ENG 252 Mythology, ENG 275 Shakespeare, ENG 310 Short Stories, ENG 315 Zombies in Literature and Popular Culture, ENG 320 Vampires in Literature and Film, ENG 340 Film and Literature, ENG 351 Mark Twain's America, ENG 360 Literature for Children and Young Adults]

II. Communication Studies Concentration

The Communication Studies concentration explores human communication through a variety of contexts, including organizational, relational, and mediated technology. Students approach communication through communication theory, ethical issues, and research methods presented with practical approaches to the field.

Outcome: Plan and create clear, correct, and coherent written messages designed for targeted audiences.

- A. Survey course in Communication Studies such as: Foundations of Communication [COMM 120 Foundations of Communication]
- B. Additional credits in Communication Studies (minimum five courses). Applied professional credit for internships, practicums, independent study, and coursework in the profession may

apply to the concentration upon advisor approval. Courses such as:

[COMM 125 Introduction to Public Speaking, COMM 210 Interpersonal Communication, COMM 320 Communication and Diversity, COMM 324 Conflict Management, COMM 335 Communication Ethics, COMx215 Interpersonal Communications exam]

II. Cultural Studies Concentration

Cultural Studies is an interdisciplinary humanities concentration that analyzes aspects of our world's civilizations—language, art, literature, religion, history, and philosophy, as well as topics usually addressed by the social sciences such as cultural geography, social and political systems, psychology, anthropology, and economics.

Outcome: Drawing upon multiple humanities disciplines, compare and contrast multiple cultural aspects of the world's civilizations.

- A. Survey course in Cultural Studies such as Cultural Studies I, Cultural Studies II, World Religions: [HUM 210 Cultural Diversity, REL 200 World Religions]
- B. Additional credits in Cultural Studies (minimum five courses) including language courses and cultural courses related to the language/area studied. Applied professional credit for internships, practicums, independent study, and coursework in the profession may apply to the concentration upon advisor approval. Courses such as: [HUM 252 Mythology, REL 321 Islam, REL 340 Science and Religion, SPA 220 Spanish Communication for Health Care Professions, SOCx305 Cultural Diversity exam, SPAX102 Spanish Language exam]



Bachelor of Arts in Humanities

BA
120

Total Degree
Credits Required
At least **30 credits** must be at the
upper (advanced) level

ARTS AND SCIENCES COMPONENT

Written English Requirement

**Credit
Hours**

6

General Education Requirement^① Distribution Areas (27 credits minimum)

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

Additional Arts and Sciences Electives^④

57

TOTAL ARTS AND SCIENCES COMPONENT

At least 30 credits at the upper (advanced) level

90

OTHER REQUIREMENTS

Applied Professional Credits or Additional Arts and Sciences^④

**Credit
Hours**

29

Information Literacy Requirement

1

TOTAL OTHER REQUIREMENTS

30

WITHIN THE 120 DEGREE CREDITS, THE HUMANITIES COMPONENT WILL BE:

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

**Credit
Hours**

I. Core Requirements

- | | |
|---------------------------------------|----------------------------------------------|
| A. Survey course in Humanities | D. Research and Writing in the Degree |
| B. Introduction to Philosophy | E. Humanities Capstone ^⑤ |
| C. Ethics | |

II. Optional Concentration Areas (choose one—see guidelines on catalog page 18)

- | | | |
|-------------------------------------------|-------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Without Concentration |
| <input type="checkbox"/> Cultural Studies | <input type="checkbox"/> Literature | |

TOTAL DEGREE CREDITS

120

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on page 2 of the catalog for a detailed explanation of the Ethics and Humanities requirements.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ A portion of these credits will be used to complete credits needed for the degree component.

⑤ Capstone course must be taken at Excelsior College and cannot be transferred in.

Bachelor of Arts in Psychology

Within the **120 total degree credits**, a minimum of 33 credits are in the field of Psychology, with at least 18 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 degree plan 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.

Outcomes for the Psychology Degree

Students who complete the degree 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 [PSY 300 Investigative Methods for Psychology, PSYx365 Research Methods in Psychology exam]
- D. History and Systems/History of Psychology/Psychological Foundations [PSY 440 History and Systems]
- E. Research and Writing in the Degree [LA 496 Research and Writing in the Liberal Arts]
- F. Psychology Capstone Course [LA 498PSY Psychology Capstone]

The Psychology degree requires the completion of the Excelsior College capstone course, [LA 498PSY Psychology Capstone], with a grade of C or better. The capstone course must be taken at Excelsior College and cannot be transferred in.

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. [PSY 235 Lifespan Developmental Psychology, PSYx210 Life Span Developmental Psychology exam, PSY 241 The Psychology of Women, PSYx315 Psychology of Adulthood and Aging exam, SOCx310 Foundations of Gerontology exam]

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 exam]

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

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 231B Introduction to Health Psychology, PSY 331 Psychosocial Impact of Chronic Illness on Person and Environment, PSY 362 Psychology of Human Sexuality, PSY 365 Psychology of Diversity, PSY 375 Forensic Psychology, BUS 311 Organizational Behavior, BUSx315 Organizational Behavior exam]

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Bachelor of Arts in **Psychology**

BA

120 Total Degree Credits Required

At least **30 credits** must be at the **upper (advanced)** level

ARTS AND SCIENCES COMPONENT

Written English Requirement

Credit Hours

6

General Education Requirement^① Distribution Areas (27 credits minimum)

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

Additional Arts and Sciences Electives^④

57

TOTAL ARTS AND SCIENCES COMPONENT

At least 30 credits at the upper (advanced) level

90

OTHER REQUIREMENTS

Applied Professional Credits or Additional Arts and Sciences^⑤

Credit Hours

29

Information Literacy Requirement

1

TOTAL OTHER REQUIREMENTS

30

WITHIN THE 120 DEGREE CREDITS, THE **PSYCHOLOGY COMPONENT WILL BE:**

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

Credit Hours

I. Core Requirements

A. General Psychology/Introductory Psychology

D. History and Systems/History of Psychology/
Psychological Foundations

B. Statistics (*psychological or equivalent*)

E. Research and Writing in the Degree

C. Research Methods/
Experimental Psychology/Experimental Design

F. Psychology Capstone^⑥

II. Intermediate and Upper-Level Courses

One course in each of the five areas:

A. Biological and Physiological Foundations

D. Abnormal Psychology

B. Developmental Perspectives

E. Cognitive Bases

C. Social Influences

III. Electives

TOTAL DEGREE CREDITS

120

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on page 2 of the catalog for a detailed explanation of the Ethics and Humanities requirements.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ A portion of these credits will be used to complete credits needed for the degree component.

⑤ Capstone course must be taken at Excelsior College and cannot be transferred in.

Bachelor of Arts in Sociology

Within the **120 total degree credits**, a minimum of 33 credits are in the field of Sociology, 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 Sociology Degree

Students who complete the degree 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

- A. An introductory level/survey course in sociology. [SOC 101 Introduction to Sociology, SOC 110 Introduction to Interdisciplinary Social Science]
- B. A college-level social sciences-focused statistics course [MAT 201 Statistics, MAT 215 Statistics for Health Care Professionals]

II. Comprehensive

Minimum of at least one course from four different areas at the intermediate and upper-level:

- A. Social Inequality and Diversity [SOC 215 Contemporary Social Problems, SOC 250 Race, Ethnicity, and Gender, 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, SOCx305 Cultural Diversity exam]
- B. Global or Comparative Sociology [SOC 325 Families in a Global Context, SOC 341 Globalization, SOC 350 Environmental Issues and Society, SOC 375 Urban Sociology, SOCx330 World Population exam]
- C. Social Conflict [CJ 301 Juvenile Delinquency and Justice, SOC 323 Deviant Behavior, SOC 324 Criminology, SOC 428 Families, Delinquency, and Crime, SOC 432 Drugs and Crime, SOC 362 Ethnic Conflict and Genocide, SOCx330 Juvenile Delinquency exam]
- D. Social Policy and Action [SOC 309 Ethics and Social Policy, SOC 377 Social Movement: From Civil Rights to Arab Spring, SOC 380 The Global Impact of AIDS: Person, Family, Community, SOC 420 Environmental Policy and Management]
- E. Social Psychology [PSY 360 Social Psychology, PSYx325 Social Psychology exam]
- F. Sociology of Institutions [SOC 201 Family, SOC 221 Why We Overeat: Perspectives on Nutrition, SOC 230 Introduction to Human Services, SOC 240 Addictions in America, SOC 280 U.S. Schools in a Globalized World, SOC 314 Sociology of Health and Illness, SOC 318 Sociology of the Workplace, SOC 332 Religion and Society, SOC 416 Introduction to Gerontology: Physical, Psychological, and Social Aspect of Aging, SOCx310 Foundations of Gerontology exam]

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 319 Understanding Society: The theories of Karl Marx, W.E.B. DuBois and Others]

IV. Research and Writing in the Degree

(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 II and III [HSC 421 Grant Writing]

VI. Social Science Capstone Course

The Sociology degree requires the completion of the Excelsior College capstone course, [LA 498SS Social Science Capstone], with a grade of C or better. The capstone course must be taken at Excelsior College and cannot be transferred in.

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Bachelor of Arts in Sociology

BA
120

Total Degree
Credits Required
At least **30 credits** must be at the
upper (advanced) level

ARTS AND SCIENCES COMPONENT

Written English Requirement

**Credit
Hours**

6

General Education Requirement^① Distribution Areas (27 credits minimum)

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

Additional Arts and Sciences Electives^④

57

TOTAL ARTS AND SCIENCES COMPONENT

At least 30 credits at the upper (advanced) level

90

OTHER REQUIREMENTS

Applied Professional Credits or Additional Arts and Sciences^④

**Credit
Hours**

29

Information Literacy Requirement

1

TOTAL OTHER REQUIREMENTS

30

WITHIN THE 120 DEGREE CREDITS, THE SOCIOLOGY COMPONENT WILL BE:

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

I. Foundational

A. Introductory-level survey course in Sociology **B.** A college-level social sciences-focused statistics course

II. Comprehensive

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

A. Social Inequality and Diversity **C.** Social Conflict **E.** Social Psychology
B. Global or Comparative Sociology **D.** Social Policy and Action **F.** Sociology of Institutions

III. Advanced Integrating (one course in each area)

A. Upper-level Research Methods course **B.** Upper-level course on sociological theory

IV. Research and Writing in the Degree

V. Electives in the Discipline

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

VI. Social Science Capstone^⑤

**Credit
Hours**

TOTAL DEGREE CREDITS

120

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on page 2 of the catalog for a detailed explanation of the Ethics and Humanities requirements.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ A portion of these credits will be used to complete credits needed for the degree component.

⑤ Capstone course must be taken at Excelsior College and cannot be transferred in.

Bachelor of Science in Liberal Arts

The Bachelor of Science in Liberal Arts 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. The chart on [page 28](#) shows the distribution of credits required for a Bachelor of Science in Liberal Arts. This is the most flexible degree offered.

Degree Requirements

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 must satisfy the humanities requirement (your ethics course may complete the humanities requirement), 2 credits must be in college level mathematics and 2 credit must be in the natural sciences.
- **Capstone Requirement:** 3 credits
This requirement may be satisfied by completion of one of our five appropriate 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.
- **Additional Arts and Science Electives:**
24 credits in arts and science courses of your choosing.

Depth Requirement: A minimum of 12 credits are required of which at least 3 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.

Other Requirements (60 credits)

Required credits are distributed as follows:

- **Information Literacy Requirement:** 1 credit
- **Applied Professional and/or Additional Arts and Sciences Credits:** 59 credits

Optional Area of Focus: A minimum of 21 credits are required in a single arts and sciences or applied professional discipline, of which 6 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.

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Bachelor of Science in Liberal Arts

BS

120

Total Degree
Credits Required
At least **30 credits** must be at the
upper (advanced) level

ARTS AND SCIENCES COMPONENT

Written English Requirement

**Credit
Hours**

6

General Education Requirement^① Distribution Areas (27 credits minimum)

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

Capstone Requirement^④

3

Additional Arts and Sciences Electives

24

TOTAL ARTS AND SCIENCES COMPONENT

At least 21 credits at the upper (advanced) level

60

OTHER REQUIREMENTS

Applied Professional Credits or Additional Arts and Sciences

**Credit
Hours**

59

Information Literacy Requirement

1

TOTAL OTHER REQUIREMENTS

At least 9 credits at the upper (advanced) level

60

WITHIN THE REQUIRED 120 DEGREE CREDITS, THERE IS A DEPTH REQUIREMENT

**Credit
Hours**

Depth Requirement 1^①

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

AND

Depth Requirement 2^①

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

TOTAL DEGREE CREDITS

120

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on **page 2** of the catalog for a detailed explanation of the humanities requirement.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ Each student must take one online capstone course. This course must be taken at Excelsior College and cannot be transferred in.

Bachelor of Science in History

Within the **120 total degree credits**, a minimum of 33 credits are in the field of History, 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.

Outcomes for the History Degree

Students who complete the degree 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 four courses, divided between two areas

- A. Survey courses in U.S. history (minimum two courses)
 1. [HIS 101 United States History I]
 2. [HIS 102 United States History II]
- B. 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)
 1. [HIS 120 World History I]
 2. [HIS 121 World History II]

II. U.S. History

Minimum of two 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 326 A History of Women in America, HIS 330 U.S. Immigrant and Ethnic History, HIS 332 History of U.S. Foreign Relations since 1898, HIS 335 United States Civil War, HIS 351 Cold War]

III. European History

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

IV. Non-Western History

Minimum of one course, intermediate or upper-level courses [HIS 342 Contemporary Middle East History, HIS 344 Contemporary Chinese History and Culture, HIS 352 U.S.-Vietnam War]

V. Electives in the Discipline

Additional History courses, including excess courses from areas II, III, and IV [HIS 290 Pirates on the High Seas, HISx340 World Conflicts Since 1900 exam]

VI. Capstone Course

The History degree 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. The capstone course must be taken at Excelsior College and cannot be transferred in.



Bachelor of Science in History

BS

120 Total Degree Credits Required

At least **30 credits** must be at the **upper (advanced)** level

ARTS AND SCIENCES COMPONENT

Written English Requirement

Credit Hours

6

General Education Requirement^① Distribution Areas (27 credits minimum)

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

Additional Arts and Sciences Electives^④

27

TOTAL ARTS AND SCIENCES COMPONENT

At least 21 credits at the upper (advanced) level

60

OTHER REQUIREMENTS

Applied Professional Credits or Additional Arts and Sciences^④

59

Information Literacy Requirement

1

TOTAL OTHER REQUIREMENTS

At least 9 credits at the upper (advanced) level

60

WITHIN THE REQUIRED 120 DEGREE CREDITS, THE HISTORY COMPONENT WILL BE:

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

Credit Hours

I. Foundational (minimum of 4 courses between the two areas)

A. U.S. History I & II

B. World History I & II

II. U.S. History

Minimum of two courses, intermediate and upper-level courses.

III. European History

Minimum of two courses, intermediate and upper-level courses.

IV. Non-Western History

Minimum one course, intermediate or upper-level course.

V. Electives in History

Additional History courses, including excess courses from areas II, III and IV.

VI. History Capstone Course^⑤

TOTAL DEGREE CREDITS

120

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on page 2 of the catalog for a detailed explanation of the humanities requirement.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ A portion of these credits will be used to complete credits needed for the degree component.

⑤ Capstone course must be taken at Excelsior College and cannot be transferred in.

Bachelor of Science in Natural Sciences

Within the **120 total degree credits**, a minimum of 33 credits are in the field of Natural Sciences, with at least 18 at the upper level and a minimum **2.0 GPA**.

A degree in the Natural Sciences provides breadth of knowledge and experience across disciplines such as astronomy, biology, chemistry, earth sciences, and physics. Integrating knowledge and experience in the natural sciences is supported by laboratory and/or field work where one learns procedures and techniques necessary to acquire and analyze data. One also learns how to present scientific information in laboratory reports and how to use statistics to analyze data and present results. This degree is designed and appropriate for those students seeking a multidisciplinary foundation with the option to pursue depth of inquiry in specific areas. A Natural Sciences degree may be excellent preparation for further study or careers in the health sciences, the legal professions, or science-related businesses.

All science courses must be taken within **10 years** of enrollment. Please speak to your advisor for details.

Outcomes for the Natural Sciences Degree

Students who complete the degree in Natural Sciences will be able to:

1. Describe and explain the fundamental concepts of two natural science disciplines.
2. Analyze and present a coherent explanation of a natural science question or issue integrating two natural science disciplines.

I. Core Requirements

- A. A course in statistics or calculus such as:
[MAT 201 Statistics, MATx150 Calculus exam, MATx210 Statistics exam]
- B. One introductory-level course in biology with

laboratory component such as:

[BIO 110 Biology (Non-Lab), BIO 111 Biology Laboratory]

- C. One introductory course in the physical sciences with or without a laboratory component such as:
[CHE 101 General Chemistry I and CHE 101L General Chemistry Laboratory I, GEOL 108 Earth Science and Society, GEOL 114 Introduction to Oceanography, PHYS 110 Introduction to Astronomy, PHYS 201 Physics I, PHYS 202 Physics Laboratory I, PHYS 203 Physics II, PHYS 204 Physics Laboratory II, PHYx140 Physics exam]
- D. Research and Writing in the degree such as:
[LA 496 Research and Writing in the Liberal Arts]
- E. Natural Sciences Capstone
The Natural Sciences degree requires the completion of the Excelsior College capstone course [LA 498NS Natural Sciences Capstone], with a grade of C or better. The capstone course must be taken at Excelsior College and cannot be transferred in.

II. Without Concentration

At least one course in A or B must be an upper-level laboratory course or include an upper-level lab as part of the course.

- A. Select three (3) or more courses from one natural/physical science discipline
- B. Select two (2) or more courses from a second natural/physical science discipline
- C. Electives in natural/physical sciences

Students may choose courses for IIA, IIB and IIC such as: [BIO 212 Microbiology, BIO 275 Bioethics, BIO 300 Advanced Investigations in Biology, BIO 320 Evolutionary Biology, BIO 340 Biodiversity, BIO 360 Developmental Biology, BIO 404 Ecology, BIO 412 Plant Anatomy, CHE 101 General Chemistry I, CHE 101L General Chemistry Laboratory I, GEOL 108 Earth Science and Society, GEOL 114 Introduction to Oceanography, PHYS 110 Introduction to Astronomy, PHYS 201 Physics I, PHYS 202 Physics Laboratory I, PHYS 203 Physics II, PHYS 204 Physics Laboratory II, PSY 380 Biopsychology, BIOx210 Anatomy and Physiology exam, BIOx220 Microbiology exam, BIOx410 Pathophysiology exam, PHYx140 Physics exam]

II. Biology Concentration

Outcomes for the Biology Concentration

Students who complete the concentration 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 biological processes including current information and theories.
 3. Describe the origins and importance of biodiversity.
-
- A. A course in Evolutionary Biology (or equivalent) such as: [BIO 320 Evolutionary Biology]
 - B. A course in Biodiversity or Ecology (or equivalent) such as: [BIO 340 Biodiversity, BIO 404 Ecology]
 - C. Select one course from at least three different areas. At least one course must be an upper-level laboratory course or include an upper-level laboratory as part of the course.
 1. Anatomy and Physiology, Comparative Anatomy, Human Anatomy or Vertebrate Physiology such as: [HSC 105 Anatomy and Physiology (Non-Lab), BIOx210 Anatomy and Physiology exam]
 2. Botany or Plant Science such as: [BIO 412 Plant Anatomy]
 3. Genetics such as: [HSC 364 Human Genetics]
 4. Cell/Microbiology such as: [BIO 212 Microbiology, BIOx220 Microbiology exam]
 - D. Electives in Biology such as: [BIO 275 Bioethics, BIO 300 Advanced Investigations in Biology, BIO 360 Developmental Biology, HSC 280 Biology of Health and Disease, PSY 380 Biopsychology, BIOx410 Pathophysiology exam]

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Bachelor of Science in Natural Sciences

BS**120** Total Degree
Credits RequiredAt least **30 credits** must be at the
upper (advanced) level**ARTS AND SCIENCES COMPONENT**

Written English Requirement

**Credit
Hours****6****General Education Requirement^① Distribution Areas** (27 credits minimum)Humanities^②**9**

Social Sciences/History

9Natural Sciences/Mathematics^③**9**Additional Arts and Sciences Electives^④**27****TOTAL ARTS AND SCIENCES COMPONENT***At least 21 credits at the upper (advanced) level***60****OTHER REQUIREMENTS**Applied Professional Credits or Additional Arts and Sciences^⑤**Credit
Hours****59**

Information Literacy Requirement

1**TOTAL OTHER REQUIREMENTS***At least 9 credits at the upper (advanced) level***60****WITHIN THE REQUIRED 120 DEGREE CREDITS, THE NATURAL SCIENCES COMPONENT WILL BE:***Required: 33 credits minimum with at least 18 at the upper (advanced) level and a minimum 2.0 GPA.***Credit
Hours****NOTE: ALL SCIENCE COURSES MUST BE TAKEN WITHIN 10 YEARS OF ENROLLMENT.****I. Core Requirements**

- | | |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| A. A course in statistics or calculus | D. Research and Writing in the Degree |
| B. One introductory-level course in Biology with laboratory component | E. Natural Sciences Capstone ^⑥ |
| C. One introductory-level course in the physical sciences with or without a laboratory component | |

II. Optional Concentration Area (choose one)

- ☐ Biology
- ☐ Without Concentration

TOTAL DEGREE CREDITS**120**

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on page 2 of the catalog for a detailed explanation of the ethics and humanities requirements.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ A portion of these credits will be used to complete credits needed for the degree component.

⑤ Capstone course must be taken at Excelsior College and cannot be transferred in.

Bachelor of Science in Psychology

Within the **120 total degree credits**, a minimum of 33 credits are in the field of Psychology, with at least 18 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 degree plan 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.

Outcomes for the Psychology Degree

Students who complete the degree 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 [PSY 300 Investigative Methods for Psychology, PSYx365 Research Methods in Psychology exam]
- D. History and Systems/History of Psychology/Psychological Foundations [PSY 440 History and Systems]
- E. Research and Writing in the Degree [LA 496 Research and Writing in the Liberal Arts]
- F. Psychology Capstone Course
The Psychology degree requires the completion of the Excelsior College capstone course, [LA 498PSY Psychology Capstone], with a grade of C or better. The capstone course must be taken at Excelsior College and cannot be transferred in.

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. [PSY 235 Lifespan Developmental Psychology, PSY 241 The Psychology of Women, PSYx210 Life Span Developmental Psychology exam, PSYx315 Psychology of Adulthood and Aging exam, SOCx310 Foundations of Gerontology exam]

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

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 231B Introduction to Health Psychology, PSY 331 Psychosocial Impact of Chronic Illness on Person and Environment, PSY 362 Psychology of Human Sexuality, PSY 365 Psychology of Diversity, PSY 375 Forensic Psychology, BUS 311 Organizational Behavior, BUSx315 Organizational Behavior exam]

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College Publications, Applications, and Forms:

www.excelsior.edu/publications

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www.excelsior.edu/studentpolicyhandbook

Course and Exam Information and Registration:

www.excelsior.edu/courses

www.excelsior.edu/exams

Learning Resources:

www.excelsior.edu/myexcelsior, click on the Resources tab

Excelsior College Community Resources:

www.excelsior.edu/myexcelsior, click on the Communities tab



Bachelor of Science in **Psychology**

BS

120 Total Degree Credits Required

At least **30 credits** must be at the **upper (advanced)** level

ARTS AND SCIENCES COMPONENT

Written English Requirement

Credit Hours

6

General Education Requirement^① Distribution Areas (27 credits minimum)

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

Additional Arts and Sciences Electives^④

27

TOTAL ARTS AND SCIENCES COMPONENT

At least 21 credits at the upper (advanced) level

60

OTHER REQUIREMENTS

Applied Professional Credits or Additional Arts and Sciences^④

59

Information Literacy Requirement

1

TOTAL OTHER REQUIREMENTS

At least 9 credits at the upper (advanced) level

60

WITHIN THE 120 DEGREE CREDITS, THE PSYCHOLOGY COMPONENT WILL BE:

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

Credit Hours

I. Core Requirements

- | | |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| A. General Psychology/Introductory Psychology | D. History and Systems/History of Psychology/ Psychological Foundations |
| B. Statistics (<i>psychological or equivalent</i>) | E. Research and Writing in the Degree |
| C. Research Methods/ Experimental Psychology/Experimental Design | F. Psychology Capstone ^⑤ |

II. Intermediate and Upper-Level Courses

One course in each of the five areas:

- | | |
|----------------------------------------------------|-------------------------------|
| A. Biological and Physiological Foundations | D. Abnormal Psychology |
| B. Developmental Perspectives | E. Cognitive Bases |
| C. Social Influences | |

III. Electives

TOTAL DEGREE CREDITS

120

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on page 2 of the catalog for a detailed explanation of the ethics and humanities requirements.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ A portion of these credits will be used to complete credits needed for the degree component.

⑤ Capstone course must be taken at Excelsior College and cannot be transferred in.

Bachelor of Science in Social Sciences

Within the **120 total degree credits**, a minimum of 33 credits are in the field of Social Sciences, with at least 18 at the upper level and a minimum **2.0 GPA**.

The Social Sciences degree focuses on applying critical thinking, diversity awareness, and global multicultural perspectives to understanding social issues. Social scientists perform analysis using appropriate methods for social science research/program evaluation while identifying and recommending solutions using effective communications, technology, and ethical principles and standards.

This degree may be completed without a concentration, or with one of three optional areas of concentration:

- Human Services
- Environmental Studies
- International Relations

Outcomes for the Social Sciences Degree

Students who complete the degree in Social Sciences will be able to:

1. Analyze a social science question or issue using appropriate theory and method and recommend possible solutions to the problem.
2. Articulate ethical principles in the context of a specific social problem and describe how they can help formulate social policy or research.

I. Core Requirements

- A. An introductory-level survey course in interdisciplinary social sciences such as: [SOC 110 Introduction to Interdisciplinary Social Science]
- B. A course on theories of societal organization such as: Social Theory [SOC 319 Understanding Society: The Theories of Karl Marx, W.E.B. DuBois and Others]

- C. Social Sciences Research Methods such as: [SOC 465 Social Science Research]
- D. Research and Writing in the degree such as: [LA 496 Research and Writing in the Liberal Arts]

- E. Social Sciences Capstone
The Social Sciences degree requires the completion of the Excelsior College capstone course [LA 498SS Social Science Capstone], with a grade of C or better. The capstone course must be taken at Excelsior College and cannot be transferred in.

II. Without Concentration

- A. Three or more courses in one social science discipline (choosing from sociology, political science, economics, anthropology, geography, history, psychology, or arts and sciences classified criminal justice.)
- B. Two or more courses in a second social science discipline (choosing from sociology, political science, economics, anthropology, geography, history, psychology, or arts and sciences classified criminal justice.)
- C. Electives from the social sciences

Students may choose courses for IIA, IIB and IIC such as: [BUS 311 Organizational Behavior, CJ 228 Multicultural Issues in Criminal Justice, CJ 301 Juvenile Delinquency and Justice, ECO 260 Introduction to Microeconomics, ECO 262 Introduction to Macroeconomics, ECON 341 Globalization, ECON 360 International Economics, HIS 322 Revolutionary America, HIS 326 A History of Women in America, HSC 421 Grant Writing, POL 311 Public Policy Issues, POL 370 American Political Behavior, PSY 235 Lifespan Developmental Psychology, PSY 330 Educational Psychology, PSY 360 Social Psychology, SOC 101 Introduction to Sociology, SOC 250 Race, Ethnicity and Gender, SOC 318 Sociology of the Workplace, SOC 323 Deviant Behavior, SOC 325 Religion and Society, SOC 350 Environmental Issues and Society, SOC 420 Environmental Policy and Management, SOC 375 Urban Sociology, BUSx315 Organizational Behavior exam, PSYx325 Social Psychology exam, SOCx105 Introduction to Sociology exam, SOCx305 Cultural Diversity exam, SOCx330 World Population exam]

II. Human Services Concentration

The Human Services concentration provides an academic education as a foundation for social and human services assistants to work as community support workers, mental health aides, case management aides, life skills counselors, client advocates or gerontology aides (some have little direct supervision and others work under close direction).

Positions often available at the baccalaureate degree level include addictions counselors, early childhood education teachers, and elder care workers—these are examples of popular careers in the field of human services.

- A. Survey course in Human Services such as:
[SOC 230 Introduction to Human Services]
- B. Ethics in Human Services such as:
[SOC 309 Ethics and Social Policy, HSC 312 Ethics of Health Care]
- C. Select one course from at least four different areas:
 - 1. Human Services Administration such as:
[BUS 311 Organizational Behavior, BUS 312 Managing Human Resources, HSC 414 Budget and Finance in Health Care Organizations, HSC 418 Human Resource Management in Health Care Organizations, HSC 450 Economics for Health Care, BUSx315 Organizational Behavior exam, BUSx410 Human Resource Management exam]
 - 2. Substance Abuse such as: [PHB 320 Substance Abuse-Impact on Individual, Family and Community, CJ 432 Drugs and Crime, SOC 221 Why We Overeat: Perspectives on Nutrition, SOC 240 Additions in America]
 - 3. Health Policy such as: [HSC 330 Legal and Regulatory Environment on Health Care, HSC 404 Organizational Behavior in Health Care Environments, SOC 309 Ethics and Social Policy]
 - 4. Elder Care such as: [HSC 408 Death, Dying and Bereavement, HSC 410 Symptom Management in End-of-Life Care, HSC 416 Introduction to Gerontology: Physical, Psychological and Social Aspects of Aging, HSC 426 Gerontology: Social Policy and Aging, HSC 436 Gerontology: Provision of Health Care Services to An Older Adult Population,

PSYx315 Psychology of Adulthood and Aging exam, SOCx310 Foundations of Gerontology exam]

- 5. Family, Child and Youth Services such as:
[CJ 301 Juvenile Delinquency and Justice, CJ 310 Family Law, CJ 436 Child Abuse and Neglect, PHB 342 Homelessness: Social and Health Perspectives, PSY 235 Lifespan Developmental Psychology, SOC 201 Family, SOC 325 Families in a Global Context, SOC 428 Families, Delinquency and Crime, PSYx210 Lifespan Developmental Psychology exam, SOCx320 Juvenile Delinquency exam]
- 6. Disability such as: [HSC 331 Psychosocial Impact of Chronic Illness on Person and Environment, SOC 314 Sociology of Health and Illness]
- D. Human Services Electives such as:
[HSC 320 Health Care Issues in Culturally Diverse Populations, HSC 380 the Global Impact of Aids: Person, Family and Community, HSC 416 Grant Writing]

II. Environmental Studies Concentration

The Environmental Studies concentration is designed to provide students with a comprehensive understanding of the relationship between scientific principles and the environment. Topics will include biological and ecological fundamentals, the environment and society, environmental policy and management, ethics, and technology. An environmental studies concentration can prepare students for a wide range of careers in industry, government, consulting, and education. Since environmental issues will impact most sectors of the job market, an educational background in this field will be attractive to a wide range of employers.

- A. Survey course in Environmental Studies/ Sciences such as: [GEOL 108 Earth Science and Society, GEOL 114 Introduction to Oceanography, GEOLx101 Earth Science exam]
- B. Environmental Policy and Management such as:
[SOC 420 Environmental Policy and Management]
- C. Choose at least one environmental course from the Natural Sciences:
 - 1. Biology such as: [BIO 110 Biology (Non-Lab), BIO 340 Biodiversity, BIO 360 Developmental Biology, BIO 404 Ecology]

2. Geology such as: [GEOL 108 Earth Science and Society, GEOL 114 Introduction to Oceanography, GEOLx101 Earth Science exam]
 3. Environmental Chemistry such as: [CHE 101 General Chemistry I]
- D. Choose at least two environmental courses from the Social Sciences/Humanities:
1. Ethics in Environmental Issues such as: [BIO 275 Bioethics, HUMx310 Bioethics: Philosophical Issues exam]
 2. Environmental Sociology such as: [SOC 350 Environmental Issues and Society]
 3. Geographic Information Systems
 4. Human Ecology
 5. Population Studies such as: [SOCx330 World Population exam]
- E. Environmental Studies electives such as: [ECON/SOC 341 Globalization, ECON 360 International Economics, HSC 421 Grant Writing, SOC 375 Urban Sociology, SOC 380 The Global Impact of AIDS: Person, Family, Community]
- C. Choose one course from at least four different areas:
1. International Law such as: [POL 311 Public Policy Issues]
 2. International Relations such as: [HIS 332 History of U.S. Foreign Affairs Since 1898, POL 350 War and Peace: Beyond International Relations, HISx340 World Conflicts Since 1900 exam]
 3. International Economics such as: [ECON 360 International Economics]
 4. Middle Eastern Politics/History such as: [HIS 342 Contemporary Middle East History]
 5. China and East Asian Politics/History such as: [HIS 344 Contemporary Chinese History and Culture, HIS 352 U.S.-Vietnam War]
 6. Latin American Politics/History
 7. European Politics/History such as: [HIS 341 Contemporary European History and Politics, HIS 353 Holocaust]
 8. African Politics/History
- D. International Relations electives: [SOC 362 Genocide and Ethnic Conflict, CJ 328 Crimes Against Humanity, CJ 350 International Terrorism, BUS 502 Global Business Environment, HSC 421 Grant Writing]

II. International Relations Concentration

International Relations has traditionally examined the theory and practice of political relations among sovereign states, from diplomacy to war. In the past half century, increased attention has been given to international economics and development, international law and organizations (governmental and nongovernmental), the individual as a subject of international law, global social and environmental issues, and the social construction of international relations.

- A. International Politics:
[POL 231B Introduction to World Politics and Conflict, POL 350 War and Peace: Beyond International Relations]
- B. Globalization such as:
[ECON/SOC 341 Globalization]



Bachelor of Science in Social Sciences

BS

120

Total Degree
Credits Required

At least **30 credits** must be at the
upper (advanced) level

ARTS AND SCIENCES COMPONENT

Written English Requirement

**Credit
Hours**

6

General Education Requirement^① Distribution Areas (27 credits minimum)

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

Additional Arts and Sciences Electives^④

27

TOTAL ARTS AND SCIENCES COMPONENT

At least 21 credits at the upper (advanced) level

60

OTHER REQUIREMENTS

Applied Professional Credits or Additional Arts and Sciences^④

**Credit
Hours**

59

Information Literacy Requirement

1

TOTAL OTHER REQUIREMENTS

At least 9 credits at the upper (advanced) level

60

WITHIN THE 120 DEGREE CREDITS, THE SOCIAL SCIENCES COMPONENT WILL BE:

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

**Credit
Hours**

I. Core Requirements

A. Introductory-level survey course in interdisciplinary Social Sciences

B. A course on theories of societal organization

C. Social Science Research Methods

D. Research and Writing in the Degree

E. Social Sciences Capstone^⑤

II. Optional Concentration Areas

■ Human Services

■ Environmental Studies

■ International Relations

■ Without Concentration

TOTAL DEGREE CREDITS

120

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on page 2 of the catalog for a detailed explanation of the ethics and humanities requirements.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ A portion of these credits will be used to complete credits needed for the degree component.

⑤ Capstone course must be taken at Excelsior College and cannot be transferred in.

Bachelor of Science in Sociology

Within the **120 total degree credits**, a minimum of 33 credits are in the field of Sociology, 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 Sociology Degree

Students who complete the degree 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

- A. An introductory level/survey course in sociology. [SOC 101 Introduction to Sociology, SOC 110 Introduction to Interdisciplinary Social Science]

- B. A college-level social sciences-focused statistics course [MAT 201 Statistics, MAT 215 Statistics for Health Care Professionals]

II. Comprehensive Courses

Minimum of at least one course from four different areas at the intermediate and upper-level:

- A. Social Inequality and Diversity [SOC 215 Contemporary Social Problems, SOC 250 Race, Ethnicity, and Gender, 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, SOCx305 Cultural Diversity exam]
- B. Global or Comparative Sociology [SOC 325 Families in a Global Context, SOC 341 Globalization, SOC 350 Environmental Issues and Society, SOC 375 Urban Sociology, SOCx330 World Population exam]
- C. Social Conflict [CJ 301 Juvenile Delinquency and Justice, SOC 323 Deviant Behavior, SOC 324 Criminology, SOC 428 Families, Delinquency, and Crime, SOC 432 Drugs and Crime, SOC 362 Ethnic Conflict and Genocide, SOCx330 Juvenile Delinquency exam]
- D. Social Policy and Action [SOC 309 Ethics and Social Policy, SOC 377 Social Movement: From Civil Rights to Arab Spring, SOC 380 The Global Impact of AIDS: Person, Family, Community, SOC 420 Environmental Policy and Management]
- E. Social Psychology [PSY 360 Social Psychology, PSYx325 Social Psychology exam]
- F. Sociology of Institutions [SOC 201 Family, SOC 221 Why We Overeat: Perspectives on Nutrition, SOC 230 Introduction to Human Services, SOC 240 Addictions in America, SOC 280 U.S. Schools in a Globalized World, SOC 314 Sociology of Health and Illness, SOC 318 Sociology of the Workplace, SOC 332 Religion and Society, SOC 416 Introduction to Gerontology: Physical, Psychological, and Social Aspect of Aging, SOCx310 Foundations of Gerontology exam]

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 319 Understanding Society: The Theories of Karl Marx, W.E.B. DuBois and Others]

IV. Research and Writing in the Degree

(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 II and III [HSC 421 Grant Writing]

VI. Capstone Course

The sociology degree requires the completion of the Excelsior College capstone course, [LA 498SS Social Science Capstone], with a grade of C or better. The capstone course must be taken at Excelsior College and cannot be transferred in.

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www.excelsior.edu/myexcelsior, click on the Communities tab



Bachelor of Science in **Sociology**

BS

120

Total Degree
Credits Required
At least **30 credits** must be at the
upper (advanced) level

ARTS AND SCIENCES COMPONENT

Written English Requirement

**Credit
Hours**

6

General Education Requirement^① Distribution Areas (27 credits minimum)

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

Additional Arts and Sciences Electives^④

27

TOTAL ARTS AND SCIENCES COMPONENT

At least 21 credits at the upper (advanced) level

60

OTHER REQUIREMENTS

Applied Professional Credits or Additional Arts and Sciences^④

**Credit
Hours**

59

Information Literacy Requirement

1

TOTAL OTHER REQUIREMENTS

At least 9 credits at the upper (advanced) level

60

WITHIN THE 120 DEGREE CREDITS, THE SOCIOLOGY COMPONENT WILL BE:

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

**Credit
Hours**

I. Foundational

A. Introductory-level survey course in Sociology **B.** A college-level social sciences-focused statistics course

II. Comprehensive

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

A. Social Inequality and Diversity **C.** Social Conflict **E.** Social Psychology
B. Global or Comparative Sociology **D.** Social Policy and Action **F.** Sociology of Institutions

III. Advanced Integrating (one course in each area)

A. Upper-level Research Methods course **B.** Upper-level course on sociological theory

IV. Research and Writing in the Degree

V. Electives in the Discipline

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

VI. Social Science Capstone^⑤

TOTAL DEGREE CREDITS

120

① Credits used to satisfy requirements in one area may simultaneously satisfy requirements in another area.

② Three (3) credits are required in disciplines such as art, music, and philosophy. A 3-credit ethics course may fulfill the ethics requirement and the humanities requirement. (Refer to the general education section on page 2 of the catalog for a detailed explanation of the ethics and humanities requirements.)

③ A minimum of 2 credits must be in mathematics and 2 credits must be in the natural sciences.

④ A portion of these credits will be used to complete credits needed for the degree component.

⑤ Capstone course must be taken at Excelsior College and cannot be transferred in.

Graduate Degree Program in the Liberal Arts

Master of Arts in Liberal Studies

The Master of Arts in Liberal Studies (MALS) is an interdisciplinary degree program designed to help graduate students gain perspective on the world we live in and examine in depth a topic of interest. Liberal arts or liberal education is one of the oldest approaches to learning, dating back more than 2,000 years to Greek and Roman times. In Roman society, liberal training was central to the formation of society's leaders. Then, as now, liberal education was seen as the way to expand the life of the mind and provide students with the skills and mind-set required for a life of success, freedom, and cross-cultural understanding. An interdisciplinary degree in liberal studies enables the learner to think more broadly, creatively, and critically; argue more effectively; and behave more ethically. Students in our highly flexible MALS program are able to explore issues and topics of their own interest from a variety of interdisciplinary perspectives and explore connections between issues and their historical and social context.

Master's Degree Requirements

The MALS 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 **12** 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 completion of **9** credits—including Methodology^① and the Master's 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). There is a six-year time limit for completion of this degree. Students who are unable to complete the MALS degree in six years will be dismissed from the program and invited to re-apply under any new degree requirements.

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 website. Information about changes to degree requirements is also made available on our website.

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. A maximum of 3 credits may be transferred into Tier I.
3. Degree Completion Plan (required, no credit).
4. Individual Advising and Approval of Plan.
5. **Tier II: Focused Coursework** (12 credits in at least two disciplines) that may include Excelsior MALS program Tier II courses; previously completed courses, including new graduate courses taken through other graduate programs; and/or Independent Learning Contracts. Thesis Prospectus (required, no credit).
7. **Tier III: Capstone Project** to include **MLS 697 Methodology**^① and **MLS 900 The Master's Thesis**.

^① Requirement may be completed by Independent Learning Contract as **MLS 703 Historiography** or **MLS 703 Literary Theory**.

Program Outcomes

Students who complete the Master of Arts in Liberal Studies will be able to:

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 MALS program begins with **MLS 500 Graduate Research and Writing**, 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 every term and takes eight weeks to complete. Students take three foundational courses in addition to MLS 500.

Tier I Courses

MLS 500 Graduate Research and Writing

MLS 623 The Search for Meaning and Identity

MLS 673 Mindsets: Cross-Cultural Understanding

Choose one of the following:

MLS 624 Classical Legacies

MLS 632 Capitalism and Its Impact

MLS 635 Humanity and the Cosmos

Tier II: Focused Coursework

12 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 12 credits, chosen in accordance with parameters given below, in two or more liberal studies disciplines. The 12 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 664 Geopolitical Brinksmanship

MLS 665 Insecurity in the World

MLS 667 Cultural Diversity in the Workplace

MLS 668 Religion in Society & World Politics

MLS 669 Economic Development in Lesser Developed Nations and Communities

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 701–706 Independent Learning Contracts (details follow)

Students are urged to consult their MALS 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 MALS 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 MALS 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

3 credits into Tier I of the program and a maximum of 12 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 12-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 website.

Tier III: The Thesis

9 credits

Tier III requires the completion of 9 credits total and must include **MLS 697 Methodology®** and **MLS 900**

The Master's Thesis. Students will complete a thesis prospectus during the Methodology course.

① Requirement may be completed by Independent Learning Contract as **MLS 703 Historiography** or **MLS 703 Literary Theory**.

The thesis, preceded by a prospectus, is an intellectually mature, scholarly work that 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 that 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

Your Personalized MyExcelsior Account:

www.excelsior.edu/MyExcelsior

Admissions:

toll free 888-647-2388, ext. 27

Fee Schedules, Financial Aid, and Scholarships:

www.excelsior.edu/fees

www.excelsior.edu/financialaid

www.excelsior.edu/scholarships

College Publications, Applications, and Forms:

www.excelsior.edu/publications

Student Policy Handbook:

www.excelsior.edu/studentpolicyhandbook

Course and Exam Information and Registration:

www.excelsior.edu/courses

www.excelsior.edu/exams

Learning Resources:

www.excelsior.edu/myexcelsior, click on the Resources tab

Excelsior College Community Resources:

www.excelsior.edu/myexcelsior, click on the Communities tab



Master of Arts in Liberal Studies

MA
33 Total Degree
Credits Required

TIER I: FOUNDATIONAL COURSEWORK

Students must complete three of the following foundational courses:

MLS 500 Graduate Research and Writing

MLS 623 The Search for Meaning and Identity

MLS 673 Mindsets: Cross-Cultural Understanding

**Credit
Hours**

9

Students must choose one of the following to complete the foundational coursework:

MLS 624 Classical Legacies

MLS 632 Capitalism and Its Impact

MLS 634 Revolutions in Science and Society

3

TOTAL TIER I REQUIREMENTS

12

TIER II: FOCUSED COURSEWORK

Degree Completion Plan: *Students must complete 12 credits in two or more liberal studies disciplines.*

MLS 661 Cultural Perspectives –
Interpretive Strategies

MLS 682 Social Issues in Organizations
and Education

MLS 662 Ethics in a Changing World

MLS 683 The Art of Leadership:
Literature and Film

MLS 664 Geopolitical Brinksmanship

MLS 684 Ethics, Media, the Arts and Society

MLS 665 Insecurity in the World

MLS 685 Strategic Problem-Solving

MLS 667 Cultural Diversity in the Workplace

MLS 693 Social Justice and Societal Oppression

MLS 668 Religion in Society & World Politics

MLS 694 Theories of Conflict and
Conflict Resolution

MLS 669 Economic Development in Lesser
Developed Nations and Communities

MLS 701 and
MLS 706 Independent Learning Contract

MLS 681 Leadership in Organizations and Education

**Credit
Hours**

12

TIER III: CAPSTONE PROJECT

Students must complete 9 credits.

MLS 697 Methodology^①

MLS 900 The Master's Thesis

**Credit
Hours**

9

TOTAL TIER III REQUIREMENTS

TOTAL DEGREE CREDITS

33

^① Requirement may be completed by Independent Learning Contract as **MLS 703 Historiography** or **MLS 703 Literary Theory**

School of Liberal Arts **2014–2015 Courses**

The listing on the following pages provides numbers, titles, and brief descriptions of undergraduate and graduate courses available through the School of Liberal Arts during the **2014–2015** academic year. Please visit the course section of the Excelsior College website to determine when each course will be offered.

COMING SOON!

Sampling of courses coming in 2014–2015

Fictional Writing Workshop

The Culture of the Internet

Science in Today's World

European Renaissance

Film and Diversity

Weather and Climate

Psychology of Personality

Abnormal Psychology

Leadership in Film

Addicted in America

Leadership and Team Building

Undergraduate Level

ART 101 History of Western Art: Ancient Through the 14th Century L

Welcome to an opportunity to chase bison across a cave wall, marvel at the Greek ideal of beauty, glimpse Byzantine splendor, and feel the pathos of medieval piety. These events should come alive as we explore Western art from its earliest known forms, dating as far back as 30,000 BCE, to the beginnings of civilization in Mesopotamia and Egypt. We will look at the Mediterranean cultures of the ancient Aegean, Greece, and Rome and the religious visual expressions of the Middle Ages, including spectacular Gothic cathedrals. The course will help you see how art reflects culture through discussions, analytic writing, and an acquired familiarity with great specific examples from each period.

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

This course is 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

This course provides an introduction to the study of life and life's processes. Examines the scientific method, biological chemistry, cells, energy for life, basic genetics, and biotechnology. Includes comparisons of animal and plant organization and functions.

Students needing the laboratory experience concurrently with Introduction to Biology should register separately for the 1-credit course **BIO 111 Biology Laboratory**.

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

An introductory laboratory course enables you to gain experience using the scientific method in an experimental environment to examine topics including the relationship between independent and dependent variables, basic genetics, enzyme-controlled reactions, and photosynthesis. In written laboratory reports, you state and test hypotheses, gather and analyze data, and present results in relation to related findings from the scientific literature. This is a 1-credit course.

BIO 212 Microbiology L

Suggested Prereqs: BIO 110 Biology, BIO 111 Biology Laboratory. Intro course in chemistry highly recommended.

In this comprehensive introductory course in microbiology, students are introduced to cellular microbes, such as bacteria, protists, fungi, and helminthes, and non-cellular microbes, such as viroids, viruses, and prions and how they are classified. In addition, students explore the impact of these microbes on the environment, human health, and society. Introduction to Microbiology covers the biological and biochemical foundations and scientific methods necessary to understand microbial growth and metabolism and provides a historical perspective by reviewing the major scientific contributions that led to modern-day microbiology.

BIO 275 Bioethics L

Suggested Prereq: BIO 110 Biology or equivalent.

This course will introduce students to the basic concepts and principles of bioethics through critical thinking, writing, and discussing contemporary bioethical issues such as research ethics, gender selection, artificial reproduction, cloning, stem cell research, end-of-life decision-making, and patient-family-doctor relationship. We will examine issues from as many sides as possible, taking into consideration people's beliefs, choices, and actions. Through the work in this course, we hope to increase your knowledge and understanding of bioethical issues as they are encountered in daily life and enhance your ability to analyze these issues.

L: Lower-level course U: Upper-level course

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

Suggested Prereq: **BIO 110 Biology and BIO 111 Biology Laboratory**

This course is a wide-ranging examination of advanced concepts, topics, and research methods in the biological sciences. Through virtual laboratory experiments, you explore topics including epidemiology, cardiac physiology, natural selection and evolution, and population genetics while you strengthen your analytical and writing skills with laboratory reports. It is strongly recommended that students have successfully completed at least an introductory course in biology prior to enrolling in this course.

BIO 320 Evolutionary Biology U

Suggested Prereq: **BIO 110 Biology**; *Strongly recommended:* **Microbiology, Comparative Anatomy**

Evolutionary biology is a field within biology that focuses on evolutionary processes and patterns in the history of life that have given rise to all biological diversity on Earth. Evolution is a cornerstone of the biological sciences and serves as a unifying framework for all of its fields because it seeks to explain an organism's traits using principles of random chance, history, and adaptation. This course will provide an analysis of the mechanisms of evolutionary change, the origin of species, the history of life, and the role of evolution in human society.

BIO 340 Biodiversity U

Suggested Prereq: **BIO 110 Biology** or equivalent

According to Gaston and Spicer (2004), an introduction to biodiversity should explain, "... what it is, how it arose, how it is distributed, why it is important and what should be done to maintain it..." In addition, it should provide an entry into the whole literature on biodiversity. In this course we interweave the writings from two texts so that you develop a broader understanding of: 1) the biological principles underlying earth's biodiversity, 2) the different levels at which biodiversity may be observed, examined, and quantified, 3) how species arise and become extinct, 4) the factors responsible for changes in biodiversity through time, and 5) the value of biodiversity and ways of curbing its loss.

BIO 360 Developmental Biology U

Suggested Prereq: **BIO 111 Biology and BIO 111 Biology Laboratory**. *Chemistry highly recommended*

Developmental Biology introduces students to the wonderful world of how life begets life. Students learn about germ cells and how a fertilized egg develops into a complete organism. In this process, students learn in detail how a single fertilized cell (zygote) develops layers of differentiated tissue (ecto-, meso- and endoderm) and eventually into a developed organism complete with functional organs. Students learn the basics of cell and molecular mechanisms of development, including cell fate determination, morphogenesis, pattern formation, and genetic aspects of the developmental biology of animals. They are also introduced to plant developmental biology. Medical aspects of developmental biology involving stem cells, in vitro fertilization, and environmental influences on development, are examined.

BIO 404 Ecology U

Suggested Prereq: **BIO 110 Biology and BIO 111, BIO 320 Evolutionary Biology, BIO 340 Biodiversity** or equivalent courses

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.

BIO 412 Plant Anatomy U

Suggested Prereq: **BIO 110 Biology and BIO 111 Biology Laboratory**

Explores the anatomy of vegetative and reproductive structures of angiosperms (flowering seed plants) through the microscopic study of prepared images. Also discusses the scientific techniques and tools scientists use to study plant anatomy and how these impact modern research. Students examine how structures of plant parts suit their functions.

CCS 112 Success Strategies for Military and Veterans

L

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

This course includes five information literacy assignments that, upon successful completion, will complete the Information Literacy (INL) requirement for all Excelsior College degrees. 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, service members 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. As part of this course, there are five information literacy assignments providing a broad overview of information literacy concepts. The assignments introduce skills for locating, using, and evaluating various information resources, as well as discuss the legal and ethical uses of information on the Web. All five assignments must be successfully completed with a C grade or better to count as the information literacy requirement for your degree.

CCS 120 EC Success Seminar

L

This course includes five information literacy assignments that, upon successful completion, will complete the Information Literacy (INL) requirement for all Excelsior College degrees. 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, 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. As part of this course, there are five information literacy assignments providing a broad overview of information literacy concepts. The assignments introduce skills for locating, using, and evaluating various information resources, as well as discuss the legal and ethical uses of information on the Web. All five assignments must be successfully completed with a C grade or better to count as the information literacy requirement for your degree.

CHE 101 General Chemistry I

L

Suggested Prereq: Intermediate algebra and high school chemistry

General Chemistry examines topics including chemical nomenclature, measurement, states of matter, the atom, chemical bonding, solutions, stoichiometry, and thermochemistry, and how these apply in the world around us. The purpose of this course is to introduce you to the world of chemistry, which covers such topics as the structure of the atom and the basic physical laws that govern matter. You learn about the processes chemists and scientists use to determine the composition and nature of matter.

CHE 101L General Chemistry Laboratory I

L

Suggested Prereq: CHE 101 General Chemistry I; best if taken together

CHE 101L focuses on the development of scientific investigations in general chemistry topics, including electrical charge, ideal gas laws, conservation of energy, atomic emission spectra, and qualitative analyses of unknowns. It includes a refresher on technical math, data presentation, and data analysis. In addition, this course covers the importance of laboratory safety. Students learn to compose an effective laboratory report based on the findings from each experiment.

COMM 120 Foundations of Communication L

This course provides a survey of the field of communication and an introduction to the scholarly study of human communication. It 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 the students' engagement with this specific process. In this course, students will learn how to address a variety of audiences and speak in a variety of venues. They will learn how to conduct an audience analysis, and create, prepare, present, and critique a speech. In addition, students will engage in reflective practice by watching and critiquing their own speeches. This course requires access to and usage of a video camera or Web camera as well as an audience of at least four people. Students will also be required to use and create Microsoft PowerPoint and Narrated Power Point functions. A headset and microphone is a required purchase for this course.

COMM 210 Interpersonal Communication L

This course introduces students to the complicated interaction of social and psychological forces operating in human communication. It emphasizes both theory and application to provide students with opportunities to evaluate and improve various aspects of interpersonal relationships. The course 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 320 Communication and Diversity U

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

This course addresses the question of how diversity (race, culture, gender, physical ability, sexual ori-

entation) affects how we communicate with people who are different from ourselves.

COMM 324 Conflict Management U

Suggested Prereq: COMM 210 Interpersonal Communication

This course explores the causes, processes, and outcomes of conflict in close and personal relationships (i.e., friendship, courtship, marriage, and the workplace). It also analyzes the principles and techniques for improving the handling of conflict.

COMM 335 Ethics in Communication U

This course 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.

ECO 260 Introduction to Microeconomics L

This course 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. The course covers causes of economic growth and arguments for and against growth.

ECON 341 Globalization U

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

This course 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. It examines international economic systems and their context.

ENG 101 English Composition L

This course 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

Prereq: ENG 101 English Composition or its equivalent

The primary objective of this course is to continue students' development as effective writers. While we will be using literature as our focus, the emphasis of this course will be on writing. As critical thinking and writing are interdependent, students will learn various methods of analyzing literature, including point of view, character, structure, plot, setting, imagery, tone, and theme. These methods will be applied to different formats and styles of writing.

ENG 102A Advanced Composition II (8 wk) L

Prereq: Eligible students must have earned an "A" in their ENG 101 English Composition equivalent; must be enrolled in a degree program; and need advisor approval prior to registration.

The primary objective of this course is to continue students' development as effective writers. While we will be using literature as our focus, the emphasis of this course will be on writing. As critical thinking and writing are interdependent, students will learn various methods of analyzing literature, including point of view, character, structure, plot, setting, imagery, tone, and theme. These methods will be applied to different formats and styles of writing.

ENG 201 Writing for the Professions L

Prereq: ENG 101 or its equivalent

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

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

This course 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 202 Business Writing L

Suggested Prereq: ENG 101 English Composition

This course is designed to assist students in becoming confident, efficient business writers. Effectively writing in the business world requires that writers do so concisely and precisely. By emphasizing the mechanics of writing (spelling, grammar, punctuation) and by having students practice a variety of business writing formats (letters, memoranda, reports), this course seeks to equip students with tools required to successfully navigate the corporate and business world.

ENG 205 Introduction to Literature L

Prereq: ENG 101 English Composition

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

ENG 252 Mythology L

This introduction to the study of world mythology uses 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

Suggested Prereq: ENG 101 English Composition and ENG 205 Introduction to Literature

This study of Shakespeare's sonnets, tragedies, comedies and romances also introduces students to Shakespeare's life and times.

ENG 310 Short Stories U

The short story genre is one that is often overlooked by readers in favor of the novel, yet it too has had a long and influential literary history. The bard himself, William Shakespeare, even sourced the plot for *All's Well that Ends Well* from a 14th-century Italian short story. This course traces the evolution of the short story form beginning with two of the most influential short story writers in European literature, Giovanni Boccaccio and Geoffrey Chaucer. Works by Hawthorne, Tolstoy, and Hemingway will be examined, as well as a selection of canonical works from writers across time and place to gain a wider appreciation of the genre itself, and how different sociocultural and political contexts may inform it. Students will have an opportunity to apply this understanding and that of the characteristics and themes of the genre through discussion, and critical and creative writing exercises.

This work will provide further scope for students to develop their skills in critical thinking and writing to inform/persuade and their abilities to work collaboratively and independently.

ENG 315 Zombies in Literature and Popular Culture U

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

In this course, students will examine the historical, literary, sociopsychological, and the pop culture origins and impact of zombies. Students will delve into the psychological manifestations and social responsibilities of not only would-be victims of a potential zombie apocalypse, but also the plight of the zombie's individual and cultural transition. From horror to humor, the zombie has infiltrated our society for decades (even centuries), enticing one to ponder our collective fascination with the undead and what such intrigue says about our own humanity. This course will use varied approaches to analyze the zombie from text to film and beyond. This course is a discussion-based course relying heavily upon student participation.

Disclaimer: *Throughout this course, there will be subject matter and material covered in the readings, films, and discussions of a violent nature. Please use your own discretion to gauge whether or not this course is right for you.*

ENG 320 Vampires in Literature and Film U

This course explores the depiction in literature and film/television of the relationships between vampires and humans. From Bram Stoker's "Dracula" to Anne Rice's "Lestat" to Stephanie Meyer's "Twilight," the heart of what makes vampires popular isn't blood—it's desire. How the depictions of these relationships have changed over the years is the focus of this course.

Disclaimer: *Throughout this course, there will be subject matter and material covered in the readings, films, and discussions of a mature nature, including violence and adult content. Please use your own discretion to gauge whether or not this course is right for you.*

ENG 340 Film and Literature**U**

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

We use stories to help make meaning and to understand ourselves, each other, and our place in the world. The medium in which our stories are told—written, spoken, or acted on stage or screen—influences the way we approach and interpret them. This course explores the complex interplay between film and literature. Selected novels, short stories, and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the transposition of a story to film. We will also investigate films that do not have written work as their inspiration to discover the manner in which the filmmakers use the unique language of film to create vivid and memorable narratives. The course provides an overview of works of acclaimed writers and film directors and a look at their methods of developing plot, character, themes, and images of enduring popularity. The written works of Shakespeare, Tennessee Williams, and others are studied and accompanied by viewings of iconic films directed by Orson Welles, Eliz Kazan, Baz Luhrmann, and others.

ENG 351 Mark Twain's America**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 eight-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*, and *The Gilded Age*, and short stories, including "The Celebrated Jumping Frog of Calaveras County," "The Man That Corrupted Hadleyburg," and "The Mysterious Stranger." And 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!

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

This course 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. It 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.

GEOL 108 Earth Science and Society**L**

This course replaced **GEOG 107 Physical Systems of the Environment**. Credit in only one of these courses may be applied toward graduation.

This course is an introduction to the physical principles governing the geographical distribution and interrelationships of Earth's physical features (atmosphere and oceans, landforms, soils, and vegetation). It 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**

Suggested Prereq: Basic Algebra

This course replaces **GEOL 115 Introduction to Oceanography**. Credit in only one of these courses may be applied toward graduation.

This course 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

This introductory course in American History ranges 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

This 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

This course examines the rise of the major world civilizations in Asia, African, Europe and the Americas –economic, social, political, and cultural, among others, that contributed to their birth and sustained their growth and development. The course explores political institutions, social systems, gender roles, and religious systems as well as their cultures. It also focuses on the interconnectedness of many of those civilizations as they passed ideas, technologies, people, and goods back and forth with each other. It looks at the contributions of individual men and women to their civilizations.

HIS 121 World History II L

This course examines historical development of world civilizations since 1500 A.D. It focuses on economic, social, political, and cultural distinctions and integration across three distinct historical periods: the increase of global interaction and interdependence from the 16th through the 18th centuries; the development of the modern economic, social, and political, patterns during the 19th and first half of the 20th century; and the contemporary historical patterns established during the latter half of the 20th century. The course explores the impact of political movements, economic transitions,

cross-cultural interaction, and technological developments on the contemporary world. It also addresses the actions of notable individuals within the context of their respective times as well as the long-term consequences of their actions.

HIS 231B United States Military History L

This course duplicates much of **HIS 131**. Credit in only one of these courses may be applied toward graduation.

This course 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 290 Pirates on the High Seas L

This course explores the world of Atlantic pirates, focusing on the period 1580–1730. The course examines the multifarious movements, buccaneers, privateers, and sea dogs often associated with piracy and provides an in-depth analysis of the actual movement of piracy in the years 1690–1739. It explores the world that pirates called their home, including both the myth and the reality of being a pirate. The course also examines the role of pirates in the construction of empires in the Early Modern Era and offers a comparative approach to the subject, focusing on the Golden Age of Piracy (1690–1739) but also exploring piracy in other times. The course also investigates the popular depiction of pirates versus the historical reality.

HIS 312 European Renaissance U

Suggested Prerequisites: HIS 120 World History I or equivalent strongly recommended

Examines some of the major themes of the Renaissance in Europe. Through extensive readings in primary sources, the course explores the major personalities of the period and their influence on many aspects of life. Topics include historical questions such as science and belief, voyages of

discovery, rise of the nation/state, rise of capitalism, cultural aspects, and the millennial view of history.

HIS 321 Colonial America U

Suggested Prereq: HIS 101 United States History I

This course 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

This course 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. It 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

This course replaces HIS 364 History of Black Americans. Credit in only one of these courses may be applied toward graduation.

This course 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. It focuses on questions of social development, of political struggle, and of culture and identity.

HIS 326 A History of Women in America U

This course examines the history of the United States from the colonial period to the 21st century from the perspective of women. The course focuses on women's roles as individuals, as constituents of families, and as community members. The course also examines the impact of changing definitions of gender, economics, society, and politics on women's positions and ideals.

HIS 330 U.S. Immigrant and Ethnic History U

This course 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

Suggested Prereq: HIS 102 United States History II

This course 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

This course replaced HIS 334 Civil War. Credit in only one of these courses may be applied toward graduation.

This course 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

Suggested Prereq: HIS 121 World History II

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.

This course examines the contemporary histories of key European nation-states and their resultant

political cultures, institutions, and trends. The course also explores the contemporary history and politics of pan-European integration, the forces that are driving it, and the various centrifugal factors that restrain its advance. The first purpose focuses upon the established political cultures and traditions in which the system of sovereign nation-states is so deeply rooted. The second purpose highlights the inherent conflict between sovereignty and nationalism on the one hand, and the newer “European consciousness” that is now superimposed, on the other. Finally, the course examines the emergent position of the European Union as a coherent entity in its own right, in the conduct of world affairs.

HIS 342 Contemporary Middle East History U

Suggested Prereq: HIS 121 World History II

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.

This 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 to key political events, wars, and economic trends that have impacted the peoples of the Middle East and their relations with the world.

HIS 344 Contemporary Chinese History and Culture U

Suggested Prereq: HIS 121 World History II

This course examines important historical themes in China and the resultant political culture, institutions, and trends. The course also examines China’s dual image: One is a society transforming itself through economic development and social revolution. The other is the world’s largest and oldest bureaucratic state, struggling with the multiplicity of problems of economic and political management. In this course, we will try to understand China and its history and society by using audio-visual materials as well as textual material to critically and systematically pose questions about the conventional images of modern

China and explore the ways in which we understand the nature, production, and transmission of knowledge about China.

HIS 351 Cold War U

Suggested Prereq: HIS 121 World History II, or HIS 332 History of U.S. Foreign Affairs Since 1898

This course examines the period in world history from the Yalta Conference in 1945 to the end of the Soviet Union in 1991, which is generally called the Cold War. The course details the roles played by the superpowers in politics, economics, and military affairs, and analyzes how their goals and objectives laid the foundations for conflicts and global circumstances today, including the War on Terror. In exploring the relationship between the First, Second, and Third Worlds in this period, students will better understand the complex mix of individuals and ideology that shaped the events of the Cold War and continue to dramatically shape global affairs today.

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

This course 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

This course examines the deliberate, systematic, and mechanized murder of six million Jews of Europe by Nazi Germany during World War II. It explains anti-Semitism, the Nazi anti-Jewish legislation of the Nuremberg laws, the plans for the extermination of European Jewry after 1939 and the implementation of the Holocaust: victims, perpetrators, and bystanders. It also identifies other examples of genocide, including the Turkish murder

of the Armenians, the Cambodian genocide of 1975–1979, the genocide of Tutsis in Rwanda, and the ethnic cleansing in Bosnia. The course analyzes why genocide took place prior to the Holocaust and continued after the Nuremberg Trials and UN Convention of 1948 outlawing genocide. It 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 200 Introduction to Humanities L

This interdisciplinary course introduces the student to the world of ideas and creativity through a humanistic lens. What are the fields of study that encompass the humanities today and how did these come to be understood and appreciated under this humanities umbrella? Students will explore the art, literature, theater, and music of a variety of cultures from across the globe, from ancient times to the Late Middle Ages. By examining the artistic endeavors of many different peoples and times, the engaged student will obtain a creative insight into the humanities disciplines as a foundation to further study.

HUM 210 Cultural Diversity L

This course is designed to introduce students to an array of perspectives from the humanities relating to cultural diversity. The course explores how to be a more culturally intelligent individual when interacting with people from differing cultures. The course also explores the concepts of globalization and international conflicts in an effort to see issues of cultural intelligence on a broader, more global scale.

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 300 Ethics U

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

This course will cover the basic classical ethical tenets. The tenets will be used to analyze and survey larger ethical dilemmas.

INL 102 Information Literacy (1 credit) L

This online self-paced course provides a broad overview of information literacy concepts. It introduces skills for locating, using, and evaluating various information resources, as well as discusses 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.

LA 298 Associate Degree Capstone L

Prereq: Completion of INL and Written English requirements. Students must be within 12 credits of degree completion and obtain advisor approval.

This course is 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 PowerPoint presentation and a final project.

LA 496 Research and Writing in the Liberal Arts U

Prereq: Completion of INL and Written English requirements

Students pursuing a criminal justice degree should not take this course; much of the content is incorporated into their capstone course.

This course fulfills the research and writing requirement in most Liberal Arts degree programs. 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 their Liberal Arts discipline or interdisciplinary area. This course is intended to demonstrate student ability to understand professional research in their

discipline and write in a style associated with that discipline. Students who are working on a general Liberal Arts degree are welcome to take this course but must be prepared to write in the style of one of the Liberal Arts disciplines. 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 that degree program. Students must be within 15 credits of degree completion and obtain advisor approval.

A culminating experience for students in history. To understand history fully, 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 these sources 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. Through the exploration and application of historiography and historical research methods to the broad outlines of European/non-Western and United States history, 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. This course fulfills the historiography requirement and serves as the capstone course for the history degree.

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.

This course is the 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 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 498 Liberal Arts Capstone

U

Prereq: Completion of INL and WER required. Students must be within 15 credits of degree completion and obtain advisor approval.

This course was formerly LA 498LS Liberal Studies Capstone. Military students who are completing a bachelor's degree in Liberal Arts may take either LA 498 or LA 498M Liberal Arts Capstone, Military Focus (formerly LA 498MIL Military Studies Capstone) to fulfill the capstone requirement for the bachelor's degrees in Liberal Studies, but they can only earn credit for one capstone course.

This course is designed to evaluate students who are completing their bachelor's degrees in Liberal Arts. The course content is centered upon the four Liberal Arts degree outcomes: critical thinking, communication, diversity, and ethics. In this course students will broaden their understanding of these concepts, apply them in assignments, and reflect on how these concepts have shaped students' college learning. This is an intense, 8-week course requiring significant research and writing from the student.

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.

Effective summer/fall 2014, this course will be renamed **LA 498M Liberal Arts Capstone, Military Focus**.

This is 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.

This course applies theories and research perspectives to current events from a variety of disciplines including, but not limited to, Geology, Chemistry, Physics, and Biology. Students engage and enhance critical thinking skills along with communication skills while reviewing and analyzing ethical questions and the concepts of diversity. Through discussions, presentations, and written analysis, students apply their previous learning in new ways, analyzing and synthesizing new perspectives. This is a reading and writing-intensive, eight-week course that serves as the culmination of the students' work at the bachelor's degree level.

LA 498PSY Psychology Capstone U

Prereqs: Completion of INL, WER, 12 upper-level credits in Psychology. Students must be within 15 credits of degree completion and obtain advisor approval.

This is a senior-level course designed for advanced students and working professionals who are seeking to complete their bachelor's degree in psychology. Students review the origins and development of psychology and apply psychological theory to research and current events. Students engage and enhance critical thinking skills along with oral and written communication skills while reviewing and analyzing research in psychology. Through a mixture of discussions, presentations, and written analyses, students review the major theories, organize and relate theoretical principles to real-world problems, and discuss how their educational journey has influenced their current thinking.

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.

This is 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 101 Mathematics for Everyday Life L

Students will develop mathematical reasoning and problem-solving skills that will serve them well in their lives both in and out of school. Topics will include measurement units, managing money, statistics in the media, voting, mathematics in the arts, and other topics with important real-world applications.

MAT 105 Essential Algebra and Statistics L

MAT 105 is a preparatory course and does not satisfy the statistics core requirement for any degree program at Excelsior College.

This course is designed to introduce students to the essential elements of both algebra and elementary statistics. Its purpose is to prepare students for the algebraic/statistical challenges of college-level statistics courses such as MAT 201 or MAT 215.

MAT 114 Intermediate Algebra L

Suggested Prereq: MAT 112 or knowledge of Beginning/Introductory Algebra

This course 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

Suggested Prereq: MAT 114 Intermediate Algebra or knowledge of Intermediate Algebra

This course 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

Suggested Prereq: MAT 114 Intermediate Algebra or knowledge of Intermediate Algebra

This course 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 that 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.

MAT 201 Statistics L

MAT 201 duplicates BUS 233 Business Statistics and MAT 215 Statistics for Health Care Professionals. 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: To succeed, students should be able to work with a basic scientific calculator. It is recommended that students have taken two courses in Algebra, or MAT 105 Essential Algebra and Statistics.

This course 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

MAT 215 duplicates MAT 201 Statistics and BUS 233 Business Statistics. Credit in only one of these courses will be applied toward graduation.

Suggested Prereq: Elementary Algebra or MAT 105 Essential Algebra and Statistics

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.

MUS 205 Music History I **L**

This course is an introduction to the composers, works, and genres of European classical music from Ancient Greece to the early 19th century. Special attention will be given to the men and women who wrote and performed music, their unique challenges, and their significance in the development of classical music. Students will explore the music through extensive listening to the composers' subscription to the Naxos Listening Library for a one-time charge of approximately \$30.00.

MUS 210 History of Rock and Roll **L**

This course requires students to download songs from iTunes as an additional cost (averages about \$45) to the book required for the course.

This course provides 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 America, and the growing popularity of rock and roll through radio, film, and television.

MUS 211 History of Rock and Roll 2 **L**

Suggested prereq: MUS 210 History of Rock and Roll

This course requires students to download songs from iTunes as an additional cost (averages about \$45) to the book required for the course.

A continuation of **MUS 210**, this course continues studying the form and derivations, and the rock and roll artists and bands spanning the post-Woodstock years of 1970 through 1972 to the mid 1990s. Through reading, numerous listening examples, videos and other multimedia presentations, this course will look at the state of rock and roll after Woodstock and the beginnings of classic rock, the beginning of the MTV generation, the use of media and politicization of rock and roll, and the birth of underground genres that become mainstream in the 1990s.

NS 110 Science in Today's World **L**

The purpose of this course is to give the student an overview of current and emerging trends in science and technology so that s/he will be able to make informed decisions and be an informed consumer. The course will introduce the scientific method, discuss the terminology used in reporting scientific results, and cover a survey of current topical science issues.

PHIL 200 Introduction to Philosophy **L**

This is an introductory course covering some of the major issues in Western philosophy. Readings include influential texts from various periods in the history of philosophy and texts exploring developments in contemporary philosophy. Topics include morality, the mind, free will, God, death, and the meaning of life. Besides the intrinsic value of discussing philosophical issues, the course provides the opportunity to enhance critical reading, thinking, and writing skills.

PHL 312 Ethics of Health Care **U**

This course is cross-listed. Health Sciences students must register under **HSC 312**; all other students register under **PHL 312**.

This interdisciplinary course guides students through a systematic analysis of contemporary ethical issues in health care. During the course, students will be required to differentiate ethical issues from other types of issues, demonstrate sound moral reasoning, and summarize the historical, legal, and healthcare policy dimensions of current health care issues of ethical concern.

PHYS 110 Introduction to Astronomy **L**

This is a non-mathematical introduction to modern astronomy. The topic sequencing allows, after a brief look at a few key physical principles and the history of their development, a look at the cosmos on an increasingly large scale. The course begins with a detailed study of our solar system as well as a discussion of the many extra-solar star systems that are being discovered almost daily. Examined next are the nature of stars, how they are born, live,

and die, and how they constitute the fundamental building blocks of one of the most important of cosmic structures, the galaxy. The study of galaxy formation and evolution leads to a brief discussion of current research in cosmology, including the as-of-yet undiscovered nature of dark energy and dark matter.

PHYS 201 Physics I

L

Suggested Prereq: **MAT 114 Intermediate Algebra or equivalent and basic right-angle trigonometry**

This course includes a study of linear motion, Newton's laws and friction, torque, work, energy, power, impulse, momentum, uniform circular motion, angular kinematics and dynamics, moment of inertia, fluid statics, temperature, specific heat, heat of combustion, heat transfer, the ideal gas law, thermodynamics, and mechanical waves. Some of the mathematics to be applied in the course will be reviewed as needed. This course is recommended for technical coursework and careers.

PHYS 202 Physics I Laboratory (1 credit)

L

Suggested Prereq: **PHYS 201 Physics I or equivalent, or taken concurrently**

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

Suggested Prereq: **PHYS 201 Physics I or equivalent first**

This course includes a study of electric charge, electric and magnetic forces, the electromagnetic field, light optics, and modern physics. This course is recommended for technical coursework and careers.

PHYS 204 Physics II Laboratory (1 credit)

L

Suggested Prereq: **PHYS 203 Physics II or equivalent, or taken concurrently**

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

This course replaces **POL 103 Introduction to American Politics**. Credit in only one of these courses may be applied toward graduation.

This course examines the development and organization of national, state, and local governments in the United States. We will examine concepts relating to the federal system; the U.S. Constitution; civil and political rights; the party system; and the nature, structure, powers, and procedures of national political institutions.

POL 231B Introduction to World Politics and Conflict

L

This course is a historical introduction to the basic themes of world politics, with particular attention to the problems of war and peace. Students are introduced to the subject matter of world politics as well as to some of the theoretical and analytical approaches that are used to study the subject. The course covers a variety of topics, including international organization, foreign policy, international security, and globalization.

POL 310 Family Law

U

POL 310 is cross-listed with **CJ 310 Family Law**. Students may elect to register for either course number but may not receive credit toward graduation for more than one course.

This course examines the relationship between the American family, and 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

This course is an introduction to public policy in the United States. It 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

Suggested Prereq: HIS 121 World History II

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.

This course examines the contemporary histories of key European nation-states and their resultant political cultures, institutions, and trends. The course also explores the contemporary history and politics of pan-European integration, the forces that are driving it, and the various centrifugal factors that restrain its advance. The first purpose focuses upon the established political cultures and traditions in which the system of sovereign nation-states is so deeply rooted. The second purpose highlights the inherent conflict between sovereignty and nationalism on the one hand, and the newer “European consciousness” that is now superimposed, on the other. Finally, the course examines the emergent position of the European Union as a coherent entity in its own right, in the conduct of world affairs.

POL 342 Contemporary Middle East History U

Suggested Prereq: HIS 121 World History II

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.

This 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 350 Beyond War and Peace, International Relations U

Using examples that range from the Peloponnesian War of Ancient Greece to the current Global War on Terrorism, this course analyzes global conflict through the leading conceptual frameworks of international relations theory. It examines the actions of people, nations, and international organizations through the major foundational paradigms of realism, liberalism, Marxism, constructivism, and their subsequent derivative theories. Primarily through events of the 20th Century, this course also evaluates the explanatory strengths and weaknesses for these theories.

POL 370 American Political Behavior U

This course 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

This course provides 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 231B Introduction to Health Psychology L

Suggested Prereq: PSY 101 Introduction to Psychology I or equivalent

This course examines the relationship between psychology, health, and illness and explores strategies to enhance and maintain mental and physical health. In addition, students characterize risk factors that may compromise well-being, including chronic stress, misuse of substances, chronic pain, and poor nutrition. Students also learn basic interventions that can be used to reduce the potentially harmful effect of any of these factors.

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 241 The Psychology of Women L

Suggested Prereq: PSY 101 Introduction to Psychology I or equivalent

In this course students explore and apply psychological theories, research, and findings to the experiences and psychological functioning of women. This course includes examinations of the psychosocial, biological, cultural, and structural factor and events that affect women around the world. Students learn about the history of the psychology of women, how gender categories and stereotypes are constructed and operate, women's psychosocial and biological development and changes, the influences of race/class/culture on women, and women's changing

roles, rights, and responsibilities in the world. The purpose of this course is to provide students with the ability to critically analyze and apply the research methods, findings, and theories of the psychology of women to their own lives and to the lives of women across the world.

PSY 300 Investigative Methods for Psychology U

Suggested Prereq: PSY 101 Introduction to Psychology I or equivalent

In this course you learn types of research, including casual, descriptive and relational, basic experimental design and relationships between variables. Reliability and validity, along with data acquisition and analysis, and ethical decisions are among the topics examined. You convey information in an organized written format.

PSY 330 Educational Psychology U

Suggested Prereq: PSY 101 Introduction to Psychology I or equivalent

This course provides students with a broad overview of educational psychology, which is a branch of psychology that examines how people learn. Topics covered include social context and socio-emotional development; cognitive and language development; socio-cultural diversity; behavioral, cognitive, and constructivist approaches to learning; managing the classroom; planning instruction; use of technology; assessment; and motivation.

PSY 331 Psychosocial Impact of Chronic Illness on Person and Environment U

This course is cross-listed. Health Sciences 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

This course provides an overview of the major theories that attempt to explain the dynamics of behavior and learning in animals and humans. Areas discussed include methods in learning research, classical and operant conditioning, reinforcement, punishment, social learning, and memory.

PSY 360 Social Psychology U

Suggested Prereq: **PSY 101 Introduction to Psychology I** or equivalent

This course replaces **PSY 320 Social Psychology**. Credit in only one of these courses may be applied toward graduation.

PSY 360 Social Psychology duplicates **PSYx325**. Credit will not be awarded for both.

This course 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. The course 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 362 Psychology of Human Sexuality U

Suggested Prereqs: **PSY 101 Introduction to Psychology I** or equivalent and **PSY 360 Social Psychology**

The physical, psychological, emotional, relational, and cultural aspects of sexuality influence us from before birth through death. This course employs interactive class work, readings, individual reflections, and group discussions to: 1) increase understanding of lifespan sexuality, particularly as it relates to psychology, 2) engage students in critical thinking about sexual messages and issues, 3) help students identify and critique their sexual attitudes and values and 4) enable students to make informed

relational and sexual decisions. The subject matter may incorporate language and images that challenge students' comfort and attitudes as part of the learning process. The course is designed to help students live a healthier and more fulfilling life by increasing their knowledge and comfort with the topic related to human sexuality.

PSY 365 Psychology of Diversity U

Suggested Prereq: **PSY 101 Introduction to Psychology I** or equivalent and **PSY 360 Social Psychology**.

This course 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. The class explores how these factors have contributed to reassessment of traditional topics in psychology, such as biology, development, personality, and society. It 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 375 Forensic Psychology U

Suggested Prereq: **PSY 101 Introduction to Psychology I** or equivalent.

This course introduces forensic psychology. The history, application, roles of forensic psychologists, and interactions with the justice system are covered. Some of the specific areas of forensic psychology that are examined include psychology and law enforcement, forensic psychology in investigations, competency and insanity in court settings, syndrome evidence, children's issues, eyewitness testimony, and trial consultation.

PSY 380 Biopsychology U

Suggested Prereqs: **PSY 101 Intro to Psychology I** or equivalent, **PSY 300 Investigative Methods in Psychology** or **Experimental Psychology**

This course examines how neurons work individually and together to enable behavior,

feelings, and thoughts. The structures and functions of the nervous system are examined to provide the biological bases of behavioral development, perception, learning, memory, cognition, motivation, language, sleep, and psychological disorders.

PSY 420 Human Motivation U

Suggested Prereqs: **PSY 101 Introduction to Psychology I** and at least one 300-level course in psychology. **PSY 340 Psychology of Learning, PSY 360 Social Psychology or PSY 380 Biopsychology recommended**

This course examines the major issues and organizing principles that describe and explain human motivation. The reasons that humans behave the way they do are evaluated from a number of perspectives, including biological, learning, and cognitive. Students analyze and integrate information from a variety of sources, such as personal experience and psychological research, in order to develop an understanding and models of motivation that are applicable to their lives.

PSY 440 History and Systems U

Suggested Prereq: **PSY 101 Intro to Psychology I** and a minimum of two upper-level psychology courses

This course gives 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 200 World Religions L

World Religions is a historical and comparative survey of the major religious systems of the world, including but not limited to contemporary nature/culture religions, as well as Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam.

REL 321 Islam U

This course critically examines the religion of Islam, its beliefs and practices, and diverse interpretations and understandings of the global Muslim Umma (community). It examines Tawhid (monotheism) or essence of Islam, Quran (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 humanistic exploration of the modes of thought underlying religious myth-making and scientific model-construction.

SOC 101 Introduction to Sociology L

This course is 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 110 Introduction to Interdisciplinary Social Science L

This course analyzes the disciplines of anthropology, sociology, psychology, economics, history, geography, and political science that make up the social sciences with particular emphasis on their interrelationships. It utilizes an interdisciplinary approach to study human behavior and shows the relevance of the social sciences to understanding and solving contemporary problems at the national and global levels.

SOC 201 Family L

This course replaces **SOC 316 Family**. Credit may not be applied toward graduation for **SOC 201** if **SOC 316** was taken first.

This course highlights relevant theories and their relationship to all aspects of family life and dynamics. It 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

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 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.

SOC221 Why We Overeat: Perspectives on Nutrition L

This course examines the mechanisms of America's number one public health issue—the obesity epidemic and why our nutritional needs no longer drive our dietary habits. Rather the food industry stimulates our appetites by creating low-priced products using the highly addictive ingredients of sugar, fat, and salt to set in motion a cycle of desire and consumption that ends with a nation of overeaters. Added to that are environmental factors such as increased access to motor vehicles, mechanization of work, less emphasis on physical activity at school and at home, the emergence of the Internet and television as principal sources of entertainment and sedentary lifestyles. This course looks at the societal and individual factors that have resulted in the obesity epidemic and provides helpful tools to find a solution.

SOC 230 Introduction to Human Services L

Suggested Prereqs: SOC 101 Introduction to Sociology or equivalent.

This course introduces students to human services—their historical development and implementation of social services policies, the helping process, and the role and function of the human service professional. Community services with an emphasis on cultural awareness are identified and explored. Legal and ethical issues are examined for information about ethical standards and to define and process a variety of ethical dilemmas.

SOC 240 Addictions in America L

The course is designed to help students develop an understanding of addictions from an eco-systems perspective. The addictive process and recovery will be studied, including the reciprocal interaction between addicted individuals and the various social systems of which they are a part. Students will examine substance abuse and behavioral compulsions, including alcohol and other drugs, smoking, compulsive gambling, eating disorders, and sexual addictions. There will also be a focus on diversity in addicted populations, the business of drugs, and prevention. Attention will be given to biological and genetic factors in the etiology of addiction, family issues, and community responses. The consequences of addictions will be studied at the individual, family, community and societal levels. This course will draw on current research in the field of addictions, and will emphasize critical thinking and analysis of the current controversies in the field. This elective course builds on foundation Human Services courses, providing knowledge and skills to students who will encounter issues of addiction in their practice.

SOC 250 Race, Ethnicity, and Gender L

Suggested Prereq: SOC 101 Introduction to Sociology or equivalent

This course introduces students to theoretical and empirical studies on race, ethnicity, and gender from sociological and historical perspectives. Different 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 280 U.S. Schools in a Globalized World L

Suggested Prereq: **SOC 101 Introduction to Sociology, SOC 110 Introduction to Interdisciplinary Social Science, or equivalent**

This is a survey course that introduces students to the major topics in the sociological study of schooling. This course will analyze the education system and teaching profession through the three major sociological paradigms—conflict theory, functionalism, and symbolic interaction—touching on every level of education, from preschool through adult. This course is centered upon several important questions, including: 1) What is the structure of education in the United States and abroad, and whose interests does it serve? 2) How is education changing in our globalized environment? and 3) What are the effects of different kinds and levels of education on students, and other social institutions? The workload for this course is evenly balanced in each module between reading, writing, and research assignments. Every student will complete a research paper in lieu of a multiple-choice final exam.

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 deterrences, and rehabilitation modalities.

SOC 309 Ethics and Social Policy in Human Services U

Suggested Prereq: **SOC 230 Introduction to Human Services or equivalent**

This course provides knowledge of social policy and ethics essential in human services organizations. It reviews social policy development, implementation and evaluation at federal, state, and local levels and factors that influence social policy including ethical dilemmas, and utilization of NOHS Ethical Standards in decision-making process and issues, when delivering human services to clients.

SOC 314 Sociology of Health and Illness U

This course is cross-listed. Health Sciences students must register under **HSC 314**; all other students register under **SOC 314**.

This course 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 foundations of medical sociology, social causes and consequences of health and illness, 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.

SOC 318 Sociology of the Workplace U

This course 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. It explores the definition of work as to what constitutes work and whether an activity need be paid to be considered work. The course introduces the history of work, contemporary workplace issues, governmental statistics, and social theories used to study work. It 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 319 Understanding Society: The Theories of Karl Marx, W.E.B. DuBois and Others U

Suggested Prereqs: **SOC 101 Introduction to Sociology, SOC 215 Contemporary Social Problems or equivalent**

The course familiarizes students with selected classical and contemporary social theories while providing them with a framework for understanding 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 320 Health Care Issues in Culturally Diverse Populations

U

This course is cross-listed. Health Sciences 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: **SOC 101 Introduction to Sociology, SOC 110 Introduction to Interdisciplinary Social Science, or equivalent**

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 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

This course offers 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

This course is cross-listed. Health Sciences 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

This course 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

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 Macroeconomics with 15 credits in the social sciences strongly recommended**

This course 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

This course 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 who are without the shelter, safety, and comfort of a home.

SOC 350 Environmental Issues and Society

U

This course examines the relationship between social systems and ecosystems and the impact of human activity upon the environment. It studies the definition of the environment and its boundaries, how social groups shape the environment and are shaped by it, the differential access to environmental resources and why some members of societies are victims of environmental injustices. The course emphasizes a critical socio-ecological analysis of American society and its influences upon global environmental issues. Key areas of study will be consumption, economic development, population and health, environmental movements, and some of the popular debates focused upon realism/constructivism and the Marxist/materialist approaches to the study of the environment.

SOC 362 Ethnic Conflict and Genocide

U

Suggested Prereq: SOC 101 Introduction to Sociology or equivalent

After the Holocaust, many people vowed, never again to genocide. However, the issue of genocide continues to this day even as scholars disagree about the meaning of the word and how to prevent such tragedies. This course will cover ethnic

conflict, as well as its most horrific culmination, genocide. Ethnic conflicts will include those in the post-Soviet states, notably Chechnya and Georgia, the MiddleEast, and the Indian Subcontinent. Topics in genocide will include the Armenian genocide, the Holocaust, the Rwandan genocide, Darfur, and slaughter and displacement of Native Americans. We will examine stigma and the connections between the construction of ethnic identity, resulting in actions ranging from peaceful mobilization to violent conflicts and genocide and discuss possible solutions.

SOC 375 Urban Sociology

U

Suggested Prereq: SOC 101 Introduction to Sociology, SOC 215 Contemporary Social Problems or equivalent

This course 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 377 Social Movements: From Civil Rights to Arab Spring

U

Suggested Prereq: SOC 101 Introduction to Sociology, SOC 110 Introduction to Interdisciplinary Social Science or equivalent

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

This course 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 Aging U

This course is cross-listed. Health Sciences 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 21st 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 toward 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 420 Environmental Policy and Management U

This course addresses environmental policy with specific focus on environmental regulation and management of environmental resources. The theoretical foundations of the course address regulatory policy design, policy instruments, regulatory federalism, enforcement, and

compliance. These issues are considered with respect to selected environmental regulatory policies and programs. Within the context of environmental policy, environmental management looks at processes such as environmental impact assessment, environmental auditing, life cycle assessment, and environmental economics.

SOC 428 Families, Delinquency, and Crime U

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**.

This course explores the link between family life and antisocial behavior and analyzes popular explanations using the results of studies by sociologists, criminologists, and psychologists. It 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

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.

This course analyzes the political, economic, social, and cultural factors that shape the use of illicit, misused, or abused substances. It 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.

This course 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 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 624 Classical Legacies G

This course examines key issues in contemporary culture as they have been influenced and informed by the heritage of diverse perspectives recorded in foundational texts. Areas examined include: humanity and metaphysics; humanity and the state; human rights; and the nature of knowledge. Works examined are selected on the amount of influence they have had on contemporary mainstream civilizations.

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.

MLS635 Humanity and the Cosmos G

Unparalleled discoveries regarding the history of the earth, as well as the nature of the Universe itself, have revolutionized the Humanities, even as revolutions in technology re-invent and invigorate the imagination. This course examines the impact of the figures such as Copernicus, Galileo, Darwin, Einstein and the New Physics on your conception of what it may mean to be human in relation to an infinitely, and overwhelmingly, intriguing cosmos.

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.

G: Graduate-level course

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 665 Insecurity in the World G

This course takes an interdisciplinary approach to understanding the nature of insecurity in the world, with a focus on the origins, history, and manifestations of terrorism. Psychological operations, “black ops,” and other media manipulations are also examined to see their impact as perception and policy-influencers, as well as force-multipliers in times of “hot” conflict. Sociology, political theory, psychology, communications, composition, and semiotics are addressed. Students have an opportunity to study case studies and develop an understanding of the conditions that lead to the emergence of stabilizing and destabilizing forces. Energy security, food security, and border security are important. The course also focuses on resources—oil, gas, water—and their strategic importance and relation to economic growth and political stability.

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 669 Economic Development in Lesser Developed Nations and Communities G

While this course will present theories of economic development and development policy related to theories of location, trade, investment, and economic decision-making, it will also focus on the cultural, geographical, and political factors that result in income differences between nations. Issues such as the “resource curse” (Dutch Disease), corruption, ethnicity, and war will be considered. In addition, attitudes and policies with respect to social welfare, health, access to education, and telecommunications/Internet infrastructure will be examined. The course will include analyses of case studies and current problems, and will comparatively analyze the situation in various economically linked clusters or individual nations.

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.

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 websites and listservs, 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 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 indigenous-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 toward constructive outcomes.

MLS 697 Methodology G

Research is the heart of human inquiry. This course is designed to give students a broad view of the variety of approaches to designing good research and to prepare students for writing their MALS theses. In this course, students will learn how to pose research questions, develop answers to them using a theoretical framework, formulate and refine concepts, construct valid and reliable measures, and gather data. Additionally, this course will prepare students to evaluate hypotheses utilizing data and drawing on prior knowledge, emphasize the preliminary process of research design, and address questions of how we know what we know (referred to as epistemological concerns). Mastering the application of research methodology and understanding the substance and art of interdisciplinary work comes through repeated application and experience. The emphasis of this introduction is on breadth rather than depth, on familiarity and critical engagement with ideas rather than mastery of technique.

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. The ILC 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 The Master's Thesis G

Capstone project required of each student.

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New York State Education Department Inventory of Registered Programs

Higher Education General Information Survey Code for Classifying Academic Subject Areas.

| Program Title | HEGIS | Award |
|---------------------------------------------------------------|---------|-------------|
| School of Business and Technology, Business Programs | | |
| Administrative/Management Studies | 5004 | AAS |
| Business | 5001 | AS |
| Business | 0501 | BS |
| Accounting (NYS CPA Track) | 0502 | BS |
| Bachelor of Professional Studies in Business and Management | 0599 | BPS |
| Business | 0506 | MBA |
| School of Business and Technology, Technology Programs | | |
| Cybersecurity | 5199 | Certificate |
| Cybersecurity Management | 0799 | Certificate |
| Cyber Operations | 0702 | BS |
| Technical Studies | 5315 | AAS |
| Management | 0506 | MS |
| Nuclear Technology | 5316 | AS |
| Technology | 5315 | AS |
| Technology | 0925 | BS |
| Electrical Engineering Technology | 0925 | BS |
| Information Technology | 0702 | BS |
| Nuclear Engineering Technology | 0925 | BS |
| Bachelor of Professional Studies in Technology Management | 0599 | BPS |
| Cybersecurity | 0702 | MS |
| School of Health Sciences Programs | | |
| Health Care Informatics | 1203.12 | Certificate |
| Health Care Management | 1202 | BS |
| Health Sciences | 1201 | BS, MS |

| Program Title | HEGIS | Award |
|--------------------------------------------------------------|---------|---------------|
| School of Liberal Arts Programs | | |
| Liberal Arts | 5649 | AA, AS |
| Liberal Arts | 4901 | BA, BS |
| Liberal Studies | 4901 | MA |
| History | 2205 | BA, BS |
| Humanities | 1599 | BA |
| Natural Sciences | 1901 | BS |
| Psychology | 2001 | BA, BS |
| Social Sciences | 2201 | BS |
| Sociology | 2208 | BA, BS |
| School of Nursing Programs | | |
| Nursing | 5208 | AAS, AS |
| Nursing | 1203.10 | BS, RN-MS, MS |
| Nursing Education | 1203.12 | Certificate |
| Nursing Leadership and Administration of Health Care Systems | 1203.12 | Certificate |
| School of Public Service Programs | | |
| Criminal Justice | 2105 | BS, MS |
| Homeland Security | 5505 | Certificate |
| Military Studies | 2299 | BS |

Notes

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