



LIBERAL ARTS Catalog



ABOUT EXCELSIOR COLLEGE

Excelsior College is a regionally accredited, nonprofit distance learning institution founded in 1971 focused on providing educational opportunity to adult learners. The College contributes to the development of a diverse, educated society by valuing lifelong learning with an emphasis on serving individuals who are historically underrepresented by higher education. Excelsior meets students where they are—academically and geographically—removing obstacles to the educational goals of adult learners through affordable access to quality instruction and the assessment of learning. Our pillars include innovation, flexibility, academic excellence, and integrity.

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.

Excelsior College is a Title IV-eligible institution offering federal student aid to students who qualify in course-based programs. Stand-alone exam-based options and certificate programs are not eligible.

OUR MISSION

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

Excelsior College is a provider of choice for adults seeking access to higher education and academic success, and it is a model for addressing societal and workforce needs.

ACCREDITATION

Excelsior College (and under its former name, Regents College) has been continuously accredited since 1977 by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. Middle States 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 Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 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, <http://www.abet.org>. The bachelor's degree program in information technology is accredited by the Computing Accreditation Commission of ABET, <http://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. The business programs in the following degrees are accredited by the IACBE:

Bachelor of Science in Business with concentrations in: *Finance, General Accounting, General Business, Global Business, Management of Human Resources, Management of Information Systems, Marketing, and Operations Management*; and the

Master of Business Administration (MBA) with concentrations in: *General Track* (no concentration), *Cybersecurity Management, Health Care Management, Human Performance Technology, Human Resource Management, Leadership, Social Media Management, and Technology Management*.

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

RECOGNITION

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

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

The National League for Nursing (NLN) has designated the Excelsior College School of Nursing as a Center of Excellence in Nursing Education, 2016–2021. 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 fourth consecutive designation the School has received since the NLN began the program in 2005.

The National Security Agency and the Department of Homeland Security designated Excelsior College as a National Center of Academic Excellence in Cyber Defense Education, 2015–2019.

Excelsior College has achieved institutional-level recognition for implementing Quality Matters™ standards for the design of online courses. The College systematically develops and evaluates its online courses based on rigorous, research-based Quality Matters™ standards to ensure learner engagement and provide tools and information for successful learning.

Message from the Dean



GEORGE TIMMONS, PhD

Congratulations on taking the next step in your educational journey. You have made an excellent choice, and we look forward to working with you as you pursue your educational, career, and personal goals.

According to the American Association of Colleges and Universities, a liberal education provides students the opportunity to develop a sense of social responsibility; strong and transferable intellectual and practical skills such as communication, analytical, and problem-solving skills; and a demonstrated ability to apply knowledge and skills in real-world settings. These skills and abilities help students prepare for an array of career paths, and are deemed as highly valuable commodities by employers.

One of the main hallmarks of a liberal arts education is the solid foundation it provides for lifelong learning and career mobility. The wide range of experiences and opportunities that are central to the liberal arts gives students the necessary tools to compete in the workforce and excel in their future careers. In a world of rapidly changing technology, technical skills acquired today may quickly become obsolete. Conversely, the broad knowledge base attained through study in the liberal arts equips students with transferable skills that will remain longstanding, relevant, and applicable in many career settings.

Our general degree programs in liberal arts, offered at the associate, bachelor's and master's levels, are among the most flexible and transfer-friendly.

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

History	Humanities	Liberal Arts
Natural Science	Psychology	Social Science

The four major learning outcomes of liberal arts degree programs—the concepts we hold dear—are critical thinking, communication, diversity, and ethics. Welcome to the Excelsior College family as we prepare you with a liberal arts education for the 21st century.

Wishing you much success on your educational endeavors,

A handwritten signature in black ink, reading "George Timmons". The signature is fluid and cursive, with a large initial "G" and "T".

George Timmons, PhD
Dean, School of Liberal Arts

LIMITATIONS

Information in this catalog is current as of March 2017, 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 matriculated students so long as they actively pursue their degree requirements. However, in the event that it is necessary to make program changes for matriculated 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>

Many of the photos included in this catalog are of Excelsior College students and graduates.

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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, to provide a breadth of academic experience to enrich your life, and to allow 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 five learning goals for General Education at Excelsior College.

A. Communication and Oral Expression

Upon completion of their degree programs, 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 communication.

B. Mathematics and Scientific Method

Upon completion of their degree programs, Excelsior students will use scientific reasoning and basic mathematical calculations in problem solving in their daily lives.

C. Information Literacy

Upon completion of the program, students will have learned to evaluate information critically. They will have learned to identify the amount and type of information needed, to locate and effectively access information, to evaluate the source of information, and to use it as per legal and ethical considerations.

D. Diversity and Global Understanding

Excelsior students will gain an understanding of a global society and appreciation for the complexities of diversity so they will be able to interact effectively with people from backgrounds and cultures different from their own. They will challenge their own sense of “self” vis-à-vis an understanding of those with different thoughts, beliefs, and traditional behaviors.

E. Ethics

Upon completion of the program, students will recognize the importance of ethical behaviors and decision-making.

For more information on the General Education goals and outcomes, visit www.excelsior.edu/gened.

Average Time to Degree Completion

Excelsior’s degree programs are designed to be completed at your own pace. However, at Excelsior, a student attending full-time could complete:

- ▶ an associate degree in two years;
- ▶ a bachelor’s degree in four years; or
- ▶ a master’s degree in two years.

Requirements for All Degree Programs

Students in all undergraduate degree programs at Excelsior College are required to meet requirements in the following general education categories:

- ▶ Information Literacy
- ▶ Written English
- ▶ Ethics
- ▶ Humanities
- ▶ Social Sciences and History
- ▶ Natural Sciences and Mathematics

Each degree program may require credits in specific, core subjects, within the categories listed above.

Students must work closely with their academic advisors to plan how to meet the requirements that are in place for their particular degree program.

Coursework used in transfer to satisfy the written English requirement must be from an English-speaking institution. English as a Second Language courses may not be used to satisfy the written English requirement.

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

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.

Students must have reliable access to a computer with Internet connectivity.

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).

Students must be able to use required software applications.

Students need to use 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).

Students are required to conduct themselves appropriately and professionally at all times, including online.

Students need to use the Excelsior College website to access information, resources, and the Message Center.

See the Excelsior College Electronic Use policy (excelsior.edu/electronic-use-policy).

Students are required to conduct themselves appropriately and professionally at all times, including online.



UNDERGRADUATE DEGREE PROGRAMS IN LIBERAL ARTS

“It’s in Apple’s DNA that technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the result that makes our heart sing.”

Steve Jobs

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.

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 encoun-

ter 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. 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 DSST. More information is 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.

- ▶ Associate Degree students must complete one expository writing course or examination (minimum three credit hours or four quarter hour credits) with a minimum of C grade. This must be completed within the first thirteen (13) Excelsior College credits attempted.

- ▶ Bachelor's degree students must complete two expository writing course or examinations (minimum of six credit hours or eight quarter hour credits) with a minimum of C grade

OR

one expository writing course or examination and one applied writing or writing intensive course. Both must be a minimum of three credit hours or four quarter hour credits. The expository writing course must be completed within the first thirteen (13) Excelsior College credits attempted.

Methods of Satisfying the Written English Requirement

1. Examination

- a. UExcel exam ENGx111 English Composition (fulfills the requirement for associate and bachelor degrees)
- b. UExcel exam ENGx100 College Writing (fulfills the requirement for the associate degree; partially fulfills the requirement for the bachelor degree)
- c. Advanced Placement (AP) English Examinations (fulfills the requirement for the associate and bachelor degrees)

Excelsior College does not accept the CLEP General Examination in English Composition with Essay or the DSST Advanced Composition Exam toward this requirement.

2. College coursework

- a. Expository writing courses such as **ENG 101 English Composition**, **ENG 101A Advanced Composition**, **ENG 102 Composition II**, **ENG 102A Advanced Composition II**, **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, such as **ENG 202 Business Writing** and **ENG 312 Scientific and Technical Writing**

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 PONS) 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**), the successful completion of one of two 3-credit courses offered online at Excelsior College **CCS 112 Success Strategies for Military and Veterans**, **CCS 120 EC Success Seminar**, 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 **PHI1310 Ethics: Theory and Practice**, **HUM3310 Bioethics: Philosophical Issues**, and **MUS101 Introduction to Music** may be used to satisfy this requirement. Some appropriate course titles include **HUM 350 War Stories**, **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

Ethics has been a challenging learning outcome for many of our students to successfully demonstrate. During any of the capstone courses you take, you will be required to write extensively about complex ethical dilemmas that require you to weigh multiple perspectives for an issue or problem that has no clear right or wrong. Internal studies at Excelsior have shown that students who have taken a previous course focused on ethical issues do much better during the capstone course. Additionally, employers have identified ethical reasoning skills as an important characteristic that they look for when hiring.

Students who enroll in a bachelor's degree program on or after January 1, 2014, or an associate's degree program on or after July 1, 2015, must complete a minimum of 2 semester hours in Ethics (with a grade of C or better). Courses or exams used to meet the ethics requirement will simultaneously meet the humanities requirement.

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 (G.P.A.) of 2.0 or better in order to graduate. In addition, a 2.0 G.P.A or better is required in each depth, area of focus, concentration for an associate degree, or bachelor's 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 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.

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; and
- ▶ Inspiring student success.

ASSOCIATE DEGREE PROGRAMS IN LIBERAL ARTS

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.



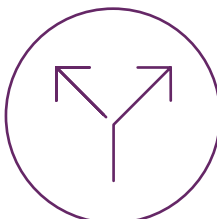
Communication

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 is required in written English, general education, humanities, ethics, information literacy, capstone, and arts and sciences electives. An optional area of focus component is available for both associate programs.

ASSOCIATE IN ARTS

Degree Requirements

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 7** for a graphic representation of the minimum credit necessary along with the credit distribution requirements for this degree program.

Arts and Sciences Component

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*)
- ▶ **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. Within the natural sciences/math distribution, at least 2 credits must be earned in college-level mathematics and 2 credits in the natural sciences. The humanities distribution must include at least 2 credits in ethics, and at least one 3-credit course in a humanities discipline.
(*see page 3 for details*).
- ▶ **Arts and Sciences Electives:** 24 credits
- ▶ **Associate Degree Capstone:** 3 credits
(*minimum grade of C required*)

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 Arts

60
CREDITS

ARTS AND SCIENCES REQUIREMENTS	CREDIT HOURS
► Written English Requirement	3
► General Education Requirement Distribution Areas (18 credits minimum) ^①	
Humanities ^②	6
Social Sciences/History	6
Natural Sciences/Mathematics ^③	6
► Arts and Sciences Electives	24
► Associate Degree Capstone ^④	3
TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS	48
OTHER REQUIREMENTS	CREDIT HOURS
► Applied Professional Credits or Additional Arts and Sciences	11
► Information Literacy	1
TOTAL CREDITS FOR OTHER REQUIREMENTS	12
TOTAL DEGREE CREDITS REQUIRED	60

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. Two (2) credits are required in a course in ethics to meet the requirement (refer to page 4 for full description of ethics requirement). A 3-credit ethics course may fulfill both the ethics requirement and the humanities requirement. (Refer to the general education section on page 3 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.

ASSOCIATE IN SCIENCE

Degree Requirements

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 credits necessary along with the credit distribution requirements for this degree program.

Arts and Sciences Component

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*)
- ▶ **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. Within the natural sciences/math distribution, at least 2 credits must be earned in college-level mathematics and 2 credits in the natural sciences. The humanities distribution must include at least 2 credits in ethics, and at least one 3-credit course in a humanities discipline (see [page 3](#) for details).
- ▶ **Arts and Sciences Electives:** 6 credits
- ▶ **Associate Degree Capstone:** 3 credits
(*minimum grade of C required*)

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 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.
2. Define and explain the purpose and role of Human Services and Human Services professionals within a community.

Core Requirements for the Concentration

1. An introductory-level survey course in interdisciplinary Social Science such as:
SOC 110 Introduction to Interdisciplinary Social Science
2. A survey course in Human Services such as:
SOC 217 Introduction to Counseling and Case Management, SOC 230 Introduction to Human Services
3. Ethics in Human Services such as:
SOC 309 Ethics and Social Policy, HSC 312 Ethics of Health Care
4. Human Services Electives such as:
SOC 201 Family, SOC 221 Why We Overeat, SOC 240 Addictions in America, PSY 235 Lifespan Developmental Psychology, PSYx210 Lifespan Developmental Psychology exam

For upper-level elective choices, see listing of courses applicable to the BS in Social Sciences with Human Services concentration on [page 44](#).



Associate in Science

60
CREDITS

ARTS AND SCIENCES REQUIREMENTS	CREDIT HOURS
► Written English Requirement	3
► General Education Requirement Distribution Areas (18 credits minimum) ^①	
Humanities ^②	6
Social Sciences/History	6
Natural Sciences/Mathematics ^③	6
► Arts and Sciences Electives	6
► Associate Degree Capstone ^④	3
TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS	30
OTHER REQUIREMENTS	CREDIT HOURS
► Applied Professional Credits or Additional Arts and Sciences	29
► Information Literacy	1
TOTAL CREDITS FOR OTHER REQUIREMENTS	30
TOTAL DEGREE CREDITS REQUIRED	60

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. Two (2) credits are required in a course in ethics to meet the requirement (refer to [page 4](#) for full description of ethics requirement). A 3-credit ethics course may fulfill both the ethics requirement and the humanities requirement. (Refer to the general education section on [page 3](#) 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.

BACCALAUREATE DEGREE PROGRAMS IN LIBERAL ARTS

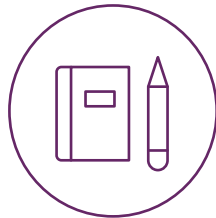
BACHELOR OF ARTS AND BACHELOR OF SCIENCE

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.



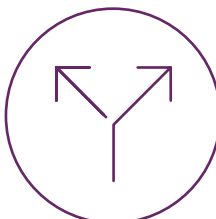
Communication

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 identify and characterize their own cultural background and experiences in comparison to those of others and evaluate pathways to equitable solutions that recognize the strengths inherent in a diverse and multicultural understanding of world issues.



Ethics

Students will be able to apply concepts of: ethical conduct in decision making, ethical conduct in action, social responsibility in decision making, and social responsibility in 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 is required in written English, general education, humanities, ethics, college-level mathematics, natural sciences, information literacy, arts and sciences electives, and a capstone requirement course.

Discipline-Specific Degrees

The Bachelor of Arts and Bachelor of Science discipline-specific degrees (History, Humanities, Natural Sciences, Psychology, and Social Sciences) 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 15](#).

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 popular with our students because they offer the most flexible approach to degree completion using many different credit sources. They are an excellent choice for students who would like to investigate multiple opportunities while developing the skills and background necessary for a personally, socially, and professionally fulfilling life.

For the general liberal arts degrees, the Liberal Arts learning outcomes have been further subdivided into competencies based on the 21st century skills most commonly desired by employers. Your mastery of these outcomes and competencies, measured in the capstone course, demonstrates to the college, your employer or potential employer, or graduate school that you have a solid comprehension of content and skills necessary to graduate from Excelsior College and to succeed in the postgraduate world.

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 credit requirements for our baccalaureate degrees are 120, with at least 33 discipline-specific credits (18 at the upper level) needed if you are working on a discipline-specific degree (History, Humanities, Natural Sciences, Psychology, or Social Sciences). Appropriate proficiency examinations may 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 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 may enroll in the Excelsior College course **LA 496 Research and Writing in the Liberal Arts**. This eight-week, 1-credit, upper-level course requires the development of an annotated bibliography 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 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 BA in Liberal Arts or BS in Liberal Arts programs is required to demonstrate expertise by certifying depth of knowledge in at least two different disciplines or thematic areas of study. The depth requirement ensures exposure to a variety of subject areas. It also allows students to explore thematic areas of study that connect disciplines in a meaningful way.

In each depth, students must complete 15 credits, with a minimum of 6 credits at the upper level. For the BAL degree, both depths must be within the arts and sciences; for the BSL, one may be earned in an applied professional area, like business or education.

In cases where two disciplines or thematic areas of study are related (such as sociology and criminal justice), students may apply credit from a course that has content related to both (Intro to Criminology, for example) to only one of the two depths.

Students must maintain a 2.0 (C) grade point average 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. 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.

The requirement for an area of focus in an Associate in Science program is 15 credits in a specified academic area, either in applied professional disciplines (e.g., architecture) or in arts and science disciplines

(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 baccalaureate 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 program areas of focus could come from either arts and sciences or applied professional disciplines (e.g., health, education).

There is no prescribed curriculum or sequencing of courses required. Areas of focus, as depths are in the baccalaureate 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 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 16](#) 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 credits must be in the natural sciences.
- ▶ **Capstone Requirement:** 3 credits
This requirement may be satisfied by completion of one of two capstone courses: LA 498 or LA 498JS (dedicated for the Judaic Studies students in the BAL/BSL program). 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 sciences courses of your choosing.
- ▶ **Depth Requirement:** Within your 120 credits, a minimum of 15 credits are required in each of two different arts and sciences disciplines. At least 6 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 15 for more information)

Optional Concentration

Population Health

The Population Health concentration is designed for students who want to enhance their skills for career advancement or career change and who want to add a credential to their BA degree. It was designed for students who have earned college-level credit and have experience in health care (e.g., those with military training and experience in a medical related field), but have not yet earned a degree. This program is designed to optimize use of existing credits and provide an array of course choices in the concentration so that students can align their studies with their professional goals. You will be prepared to enter the workforce as a care manager, care coordinator, program coordinator or health program manager. The concentration requires 18 credits of coursework. All credits for the degree can be transferred in except for a 3-credit capstone requirement, which must be met by completion of an Excelsior College course.

In addition to the BA degree outcomes, Population Health students will demonstrate the following concentration outcomes:

1. Analyze the impact of various population health issues on individuals, families, and communities.
2. Explain population health concerns and intervention strategies in terms of conceptual models and theoretical frameworks.



Bachelor of Arts in Liberal Arts

120 CREDITS

At least 30 credits must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

CREDIT HOURS

► Written English Requirement

6

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

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

► Capstone Requirement^④

3

► Arts and Sciences Electives

54

TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS

At least 30 credits at the upper level

90

OTHER REQUIREMENTS

CREDIT HOURS

► Applied Professional Credits or Additional Arts and Sciences

29

► Information Literacy

1

TOTAL CREDITS FOR OTHER REQUIREMENTS

30

Within the required 120 degree credits, there is a depth requirement:

AND

Depth Requirement 1^①

15 credits minimum in a single arts and sciences discipline, at least 6 credits at the upper (advanced) level

Depth Requirement 2^①

15 credits minimum in a single arts and sciences discipline, at least 6 credits at the upper (advanced) level

► Optional Concentration

Population Health is an optional concentration for the Bachelor of Arts in Liberal Arts degree. Refer to chart on page 17 for more information.

TOTAL DEGREE CREDITS REQUIRED

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. Two (2) credits are required in a course in ethics to meet the requirement (refer to page 4 for full description of ethics requirement). A 3-credit ethics course may fulfill both the ethics requirement and the humanities requirement. (Refer to the general education section on page 3 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 Liberal Arts Population Health Concentration

120 CREDITS

At least 30 credits
must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

	CREDIT HOURS
► Written English Requirement	6
► General Education Distribution Areas (27 credits minimum)	
Humanities ^①	9
Social Sciences/History	9
Natural Sciences/Mathematics ^②	9
► Capstone Requirement ^③	3
► Arts and Sciences Electives ^④	54
TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS At least 21 credits at the upper level	90

OTHER REQUIREMENTS

	CREDIT HOURS
► Applied Professional Credits or Additional Arts and Sciences	29
► Information Literacy	1
TOTAL CREDITS FOR OTHER REQUIREMENTS At least 9 credits at the upper level	30

DEPTH REQUIREMENT

AND	Depth Requirement 1 15 credits minimum in a single arts and sciences discipline, at least 6 credits at the upper (advanced) level
	Depth Requirement 2 Fulfilled with completion of Population Health coursework.

POPULATION HEALTH CONCENTRATION

A minimum of 18 credits and a 2.0 GPA are required. Choose any six of the following courses.

I. HSC 331 Psychosocial Impact of Chronic Illness on Person and Environment
II. HSC 417 Dementia in America
III. PBH 320 Substance Abuse: Impact on Individual, Family, Community
IV. PBH 342 Homelessness: Social and Health Perspectives
V. PBH 346 Post-Traumatic Stress Disorder: A Gathering Storm
VI. PBH 348 Violence and the American Family: Public Health and Social Issues
VII. PBH 355 Sexual Diversity in Health
VIII. PBH 362 Traumatic Brain Injury
IX. PBH 422 Contemporary Issues in Developmental Disabilities

TOTAL DEGREE CREDITS REQUIRED	120
--------------------------------------	------------

① 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.

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

③ Each student must take one online capstone course. This course must be taken at Excelsior College and cannot be transferred in.

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

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 credits at the upper level and a minimum 2.0 GPA.

History is the study of the recent and distant past and change over time. 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 successfully complete the School of Liberal Arts bachelor's degree in history will be able to:

1. Objectively evaluate a variety of historical sources (primary & secondary) for their credibility, position, and perspective.
2. Interpret the past in context, showing an understanding of diverse cultures and perspectives.
3. Utilize the tools, methods, and ethical standards of the discipline to integrate evidence and craft narratives about the past.
4. Demonstrate a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.
5. Construct a historical argument that is reasoned and based on historical evidence which describes and analyzes the past for its use in the present.
6. Apply historical knowledge and analysis to a current social, cultural, or political issue.

Degree Requirements

I. Foundational

(Minimum two courses, one in U.S. History (101 or 102) and one in World History (120 or 121).

- A. Minimum of one survey course in U.S. History
 1. HIS 101 United States History I, or
 2. HIS 102 United States History II
- B. Minimum of one survey course in World History (Western Civilization may be used for this requirement)
 1. HIS 120 World History I, or
 2. HIS 121 World History II

II. U.S. History

Minimum of two courses, intermediate and upper level courses, such as: MIL 230 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

III. European History

Minimum of two courses, intermediate and upper-level courses, such as: HIS 285 Witches: A Literary and Cultural History, HIS 312 European Renaissance, HIS 350 World War I, HIS 353 Holocaust

IV. Non-Western/World History

Minimum of two courses, intermediate or upper-level courses, such as: HIS 315 Global Popular Culture Since 1945, HISx340 World Conflicts Since 1900 exam, HIS 342 Contemporary Middle East History, HIS 344 Contemporary Chinese History and Culture, HIS 352 U.S.-Vietnam War, HIS 354 Transatlantic Slave Trade, HIS 356 The Global Cold War

V. Electives in the Discipline

Additional history courses, including excess courses from areas I, II, III, and IV: HIS 221 Introduction to Public History: Museums, Media, and the Material World, HIS 290 Pirates on the High Seas

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

120 CREDITS

At least 30 credits must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

CREDIT HOURS

► Written English Requirement

6

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

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

► Arts and Sciences Electives^④

57

TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS

At least 30 credits at the upper level

90

OTHER REQUIREMENTS

CREDIT HOURS

► Applied Professional Credits or Additional Arts and Sciences^④

29

► Information Literacy

1

TOTAL CREDITS FOR OTHER REQUIREMENTS

30

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.

I. Foundational (minimum of two courses — one in each area)

A. U.S. History I or II B. World History I or 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/World History (minimum of two courses — intermediate and upper-level courses)

V. Electives in History (Additional History courses, including excess courses from areas I, II, III and IV)

VI. History Capstone Course^⑤

TOTAL DEGREE CREDITS REQUIRED

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 page 3 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 credits at the upper level and a minimum 2.0 GPA.

The economy is rapidly changing every day. Jobs appear suddenly to address new sectors and new demands; old jobs quickly fade. What does not change, though, is the demand for creative problem solving and the application of new information to meet current challenges in any profession. Students of the Humanities display the ability to value others, make informed decisions, refine interpersonal skills, and employ practical strategies to resolve conflict; these skills are critical for promotion or success in life and in many companies. In a competitive global world, Humanities students can use their insights of cultural issues and respect for multiple viewpoints to communicate effectively in a team with diverse individuals. This degree helps you fill in the gaps of your education and broaden your skill base.

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 successfully complete the School of Liberal Arts bachelor's degree in humanities will be able to:

1. Evaluate the aesthetic, cultural, literary, and philosophical dimensions of the human experience.
2. Develop interdisciplinary connections and comparisons across two or more humanities disciplines.
3. Integrate knowledge and perspectives from two or more humanities disciplines to produce a more comprehensive understanding of an issue.
4. Examine the artifacts, ideas, beliefs, practices, and values that shape identity and influence individuals and their culture.

Students who are enrolled in one of the humanities concentrations will be required to meet the program level outcomes and the outcome for their specific concentration.

- **Literature Outcome:** Delineate the characteristics of one of the major genres of literature and support the definition with specific illustrations from appropriate texts.
- **Cultural Studies Outcome:** Drawing upon multiple humanities disciplines, compare and contrast multiple cultural aspects of the world's civilizations.
- **Communication Outcome:** Plan and create clear, correct and coherent written messages designed for targeted audiences.
- **Fine Arts:** Demonstrate the ability to analyze works of art in context applying aesthetic processes and principles.

I. Core Requirements

- A. Survey course in humanities such as: Intro to Humanities, Humanities I, Western Civilization, HIS 120 World History I, HIS 121 World History II, HUM 200 Introduction to Humanities
- B. Introduction to Philosophy such as: PHIL 200 Introduction to Philosophy, PHIX101 Introduction to Philosophy exam
- C. Ethics such as: COMM 335 Ethics in Communication, HUM 230 The Ethics of Friendship, HUM 300 Ethics, SOC 309 Ethics and Social Policy in Human Services, HSC/PHL 312 Ethics of Health Care, BUS 323/BUSX323 Business Ethics, HUMX310 Bioethics: Philosophical Principles exam, PHIX310 Ethics: Theory & 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.

Concentrations

II. Without Concentration (minimum 5 courses)

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: Demonstrate the ability to analyze works of art in context, applying aesthetic processes and principles.

- 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 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, HIS 285 Witches: A Literary and Cultural History, HUM 350 War Stories

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, COMM 350 Organizational Communication Theory
- 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 312 New Media, Relationships and You, COMM 320 Communication and Diversity, COMM 324 Conflict Management, COMM 335 Ethics in Communication, COMM 345 Leadership and Team Building, 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, SOC 250 Race, Ethnicity and Gender

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: HIS 312 European Renaissance, HIS 315 Global Popular Culture Since 1945, HUM 252 Mythology, HUM 270 Sexual Orientation and Gender Expression, HUM 305 Think Big: Innovations in Art, Communication and Culture, HUM 321 I Feel Your Pain: Illness and Empathy in the Arts, 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

120 CREDITS

At least 30 credits must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

CREDIT HOURS

► Written English Requirement

6

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

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

► Arts and Sciences Electives^④

57

TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS

At least 30 credits at the upper level

90

OTHER REQUIREMENTS

CREDIT HOURS

► Applied Professional Credits or Additional Arts and Sciences^④

29

► Information Literacy

1

TOTAL CREDITS FOR OTHER REQUIREMENTS

30

Within the required 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.

I. Core Requirements

A. Survey course in Humanities

C. Ethics

E. Humanities Capstone^⑤

B. Introduction to Philosophy

D. Research and Writing in the Degree

II. Optional Concentration Areas (choose one—see guidelines, starting on page 21)

Communication

Fine Arts

Without Concentration

Cultural Studies

Literature

TOTAL DEGREE CREDITS REQUIRED

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 3 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 PSYCHOLOGY

Within the **120 total degree credits**, a minimum of 33 credits are in the field of Psychology, with at least 18 credits 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. Describe key concepts, principles, and overarching themes in psychology.
2. Use scientific reasoning to interpret psychological phenomena.
3. Apply ethical standards to evaluate psychological science and practice.
4. Exhibit effective presentation skills in a variety of media for different purposes.
5. Apply psychological content and skills to career goals.

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 of the following five areas:

- 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
- C. **Social Influences**—personality theory, social psychology, motivation, counseling theory and practice, group counseling, group dynamics: PSY 220 Psychology of Personality, PSY 316 Mind, Body and Health, PSY 360 Social Psychology, PSY 363 Psychology of Strategic Sales, PSY 364 Industrial/Organizational Psychology, PSY 381 Psychology of Advanced Sales, PSY 420 Human Motivation, PSYx325 Social Psychology exam

Contact your advisor to discuss avoiding duplication in the Developmental Perspectives area.

- D. **Abnormal Psychology**—abnormal psychology, developmental disorders, psychopathology: PSY 280 Abnormal Psychology, 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 316 Mind, Body and Health, PSY 363 Psychology of Strategic Sales, PSY 364 Industrial/Organizational Psychology, PSY 381 Psychology of Advanced Sales, 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

Optional Concentration:

Industrial-Organizational Psychology and Strategic Sales

The Industrial-Organizational Psychology and Strategic Sales concentration focuses on applying psychology to the workplace with an emphasis on persuasive techniques. This pathway positions students for employment and advancement in many disciplines, including human resource management, health care, technology, sales, and education. Attention is given to various aspects of behavior in work environments that are beneficial to any learner who is currently or aspires to work in management, including personnel selection, ethics, negotiation techniques, sales forecasting, team development, leadership, work-life balance, and diversity and inclusion initiatives. This 18 credit concentration requires 3 core courses in industrial-organizational psychology and persuasive sales techniques with an additional 3 courses in areas like ethics, diversity, social psychology, and human resource management. Successful completion of the concentration requires a competency based capstone course with real-world learning outcomes.

In addition to the psychology degree program outcomes, concentration outcomes include:

1. Demonstrate negotiation skills to use in persuasive and strategic sales situations.
2. Develop educational and training programs, including online, for leadership development and sales environments.
3. Construct and evaluate customer/client analyses, revenue projections, and organizational policies and procedures.

Please see [page 27](#) for specific degree information.



Bachelor of Arts in Psychology

120 CREDITS
At least 30 credits must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

CREDIT HOURS

► Written English Requirement

6

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

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

► Arts and Sciences Electives^④

57

TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS
AT LEAST 30 CREDITS AT THE UPPER LEVEL

90

OTHER REQUIREMENTS

CREDIT HOURS

► Applied Professional Credits or Additional Arts and Sciences^④

29

► Information Literacy

1

TOTAL CREDITS FOR OTHER REQUIREMENTS

30

Within the required 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.

► I. Core Requirements

A. General Psychology/
Introductory Psychology

C. Research Methods/Experimental
Psychology/Experimental Design

E. Research and Writing in the Degree

B. Statistics
(psychological or equivalent)

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

F. Psychology Capstone^⑤

► II. Intermediate and Upper-Level Courses (One course in each of the five areas listed below)

A. Biological and Physiological Foundations

C. Social Influences

E. Cognitive Bases

B. Developmental Perspectives

D. Abnormal Psychology

► III. Electives

► Optional Concentrations: Industrial/Organizational Psychology and Strategic Sales

TOTAL DEGREE CREDITS REQUIRED

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 3 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 Psychology

Industrial and Organizational Psychology Concentration

120 CREDITS

At least 30 credits must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

	CREDIT HOURS
► Written English Requirement	6
► General Education Requirement Distribution Areas (27 credits minimum) ^①	
Humanities ^②	9
Social Sciences/History	9
Natural Sciences/Mathematics ^③	9
► Arts and Sciences Electives ^④	57
TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS AT LEAST 30 CREDITS AT THE UPPER LEVEL	90

OTHER REQUIREMENTS

	CREDIT HOURS
► Applied Professional Credits or Additional Arts and Sciences ^④	29
► Information Literacy	1
TOTAL CREDITS FOR OTHER REQUIREMENTS	30

Within the required 120 degree credits:

Required: 34 credits minimum with at least 18 at the upper (advanced) level and a minimum 2.0 GPA.

► I. Core Requirements
A. General Psychology/Introductory Psychology [PSY 101, PSYx101]
B. Statistics (psychological or equivalent) [MAT 201, MAT 215, MATX 210, BUS 233]
C. Research Methods/Experimental Psychology/Experimental Design [PSY 300, PSYx365]
D. History and Systems/History of Psychology/Psychological Foundations [PSY 440]
E. Research and Writing in the Degree [LA 496]
F. Psychology Capstone [LA 498PSY]
► II. Intermediate and Upper-Level Courses
A. Industrial/Organizational Psychology [PSY 364]
B. Psychology of Strategic Sales [PSY 363]
C. Psychology of Advanced Sales [PSY 381]
D. Students must select one course from three of the following areas:
1. Social/Personality Psychology [PSY 220, PSY 360, PSY 420, PSYx8325]
2. Human Resources Management [BUS 312, HSC 418, BUSx410, BUS 311, BUSx315, SOC 318, BUS 315, BUS 351]
3. Diversity/Inclusivity [PSY 365, PSY 241, BUS 325, BUS 380, HUM 210, HUM 270, SOCx305]
4. Ethics [BUS 323, SOC 309, HUM 300, PHlx310, PHL 312]

TOTAL DEGREE CREDITS REQUIRED

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 3](#) 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 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 level. The remaining 60 credits, of which at least 9 credits must be earned at the upper level, may be earned with applied professional credit, additional arts and sciences credit, or a combination of both. The chart on [page 30](#) shows the distribution of credits required for a Bachelor of Science in Liberal Arts. This is the most flexible degree program offered by the School of Liberal Arts.

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 credits must be in the natural sciences.
- ▶ **Capstone Requirement:** 3 credits
This requirement may be satisfied by completion of one of our two capstone courses: LA 498 or LA 498JS (dedicated for the Judaic Studies students in the BAL/BSL program). 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 sciences courses of your choosing.
- ▶ **Depth Requirement:** A minimum of 15 credits is required of which at least 6 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 is required in a single arts and sciences or applied professional discipline, of which 6 credits must be upper level. An area of focus may be used to satisfy a depth requirement; a minimum 2.0 GPA is required. (*Refer to the Area of Focus Option on [page 13](#) for more information.*)

Optional Concentrations:

Population Health

The Population Health concentration is designed for students who want to enhance their skills for career advancement or career change and who want to add a credential to their BSL degree. It was designed for students who have earned college-level credit and have experience in health care (e.g., those with military training and experience in a medical related field), but have not yet earned a degree. This program is designed to optimize use of existing credits and provide an array of course choices in the concentration so that students can align their studies with their professional goals. You will be prepared to enter the workforce as a care manager, care coordinator, program coordinator or

health program manager. The concentration requires 18 credits of coursework. All credits for the degree can be transferred in except for a 3-credit capstone requirement, which must be met by completion of an Excelsior College course.

In addition to the BS degree outcomes, Population Health students will demonstrate the following concentration outcomes:

1. Analyze the impact of various population health issues on individuals, families, and communities.
2. Explain population health concerns and intervention strategies in terms of conceptual models and theoretical frameworks.

Logistics Operations Management

The Logistics Operations Management concentration is designed for students who want to enhance their skills for career advancement and who want to add a credential to their BS degree. The concentration requires 18 credits of coursework. All credits for the degree can be transferred in except for a 3-credit capstone requirement, which must be met by completion of an Excelsior College course.

In addition to the BS degree outcomes, Logistics Operations Management students will demonstrate the following concentration outcomes:

1. Solve inventory control, facilities planning, warehousing, and distribution problems
2. Analyze logistics, supply chain, and project management operations
3. Prioritize cost reduction, risk, and maximized profits for logistics operations
4. Integrate multidimensional methods to solve logistics problems
5. Evaluate the design and implementation of supply chain systems

Professional and Technical Writing

The concentration in professional and technical writing will give you the knowledge you need to compete for jobs or promotions in positions with titles such as copy editor, communications director, documentation manager, grant writer, medical writer, and technical writer.

By working in teams on some of your course projects, you will also develop collaborative writing skills that are especially useful in these roles. It will provide you with knowledge of subjects such as business communication, digital literacy, grant writing, health science writing, multimedia design, print and electronic publishing, publication production and management, rhetorical theory and usability testing. The concentration requires 21 credits of coursework, including a 3 credit capstone course.

In addition to the BA degree outcomes, Professional and Technical Writing concentration students will demonstrate the following outcomes:

1. compose clear, concise and accurate communications using a variety of media for abroad audience of stakeholders or readers; and
2. demonstrate appropriate composing and revision strategies based on collaboration with stakeholders.



Bachelor of Science in Liberal Arts

120 CREDITS

At least 30 credits must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

	CREDIT HOURS
► Written English Requirement	6
► General Education Distribution Areas (27 credits minimum) ^①	
Humanities ^②	9
Social Sciences/History	9
Natural Sciences/Mathematics ^③	9
► Capstone Requirement ^④	3
► Arts and Sciences Electives	24
TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS At least 30 credits at the upper level	60

OTHER REQUIREMENTS

	CREDIT HOURS
► Applied Professional Credits or Additional Arts and Sciences	29
► Information Literacy	1
TOTAL CREDITS FOR OTHER REQUIREMENTS	60

DEPTH REQUIREMENT

AND	<p>Depth Requirement 1^① 15 credits minimum in a single arts and sciences discipline, at least 6 credits at the upper (advanced) level</p> <p>Depth Requirement 2^① 15 credits minimum in a single arts and sciences discipline, at least 6 credits at the upper (advanced) level</p>
► Optional Concentrations	<p>Population Health, Professional and Technical Writing and Logistics Operations Management are optional concentrations for the Bachelor of Science in Liberal Arts degree. Refer to pages 28 and 29 for more information.</p>

TOTAL DEGREE CREDITS REQUIRED

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. Two (2) credits are required in a course in ethics to meet the requirement (refer to page 3 for full description of ethics requirement). A 3-credit ethics course may fulfill both the ethics requirement and the humanities requirement. (Refer to the general education section on page 3 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 Liberal Arts Population Health Concentration

120 CREDITS

At least 30 credits
must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

	CREDIT HOURS
► Written English Requirement	6
► General Education Distribution Areas (27 credits minimum)	
Humanities ^①	9
Social Sciences/History	9
Natural Sciences/Mathematics ^②	9
► Capstone Requirement ^③	3
► Arts and Sciences Electives ^④	54
TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS At least 21 credits at the upper level	90

OTHER REQUIREMENTS

	CREDIT HOURS
► Applied Professional Credits or Additional Arts and Sciences	29
► Information Literacy	1
TOTAL CREDITS FOR OTHER REQUIREMENTS At least 9 credits at the upper level	30

DEPTH REQUIREMENT

AND	Depth Requirement 1 15 credits minimum in a single arts and sciences discipline, at least 6 credits at the upper (advanced) level
	Depth Requirement 2 Fulfilled with completion of Population Health coursework.

POPULATION HEALTH CONCENTRATION

A minimum of 18 credits and a 2.0 GPA are required. Choose any six of the following courses.

HSC 331 Psychosocial Impact of Chronic Illness on Person and Environment
HSC 417 Dementia in America
PBH 320 Substance Abuse: Impact on Individual, Family, Community
PBH 342 Homelessness: Social and Health Perspectives
PBH 346 Post-Traumatic Stress Disorder: A Gathering Storm
PBH 348 Violence and the American Family: Public Health and Social Issues
PBH 355 Sexual Diversity in Health
PBH 362 Traumatic Brain Injury
PBH 422 Contemporary Issues in Developmental Disabilities

TOTAL DEGREE CREDITS REQUIRED	120
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① 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.

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

③ Each student must take one online capstone course. This course must be taken at Excelsior College and cannot be transferred in.

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



Bachelor of Science in Liberal Arts

Logistics Operations Management Concentration

120 CREDITS

At least 30 credits
must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

CREDIT HOURS

► Written English Requirement	6
► General Education Distribution Areas (27 credits minimum)	
Humanities ^①	9
Social Sciences/History	9
Natural Sciences/Mathematics ^②	9
► Capstone Requirement ^③	3
► Arts and Sciences Electives ^④	24
TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS At least 21 credits at the upper level	60

OTHER REQUIREMENTS

CREDIT HOURS

► Applied Professional Credits or Additional Arts and Sciences	59
► Information Literacy	1
TOTAL CREDITS FOR OTHER REQUIREMENTS At least 9 credits at the upper level	60

DEPTH REQUIREMENT

AND	Depth Requirement 1 15 credits minimum in a single arts and sciences discipline, at least 6 credits at the upper (advanced) level
	Depth Requirement 2 Fulfilled with completion of Logistics Operations Management coursework.

LOGISTICS OPERATIONS MANAGEMENT CONCENTRATION

A minimum of 18 credits and a 2.0 GPA are required. Choose any six of the following courses.

I. BUS 440 Supply Chain Management
II. ITS 390 Project Management or BUS 425 Operations Management
III. BUS 443 Lean Logistics
IV. BUS 360 Quality Control
V. BUS 381 Transportation, Warehousing and Distribution
VI. BUS 438 Risk Control

TOTAL DEGREE CREDITS REQUIRED

120

① 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.

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

③ Each student must take one online capstone course. This course must be taken at Excelsior College and cannot be transferred in.

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



Bachelor of Science in Liberal Arts

Professional and Technical Writing Concentration

120 CREDITS

At least 30 credits must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

	CREDIT HOURS
► Written English Requirement	6
► General Education Distribution Areas (27 credits minimum)	
Humanities ^①	9
Social Sciences/History	9
Natural Sciences/Mathematics ^②	9
► Capstone Requirement ^③	3
► Arts and Sciences Electives ^④	24
TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS At least 21 credits at the upper level	60

OTHER REQUIREMENTS

	CREDIT HOURS
► Applied Professional Credits or Additional Arts and Sciences	59
► Information Literacy	1
TOTAL CREDITS FOR OTHER REQUIREMENTS At least 9 credits at the upper level	60

DEPTH REQUIREMENT

AND	Depth Requirement 1 12 credits minimum in a single arts and sciences discipline, at least 3 credits at the upper level
	Depth Requirement 2 12 credits minimum in a single applied professional or arts and sciences discipline, at least 3 credits at the upper level

PROFESSIONAL AND TECHNICAL WRITING CONCENTRATION

A minimum of 18 credits and a 2.0 GPA are required.

NOTE: All professional writing courses must be taken within 10 years of enrollment.

The PTW concentration requirements will simultaneously fulfill Depth 1.

I. Core Requirements (18 credits):

- A. One introductory applied professional writing course, such as **ENG 202 Business Writing** (3 credits)
- B. Five courses in Professional Writing (15 upper/advanced level credits)

TOTAL DEGREE CREDITS REQUIRED

120

^① 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.

^② A minimum of 2 credits must be in mathematics, and 2 credits must be in natural sciences.

^③ Each student must take one online capstone course. This course must be taken at Excelsior College and cannot be transferred in.

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

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 study of the recent and distant past and change over time. 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 successfully complete the School of Liberal Arts bachelor's degree in history will be able to:

1. Objectively evaluate a variety of historical sources (primary & secondary) for their credibility, position, and perspective.
2. Interpret the past in context, showing an understanding of diverse cultures and perspectives.
3. Utilize the tools, methods, and ethical standards of the discipline to integrate evidence and craft narratives about the past.
4. Demonstrate a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.
5. Construct a historical argument that is reasoned and based on historical evidence which describes and analyzes the past for its use in the present.
6. Apply historical knowledge and analysis to a current social, cultural, or political issue.

Degree Requirements

I. Foundational

Minimum two courses, one in U.S. History (101 or 102) and one in World History (120 or 121)

- A. Minimum of one survey course in U.S. History
 1. HIS 101 United States History I, or
 2. HIS 102 United States History II
- B. Minimum of one survey course in World History (Western Civilization may be used for this requirement)
 1. HIS 120 World History I, or
 2. HIS 121 World History II

II. U.S. History

Minimum of two courses, intermediate and upper-level courses, such as: MIL 230 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

III. European History

Minimum of two courses, intermediate and upper-level courses, such as: HIS 285 Witches: A Literary and Cultural History, HIS 312 European Renaissance, HIS 350 World War I, HIS 353 Holocaust

IV. Non-Western/World History

Minimum of two courses, intermediate or upper-level courses, such as: HIS 315 Global Popular Culture Since 1945, HIS 342 Contemporary Middle East History, HIS 344 Contemporary Chinese History and Culture, HIS 352 U.S.-Vietnam War, HIS 354 Transatlantic Slave Trade, HIS 356 The Global Cold War, and HISx340 World Conflicts Since 1900 exam

V. Electives in the Discipline

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

HIS 221 Introduction to Public History: Museums, Media, and the Material World, HIS 290 Pirates on the High Seas

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

120 CREDITS

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

ARTS AND SCIENCES REQUIREMENTS

CREDIT HOURS

► Written English Requirement	6
► General Education Requirement Distribution Areas (27 credits minimum) ^①	
Humanities ^②	9
Social Sciences/History	9
Natural Sciences/Mathematics ^③	9
► Arts and Sciences Electives ^④	27
TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS At least 21 credits at the upper level	60

OTHER REQUIREMENTS

CREDIT HOURS

► Applied Professional Credits or Additional Arts and Sciences ^④	59
► Information Literacy	1
TOTAL CREDITS FOR OTHER REQUIREMENTS At least 9 credits at the upper 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.

- I. **Foundational** (minimum of two courses — one in each area)
A. U.S. History I or II B. World History I or 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/World History** (minimum of two courses — intermediate and upper-level courses)
- V. **Electives in History** (Additional History courses, including excess courses from areas I, II, III and IV.)
- VI. **History Capstone Course**^⑤

TOTAL DEGREE CREDITS REQUIRED

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 3 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 credits 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 in the natural sciences is supported by laboratory studies, where one learns procedures and techniques necessary to acquire and analyze data. This degree is designed and appropriate for those students seeking a multidisciplinary foundation with the option to pursue depth of inquiry in specific areas. It is excellent preparation for further study or careers in medical sales, science-related business, environmental science, or the legal professions.

All science courses must have been completed more recently than 10 years prior to entrance into the degree program. Please speak to your advisor for details.

Outcomes for the Natural Sciences Degree

Students who successfully complete the School of Liberal Arts bachelor's degree in natural sciences will be able to:

1. Interpret the central dogmas of at least two of the disciplines included in the natural sciences by defining the core theories and important discoveries that inform these disciplines.
2. Schematize how the research and discoveries in one field impact the research and discoveries in another for at least two natural sciences disciplines.
3. Summarize the complex ethical dilemmas faced by scientists as they pursue research, examine how the research may impact individuals, communities, and society across the globe, and provide solutions to these problems/issues.
4. Examine the interaction between the move toward a globalized human society and growing concerns with resource allocation and environmental integrity from the perspective of at least two of the disciplines included in the natural sciences.
5. Analyze and evaluate the natural science perspective on global issues such as biological diversity and cultural diversity in changing societies and present possible solutions from natural sciences perspectives.

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, NS 115 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
- D. 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, BIOx210 Anatomy and Physiology exam, BIOx220 Microbiology exam, BIOx410 Pathophysiology exam, PHYx140 Physics exam, PHYS 204 Physics Laboratory II, PSY 380 Biopsychology

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.

Concentration Requirements

- 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
 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



Bachelor of Science in Natural Sciences

120 CREDITS

At least 30 credits must be
at the upper level

ARTS AND SCIENCES REQUIREMENTS

CREDIT HOURS

► Written English Requirement

6

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

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

► Arts and Sciences Electives^④

27

TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS

At least 21 credits at the upper level

60

OTHER REQUIREMENTS

CREDIT HOURS

► Applied Professional Credits or Additional Arts and Sciences^④

59

► Information Literacy

1

TOTAL CREDITS FOR OTHER REQUIREMENTS

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.

Note: All Science courses must have been completed more recently than 10 years prior to entrance into the degree program.

► I. Core Requirements

A. Course in statistics
or calculus

C. Introductory-level course in the physical
sciences with or without a laboratory component

E. Natural Sciences Capstone^⑤

B. Introductory-level course in
biology with laboratory component

D. Research and Writing in the degree

► II. Optional Concentration Area (choose one)

Biology or Without Concentration

TOTAL DEGREE CREDITS REQUIRED

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 3 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 PSYCHOLOGY

Within the **120 total degree credits**, a minimum of 33 credits are in the field of psychology, with at least 18 credits 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. Describe key concepts, principles, and overarching themes in psychology.
2. Use scientific reasoning to interpret psychological phenomena.
3. Apply ethical standards to evaluate psychological science and practice.
4. Exhibit effective presentation skills in a variety of media for different purposes.
5. Apply psychological content and skills to career goals.

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 following areas:

- 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 316 Mind, Body and Health, PSY 363 Psychology of Strategic Sales, PSY 364 Industrial/Organizational Psychology, PSY 381 Psychology of Advanced Sales, 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

Optional Concentration

Industrial-Organizational Psychology and Strategic Sales

The Industrial-Organizational Psychology and Strategic Sales concentration focuses on applying psychology to the workplace with an emphasis on persuasive techniques. This pathway positions students for employment and advancement in many disciplines, including human resource management, health care, technology, sales, and education. Attention is given to various aspects of behavior in work environments that are beneficial to any learner who is currently or aspires to work in management, including personnel selection, ethics, negotiation techniques, sales forecasting, team development, leadership, work-life balance, and diversity and inclusion initiatives. This 18 credit concentration requires 3 core courses in industrial-organizational psychology and persuasive sales techniques with an additional 3 courses in areas like ethics, diversity, social psychology, and human resource management. Successful completion of the concentration requires a competency based capstone course with real-world learning outcomes.

In addition to the psychology degree program outcomes, concentration outcomes include:

1. Demonstrate negotiation skills to use in persuasive and strategic sales situations.
2. Develop educational and training programs, including online, for leadership development and sales environments.
3. Construct and evaluate customer/client analyses, revenue projections, and organizational policies and procedures.



Bachelor of Science in Psychology

120 CREDITS

At least 30 credits must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

CREDIT HOURS

► Written English Requirement

6

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

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

► Arts and Sciences Electives^④

27

TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS

At least 21 credits at the upper level

60

OTHER REQUIREMENTS

CREDIT HOURS

► Applied Professional Credits or Additional Arts and Sciences^④

59

► Information Literacy

1

TOTAL CREDITS FOR OTHER REQUIREMENTS

At least 9 credits at the upper level

60

Within the required 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.

► I. Core Requirements

A. General Psychology/
Introductory Psychology

C. Research Methods/Experimental
Psychology/Experimental Design

E. Research and Writing in the Degree

B. Statistics
(psychological or equivalent)

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

F. Psychology Capstone^⑤

► II. Intermediate and Upper-Level Courses (One course in each of the five areas listed below)

A. Biological and Physiological Foundations

C. Social Influences

E. Cognitive Bases

B. Developmental Perspectives

D. Abnormal Psychology

► III. Electives

► Optional Concentrations: **Industrial/Organizational Psychology** and **Strategic Sales**

TOTAL DEGREE CREDITS REQUIRED

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 3](#) 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 Psychology

Industrial and Organizational Psychology Concentration

120 CREDITS
At least 30 credits must be at the upper level

ARTS AND SCIENCES REQUIREMENTS

	CREDIT HOURS
► Written English Requirement	6
► General Education Requirement Distribution Areas (27 credits minimum) ^①	
Humanities ^②	9
Social Sciences/History	9
Natural Sciences/Mathematics ^③	9
► Arts and Sciences Electives ^④	27
TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS AT LEAST 30 CREDITS AT THE UPPER LEVEL	60

OTHER REQUIREMENTS

	CREDIT HOURS
► Applied Professional Credits or Additional Arts and Sciences ^④	59
► Information Literacy	1
TOTAL CREDITS FOR OTHER REQUIREMENTS	60

Within the required 120 degree credits:

Required: 34 credits minimum with at least 18 at the upper (advanced) level and a minimum 2.0 GPA.

► I. Core Requirements

- A. General Psychology/Introductory Psychology [PSY 101, PSYx101]
- B. Statistics (psychological or equivalent) [MAT 201, MAT 215, MATx210, BUS 233]
- C. Research Methods/Experimental Psychology/Experimental Design [PSY 300, PSYx365]
- D. History and Systems/History of Psychology/Psychological Foundations [PSY 440]
- E. Research and Writing in the Degree [LA 496]
- F. Psychology Capstone [LA 498PSY]

► II. Intermediate and Upper-Level Courses

- A. Industrial/Organizational Psychology [PSY 364]
- B. Psychology of Strategic Sales [PSY 363]
- C. Psychology of Advanced Sales [PSY 381]
- D. Students must select one course from three of the following areas:
 - 1. Social/Personality Psychology [PSY 220, PSY 360, PSY 420, PSYx8325]
 - 2. Human Resources Management [BUS 312, HSC 418, BUSx410, BUS 311, BUSx315, SOC 318, BUS 315, BUS 351]
 - 3. Diversity/Inclusivity [PSY 365, PSY 241, BUS 325, BUS 380, HUM 210, HUM 270, SOCx305]
 - 4. Ethics [BUS 323, SOC 309, HUM 300, PHIX310, PHL 312]

TOTAL DEGREE CREDITS REQUIRED

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 3 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 SOCIAL SCIENCES

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

The interdisciplinary Social Sciences degree melds research traditions and unique courses across the fields of psychology, sociology, political science, and economics to improve our understanding of important social issues. Interdisciplinary research and analysis is necessary because the scale of the dilemmas facing humanity has grown and finding effective solutions requires elements and insights from many disciplines. Social scientists analyze complex social issues and policy problems using appropriate methods, seeking to identify and recommend solutions despite multiple constraints on policy options to affect change.

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 successfully complete the School of Liberal Arts bachelor's degree in Social Sciences will be able to:

1. Compare and contrast theories in at least two social science disciplines, such as economics, political science and/or sociology.
2. Apply appropriate social science theories and methodologies to do an in-depth analysis of an important question, issue, or problem.
3. Assess the validity and reliability of multiple sources of evidence in interdisciplinary social science research.
4. Evaluate research, related policies, and recommendations on a specific social policy problem, identifying trade-offs among ethical principles and societal considerations inherent in any policy decision.

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 or economic organization such as: SOC 319 **Understanding Society: The Theories of Karl Marx, W.E.B. DuBois and Others**, POL 320 **Geopolitics of Energy and Global Climate Change**
- 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 from IIA and IIB 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 210 **Controversies in International Law**, POL 221 **The Causes of War**, POL 311 **Public Policy Issues**, POL 320 **Geopolitics of Energy and Global Climate Change**, POL 363 **Order and Disorder in the Middle East and North Africa**, POL 370 **American Political Behavior**, POL 390 **Rise of China**,

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.

Outcome for the Human Services Concentration

Analyze and apply the appropriate ethical standards and social responsibilities of the human services profession to the delivery of human or community services.

- A. Survey course in Human Services such as:
SOC 217 Introduction to Counseling and Case Management, 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:
SOC 217 Introduction to Counseling and Case Management, BUS 311 Organizational Behavior, 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 Addictions 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:
SOC 201 Family, SOC 217 Introduction to Counseling and Case Management, SOC 325 Families in a Global Context, 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 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, POL 320 Geopolitics of Energy and Climate Change

II. Environmental Studies Concentration

The Environmental Studies concentration is designed to provide students with a comprehensive understanding of the relationship between scientific principles, methods of investigation, and the environment broadly defined. Course subjects include biological and ecological fundamentals, the environment and society, environmental policy and management, energy and climate change, and weather and climate. An environmental studies concentration prepares students for a wide range of careers in industry, government, consulting, and education. Environmental considerations affect most sectors of the job market, and an educational background in science and the environment is attractive to a wide range of employers, from project developers concerned with environmental regulations to first responders anticipating and reacting to climate change events.

Outcome for Environmental Studies Concentration

Utilize scientific research in analyzing social theories or effective environmental policies regarding resource management, stewardship, or sustainable development.

- A. Survey course in Environmental Studies/ Sciences such as: GEOL 108 Earth Science and Society, GEOL 114 Introduction to Oceanography, GEOLx101 Earth Science exam, NS 110 Science in Today's World, NS 120 Weather and Climate
- 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. Geography, Geographic Information Systems: POL 320 Geopolitics of Energy and Global Climate Change
 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, POL 320 Geopolitics of Energy and Global Climate Change, SOC 375 Urban Sociology, SOC 380 The Global Impact of AIDS: Person, Family, Community, TECH 250 Renewable Energy Overview I, TECH 251 Renewable Energy Overview II

II. International Relations Concentration

International Relations examines the breadth of human experience in organizations large and small as well as their interactions across the world, from the behavior of national identity groupings within states to the range of interactions among great powers in peace and war. International political economy, international law and organization, and international security are traditional fields within international relations, while new fields are added frequently as the world changes, from the study of environmental politics to terrorist movements. The international relations concentration is broad and interdisciplinary, and allows the graduate to pursue a career in business, academia, government, or with the many non-governmental organizations that operate across the world.

Outcome for International Relations Concentration

Evaluate leading international relations theories and assess their utility in explaining significant international political processes or events.

- A. International Politics: POL 221 The Causes of War, POL 320 Geopolitics of Energy and Global Climate Change, POL 351 War and Peace After the Cold War
- B. Globalization such as: ECON/SOC 341 Globalization, BUS 435 International Business, BUS 480 Global Business Strategy
- C. Choose one course from at least four different areas:
 1. International Law such as: POL 210 Controversies in International Law, POL 311 Public Policy Issues
 2. International Relations such as: POL 221 The Causes of War, POL 320 Geopolitics of Energy and Global Climate Change, POL 351 War and Peace After the Cold War, HIS 332 History of U.S. Foreign Affairs Since 1898, HISx340 World Conflicts Since 1900 exam, BNS 303 Comparative National Security

3. International Economics such as: ECON
360 International Economics, BUS 435
International Business, BUS 480 Global
Business Strategy
 4. Middle Eastern Politics/History such as:
POL 363 Order and Disorder in the Middle
East and North Africa, HIS 342 Contemporary
Middle East History
 5. China and East Asian Politics/History
such as: POL 390 Rise of China, 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 350 World War I, HIS 353 Holocaust
 8. African Politics/History:
HIS 354 Transatlantic Slave Trade, POL 363
International Politics of the Middle East and
North Africa
- D. International Relations electives:
SOC 362 Genocide and Ethnic Conflict, CJ 328
Crimes Against Humanity, CJ 350 International
Terrorism, BUS 502 Global Business Environment,
CJ 355 Analyzing Intelligence, Terrorism and
National Security, CJ 452 Security Planning
and Assessment, CJ 454 Terrorism in the 21st
Century, HIS 356 The Global Cold War, BNS 305
Cybersecurity in National Security, BNS 307
Intelligence in National Security



Bachelor of Science in Social Sciences

120 CREDITS

At least 30 credits must be
at the upper level

ARTS AND SCIENCES REQUIREMENTS

CREDIT HOURS

► Written English Requirement

6

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

Humanities^②

9

Social Sciences/History

9

Natural Sciences/Mathematics^③

9

► Arts and Sciences Electives^④

27

TOTAL CREDITS FOR ARTS AND SCIENCES REQUIREMENTS

At least 21 credits at the upper level

60

OTHER REQUIREMENTS

CREDIT HOURS

► Applied Professional Credits or Additional Arts and Sciences^④

59

► Information Literacy

1

TOTAL CREDITS FOR OTHER REQUIREMENTS

60

Within the required 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.

► I. Core Requirements

A. Introductory-level survey course in interdisciplinary Social Sciences

C. Social Science Research Methods

E. Social Sciences Capstone^⑤

B. A course on theories of societal or economic organization

D. Research and Writing in the Degree

► II. Optional Concentration Area (choose one)

Human Services, Environmental Studies, International Relations or Without concentration

TOTAL DEGREE CREDITS REQUIRED

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 3 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.

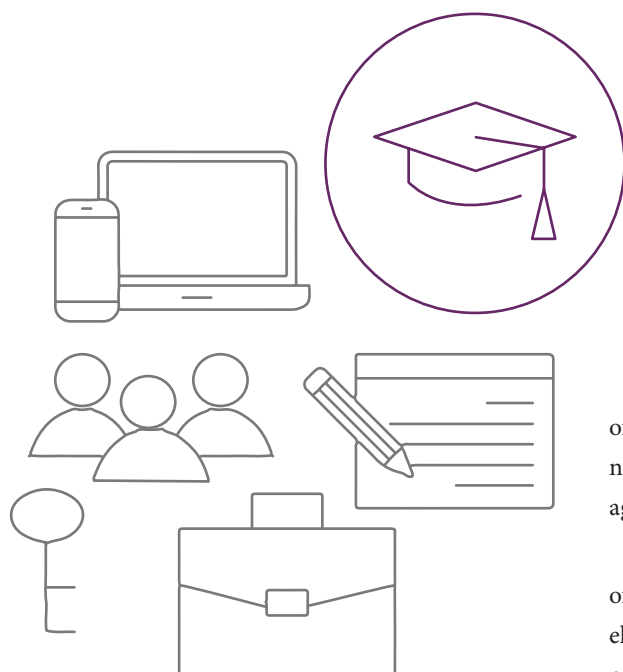
GRADUATE DEGREE PROGRAM IN LIBERAL ARTS

Master of Arts in Liberal Studies

(MALS) is a flexible, customizable degree program designed to help graduate students explore ideas from a variety of disciplinary perspectives, gain a better understanding of the world in which we live, and conduct self-directed research on topics of personal or professional interest. Liberal Arts or liberal education is one of the world's oldest approaches to learning.

From Greek and Roman times up to the present day, the study of the liberal arts has been prized as a way of training students to think critically and creatively, solve problems, make decisions, understand the perspectives of others, and communicate their own ideas clearly and effectively. (The “liberal” in liberal arts comes from the fact that, in the ancient world, this form of education was considered the only appropriate training for free citizens and political leaders.) Liberal arts graduates can still be found today in positions of high-level leadership in educational institutions, non-profit organizations, the military, government agencies, political parties, and businesses.

Students in the MALS program have a high degree of freedom to customize their graduate study, selecting electives from a wide range of liberal arts and professional courses, designing their own classes in consultation with a faculty mentor, and pursuing their own research interests in a Thesis or Capstone project. Students can choose to graduate with a concentration in Liberal Studies in Leadership or Contemporary World History and Politics, or they can create their own customized degree plan as a general MALS student.



Master's Degree Requirements

The MALS Program requires 33 credits (semester hours) of interdisciplinary study. The program is divided into three tiers. Tier I—consisting of four 3-credit courses—provides students with a solid foundation in graduate-level academic skills while also introducing them to interdisciplinary study. Tier II requires the completion of 15 credits in two or more liberal studies disciplines. With the help of their advisor, students select Tier II courses that fulfill their concentration requirements, provide a foundation for Thesis research and writing, or cater to their own individual interests and needs. Students may also transfer in some or all of their Tier II coursework from outside sources. Tier III requires the completion of 6 credits—including Methodology (or an equivalent class approved by their advisor) and either The M.A. Thesis (traditional or creative) or one of the M.A. Capstone classes.

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 for Thesis option only, no credit*).
4. Individual advising and approval of plan.
5. **Tier II: Focused Coursework/Electives (15 credits in at least two disciplines)** that may include Excelsior MALS program Tier II courses; previously completed courses; graduate courses taken through other graduate programs; and/or Independent Learning Contracts.
6. Thesis Prospectus (*required for Thesis Option only, no credit*).
7. **Tier III: Capstone Project**, including MLS 697 Methodology^① and one of the MLS 798 capstone options (*see below for more information*) or MLS 697 Methodology and MLS 799 The M.A. Thesis. A minimum grade of B is required to pass MLS 798 The M.A. Capstone.

① Or an equivalent methodology class approved by their advisor.

Outcomes for

the Master of Arts in Liberal Studies

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 arguments for logical coherence and supporting evidence.
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.

Minimum Grade Requirement

Master of Arts in Liberal Studies students must achieve a minimum grade of C in all Excelsior College courses applied to the MALS with the exception of MLS 798 The M.A. Capstone which requires the minimum grade of B to pass. Students are expected to maintain an overall B average.

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 in the Contemporary World**
- ▶ **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/Electives (15 credits)

Tier II is designed to facilitate study in a student's individual subjects of interest. Here a thesis student develops an area of focus, the interdisciplinary topic on which the student will concentrate through the remainder of the program. Tier II requires the completion of 15 credits, chosen in accordance with parameters given below, in two or more liberal studies disciplines. A Capstone student selects elective courses with the approval of their advisor. The 15 credits can be earned through a combination of Excelsior College distance courses, traditional or distance courses taken at other institutions, and/or Independent Learning Contracts with Excelsior College faculty.

Thesis Option

Thesis students, but not Capstone students, must submit a Degree Completion Plan (DCP) before taking Tier II courses. This short essay states the student's area of focus and explains how the student's coursework in Tier II will prepare him or her to write 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.

Optional Concentrations

Students may also pursue one of two optional concentrations as part of their Tier II coursework.

Liberal Studies in Leadership

Students who select this concentration will engage in the focused study of leadership from the perspective of the liberal arts. The concentration is designed to provide students with both broad based knowledge and specific applied skills that will equip them to be effective leaders in a variety of contexts, including the military, government, education, the non-profit sector, and the business world. This concentration is available to both Capstone and Thesis students. LSIS students must complete the following three Tier II courses and are also encouraged to select appropriate electives in consultation with their advisor.

1. **MLS 620 Philosophies of Leadership**
2. **MLS 688 How Organizations Work: Social and Cultural Perspectives**
3. One of the following Applied Professional Courses (or equivalent with advisor approval):
MPA 600 Introduction to Public Administration Theory and Practice,
MPA 651 Contemporary Issues in Non-Profit Management, BUS 504 Human Resource Management, BUS 518 Leading Teams, BUS 530 Project Management Principles and Application

Contemporary World History and Politics

Students who select this concentration will focus their coursework on the historical and political forces that have shaped the world since 1945. This concentration is designed for teachers; members of the military; government employees in the fields of security, intelligence, and diplomacy; students working in international business and related fields; students wishing to enter a PhD program in related fields of study; and anyone else with a strong interest in acquiring a better understanding of the world today. This concentration is available to both Capstone and Thesis students. CWHP students must complete the following three Tier II courses and are also encouraged to select appropriate electives in consultation with their advisor.

1. **MLS 556 The Global Cold War**
2. **MLS 551 War and Peace After the Cold War**
3. **MLS 515 Global Popular Culture since 1945**

Tier II Courses

- ▶ MLS 515 Global Popular Culture since 1945
- ▶ MLS 551 War and Peace After the Cold War
- ▶ MLS 556 The Global Cold War
- ▶ MLS 560 Social Psychology
- ▶ MLS 620 Philosophies of Leadership
- ▶ 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 681 Leadership 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 688 How Organizations Work: Social and Cultural Perspectives
- ▶ MLS 693 Social Justice and Societal Oppression
- ▶ MLS 694 Theories of Conflict and Conflict Resolution
- ▶ MLS 703 Independent Learning Contract
(details follow)
- ▶ Most other Excelsior College graduate classes
(with advisor approval)

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 is a highly personal experience and different for each student. Consult your MALS advisor for guidance.

The following policy governs the choice of courses:

- ▶ For Thesis students, Tier II credits must connect in some way, and function as scaffolding for the thesis.
- ▶ Concentration students must include the required concentration courses in their selection and are encouraged to select complementary electives.
- ▶ Non-Concentration Capstone students may select any 15 credits they wish, subject to the interdisciplinarity requirement explained below.

Tier II Courses Should Demonstrate Interdisciplinarity

Students may include 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. 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 15 total credits toward the MALS degree. A maximum of 3 transfer credits can apply to Tier I of the program. If no credits are transferred to Tier I, all 15 credits may be transferred into Tier II.

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

Other Courses Students May Take

In order to satisfy the 15-credit requirement in Tier II, students may choose to take courses from another school. Students in the Thesis Option 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 (3 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. For Thesis students 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 Excelsior College website or contact their advisor for more information, including a list of past and potential ILC topics.

Tier III: The Capstone (6 credits)

Tier III requires the completion of 6 credits total and must include MLS 697 Methodology^① and one of the MLS 798 Capstone classes or MLS 799 The M.A. Thesis. Students in the Thesis Option will complete a thesis prospectus during the Methodology course.

The Thesis

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.

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

The Thesis class lasts 15 weeks and requires a significant time commitment from students. In order to complete their Thesis within this timeframe, students are strongly encouraged to conduct preliminary Thesis research before the class begins (for example in an Independent Learning Contract taken as part of their Tier II coursework).

The Capstone

There are currently two Capstone courses that students may choose to complete as an alternative to the Thesis. They are **MLS 798A Capstone: The Harlem Renaissance** and **MLS 798B Capstone: Brave New World: Globalization and its Consequences**. Other Capstone courses may be offered in the future.

Each Capstone course focuses on a complex topic that cannot be fully understood from the perspective of only one discipline. Students will approach this topic from the perspective of multiple fields, including history, politics, sociology, literature, and the arts. The Capstone class will provide guided readings and other resources on this topic in order to equip students with a solid foundation for a substantial culminating research project.

^① Or an equivalent methodology class approved by their advisor.



Master of Arts in Liberal Studies Thesis Option

33
CREDITS

TIER I: FOUNDATIONAL COURSEWORK

► Students must complete the following foundational courses:

MLS 500 Graduate Research and Writing
MLS 623 The Search for Meaning and Identity in the Contemporary World
MLS 673 Mindsets: Cross-Cultural Understanding

CREDIT HOURS

9

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

MLS 624 Classical Legacies
MLS 632 Capitalism and Its Impact
MLS 635 Humanity and the Cosmos

3

TOTAL TIER I REQUIREMENTS (Required: Degree Completion Plan)

12

TIER II: FOUNDATIONAL FOR THESIS

Must complete 15 credits in two or more liberal studies disciplines.

MLS 515 Global Popular Culture since 1945	MLS 667 Cultural Diversity in the Workplace
MLS 551 War and Peace After the Cold War	MLS 668 Religion in Society & World Politics
MLS 556 The Global Cold War	MLS 683 The Art of Leadership: Literature and Film
MLS 560 Social Psychology	MLS 684 Ethics, Media, the Arts and Society
MLS 620 Philosophies of Leadership	MLS 685 Strategic Problem-Solving
MLS 661 Cultural Perspectives — Interpretive Strategies	MLS 688 How Organizations Work: Social and Cultural Perspectives
MLS 662 Ethics in a Changing World	MLS 693 Social Justice and Societal Oppression
MLS 664 Geopolitical Brinkmanship	MLS 694 Theories of Conflict and Conflict Resolution
MLS 665 Insecurity in the World	MLS 703 Independent Learning Contract

Other Excelsior College Graduate Classes (*with advisor approval*)

TOTAL TIER II REQUIREMENTS

15

TIER III: THESIS

Students must complete 6 credits.

MLS 697 Methodology ^①
MLS 799 The M.A. Thesis (3 credits, 15 weeks)

TOTAL TIER III REQUIREMENTS

6

TOTAL DEGREE CREDITS REQUIRED

33

^① Students may substitute an equivalent methodology class with the permission of their advisor.



Master of Arts in Liberal Studies Capstone Option

33
CREDITS

TIER I: FOUNDATIONAL COURSEWORK

► Students must complete the following foundational courses:

MLS 500 Graduate Research and Writing
MLS 623 The Search for Meaning and Identity in the Contemporary World
MLS 673 Mindsets: Cross-Cultural Understanding

CREDIT HOURS

9

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

MLS 624 Classical Legacies
MLS 632 Capitalism and Its Impact
MLS 635 Humanity and the Cosmos

3

TOTAL TIER I REQUIREMENTS (Required: Degree Completion Plan)

12

TIER II: FOUNDATIONAL FOR CAPSTONE

Must complete 15 credits in two or more liberal studies disciplines.

MLS 515 Global Popular Culture since 1945	MLS 667 Cultural Diversity in the Workplace
MLS 551 War and Peace After the Cold War	MLS 668 Religion in Society & World Politics
MLS 556 The Global Cold War	MLS 683 The Art of Leadership: Literature and Film
MLS 560 Social Psychology	MLS 684 Ethics, Media, the Arts and Society
MLS 620 Philosophies of Leadership	MLS 685 Strategic Problem-Solving
MLS 661 Cultural Perspectives — Interpretive Strategies	MLS 688 How Organizations Work: Social and Cultural Perspectives
MLS 662 Ethics in a Changing World	MLS 693 Social Justice and Societal Oppression
MLS 664 Geopolitical Brinkmanship	MLS 694 Theories of Conflict and Conflict Resolution
MLS 665 Insecurity in the World	MLS 703 Independent Learning Contract
Other Excelsior College Graduate Classes (<i>with advisor approval</i>)	

TOTAL TIER II REQUIREMENTS

15

TIER III: CAPSTONE

Students must complete 6 credits.

MLS 697 Methodology ^①
MLS 798A Capstone: The Harlem Renaissance or MLS 798B Capstone: Brave New World: Globalization and its Consequences

TOTAL TIER III REQUIREMENTS

6

TOTAL DEGREE CREDITS REQUIRED

33

^① Students may substitute an equivalent methodology class with the permission of their advisor.



Master of Arts in Liberal Studies Leadership Concentration

33
CREDITS

TIER I: FOUNDATIONAL COURSEWORK

► Students must complete the following foundational courses:

MLS 500 Graduate Research and Writing

MLS 623 The Search for Meaning and Identity in the Contemporary World

MLS 673 Mindsets: Cross-Cultural Understanding

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

MLS 624 Classical Legacies

MLS 632 Capitalism and Its Impact

MLS 635 Humanity and the Cosmos

► Degree completion plan (Thesis students only)

TOTAL TIER I REQUIREMENTS

12

TIER II: FOUNDATION FOR THESIS

Must complete 15 credits in two or more disciplines. No more than 9 credits may be Applied Professional

► Required:

MLS 620 Philosophies of Leadership

MLS 688 How Organizations Work: Social and Cultural Perspectives

► One of the following Applied Professional Courses (or equivalent with advisor's approval):

MPA 600 Introduction to Public Administration Theory and Practice

MPA 651 Contemporary Issues in Non-Profit Management

BUS 518 Leading Teams

BUS 504 Human Resource Management

BUS 530 Project Management and Application

► Recommended Tier II electives: (Other classes may also be suitable; consult your advisor)

Liberal Studies Courses

MLS 661 Cultural Perspectives—Interpretive Strategies, MLS 662 Ethics in a Changing World, MLS 667 Cultural Diversity in the Workplace, MLS 681 Leadership in Organizations and Education, MLS 685 Strategic Problem Solving, MLS 694 Theories of Conflict and Conflict Resolution, MLS 560 Social Psychology, MLS 693 Social Justice and Societal Oppression, MLS 703 Independent Learning Contract

Applied Professional Courses (No more than two of these may be chosen)

HSC/MCJ 622 Grant Writing, BUS 500 Accounting for Managers, BUS 501 Business Communications, BUS 502 Global Business Environment, BUS 504 Human Resource Management (*if not chosen above*), BUS 530 Project Management Principles and Application (*if not chosen above*), BUS 535 Quality and Productivity Methods in the Management of Technology, MPA 600 Introduction to Public Administration Theory and Practice (*if not chosen above*), MPA 651 Contemporary Issues in Non-Profit Management (*if not chosen above*)

TOTAL TIER II REQUIREMENTS

15

TIER III: THESIS OR CAPSTONE PROJECT

► MLS 697 Methodology^① (or equivalent independent study class) (*All students*)

► Thesis students only:

Thesis Prospectus

MLS 799 The M.A. Thesis

► Capstone students only (Select one):

MLS 798A Capstone: The Harlem Renaissance

MLS 798B Capstone: Brave New World: Globalization and its Consequences

TOTAL TIER III REQUIREMENTS

6

TOTAL DEGREE CREDITS REQUIRED

33

^① Students may substitute an equivalent methodology class with the permission of their advisor.



Master of Arts in Liberal Studies

Contemporary World History and Politics Concentration

33
CREDITS

TIER I: FOUNDATIONAL COURSEWORK

Students must complete the following foundational courses:

CREDIT HOURS

MLS 500 Graduate Research and Writing	9
MLS 623 The Search for Meaning and Identity in the Contemporary World	
MLS 673 Mindsets: Cross-Cultural Understanding	
Students must choose one of the following electives to complete the foundational coursework:	
MLS 624 Classical Legacies	3
MLS 632 Capitalism and Its Impact	
MLS 635 Humanity and the Cosmos	
TOTAL TIER I REQUIREMENTS (Required: Degree Completion Plan)	12

TIER II: FOUNDATIONAL FOR THESIS

Must complete 15 credits in two or more liberal studies disciplines.

REQUIRED:	
MLS 515 Global Popular Culture since 1945	MLS 556 The Global Cold War
MLS 551 War and Peace After the Cold War	
RECOMMENDED:	
MLS 560 Social Psychology	MLS 683 The Art of Leadership: Literature and Film
MLS 620 Philosophies of Leadership	MLS 684 Ethics, Media, the Arts and Society
MLS 661 Cultural Perspectives — Interpretive Strategies	MLS 685 Strategic Problem-Solving
MLS 662 Ethics in a Changing World	MLS 688 How Organizations Work: Social and Cultural Perspectives
MLS 664 Geopolitical Brinksmanship	MLS 693 Social Justice and Societal Oppression
MLS 665 Insecurity in the World	MLS 694 Theories of Conflict and Conflict Resolution
MLS 667 Cultural Diversity in the Workplace	MLS 701—MLS 706 Independent Learning Contract
MLS 668 Religion in Society & World Politics	
Other Excelsior College Graduate Classes (<i>with advisor approval</i>)	
TOTAL TIER II REQUIREMENTS	
15	

TIER III: THESIS

Students must complete 6 credits.

MLS 697 Methodology ^①	
MLS 799 The M.A. Thesis (3 credits, 15 weeks)	
TOTAL TIER III REQUIREMENTS	6
TOTAL DEGREE CREDITS REQUIRED	33

^① Students may substitute an equivalent methodology class with the permission of their advisor.

COURSES

L: Lower-Level U: Upper-Level

Undergraduate-Level Courses

ART 101 History of Western Art:

Ancient Through the 14th Century

L

Examine bison on cave walls, marvel at the Greek ideal of beauty, glimpse Byzantine splendor, and feel the pathos of medieval piety. 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 an overview of Western art from the time of the Renaissance to the early 20th century, covering painting, sculpture and architecture. Climb the ladder with Michelangelo to the heights of the Sistine Chapel. See how the artist and accused murderer Caravaggio creates virtual reality in Baroque painting. Experience the horror of the Middle Passage in J.M.W. Turner's *The Slave Ship* or the pleasure of a French cafe through the eyes of Renoir. You will see how artworks reflect not only their cultural origins, but also their individual creators. You'll become familiar with specific art examples from each period as well as the vocabulary and the skills necessary for art analysis.

BIO 105 Anatomy and Physiology I (Non-Lab)

L

This course is cross-listed. Health Sciences students must register under HSC 105; all other students register under BIO 105.

This course focuses on the structure and function of the human body. Topics and body systems that will be studied include: cells, blood, integumentary system, muscular system, nervous system, skeletal system and the endocrine system.

BIO 106 Anatomy and Physiology II (Non-Lab)

L

This course is cross-listed. Health Sciences students must register under HSC 106; all other students register under BIO 106.

Students **DO NOT** have to complete BIO 105 prior to completing BIO 106.

This course focuses on the structure and function of the human body. Topics and body systems that will be studied include: concepts of human development, fluid and electrolyte balance, the cardiovascular system, respiratory system, digestive system, temperature and metabolism, urinary system and reproductive system.

BIO 110 Biology (Non-Lab)

L

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

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

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

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.*

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

BIO 404 Ecology U

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 scien-

tists 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 an embedded web text in the course, 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, culminating in a 3 to 5 page research paper. All five assignments must be successfully completed with a C grade or better to count as the information literacy requirement for your degree.

CCS 202 Prior Learning Assessment

Theory and Practice L

Prereq: Completion of INL and WER

Prior learning assessment (PLA) is the process of earning college credit for learning that was acquired from non-classroom experiences like work, professional training, military careers, volunteering, and personal life. CCS 202 will help students identify areas of learning they may want to have evaluated for college-level equivalency. The course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio or prior learning through [LearningCounts.org](https://learningcounts.org). Students will learn critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case studies. CCS 202 is facilitated by an instructor who provides guidance for the student in preparing his or her portfolio-based request for credit.

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

Did you know that a national survey once found public speaking to be more frightening to the general public than snakes, death, and sharks!? A comedian once quipped, "According to most studies, people's number one fear is public speaking. Number two is death." This course assists students with public speaking anxiety as well as speech construction and delivery, which they can use for any professional presentations. In fact, business leaders commonly rank effective communication skills as some of the most sought after skill sets in today's world. Taking a public speaking course will help you develop critical thinking and listening skills as well as enhance your verbal and nonverbal communicative behaviors. Students taking this course will create voiced-over PowerPoint presentations and record video speeches.

COMM 210 Interpersonal Communication L

Do you feel like you aren't being understood when you talk to your coworkers, family or friends? Have you ever walked away from a conversation and thought "Well, that could have gone better!"? This course introduces

students to the skills and theories of interpersonal communication, which are needed to build and maintain successful personal and professional relationships. Students are given opportunities to evaluate the complicated interactions of psychological, social and cultural forces involved in interpersonal exchanges. This course explores personality traits, the perception of self and others, listening, managing conflict, and verbal and non-verbal communication.

COMM 312 New Media, Relationships, and You L

Like it or not, social media, digital communication, and smartphones are rapidly altering how we relate to one another in our personal and professional lives. Do our online actions increasingly shape our offline identities? This class will explore how social forces such as race, gender, and culture affect digital communication, while also exploring related topics of workplace communication, issues of privacy, unconscious bias, and internet celebrities. Lastly, we'll also investigate controversial behaviors like sexting, trolling, transhumanism, and terrorism online. Because having knowledge and practical skills of new media makes students more marketable, the class includes practical assignments with real world application.

Note: This textbook is reasonably priced, and all additional readings or viewings are from open educational resources (OERs).

COMM 320 Communication and Diversity U

What do you think are the most important barriers that inhibit communication between people of different races, religions, or backgrounds? How can those barriers be overcome? This course focuses on how communication strategies can be used to reduce discrimination, prejudice, stereotyping and ethnocentrism among different audiences. We'll discuss theories and practical applications that have been used to increase awareness of diversity in the media as well as diversity issues concerning gender, race, ethnicity, and physical ability.

COMM 324 Conflict Management U

Suggested Prereq: COMM 210 Interpersonal Communication

How have your conflicts typically played themselves out? Do you sense that there are patterns in your conflicts? Mark Twain said that to a man with a hammer, every problem looks like a nail. When disagreements arise with our fellow employees, our neighbors, our

supervisors, or even our family, we tend to use the same approach over and over because that's the only one we know. Conflict is unavoidable but COMM 324 explores the causes, processes, and outcomes of conflict as well as the principles and techniques for improving the handling of conflict.

COMM 335 Ethics in Communication

U

Do we apply our values consistently in every situation, or do we apply them differently depending on the circumstances or consequences? This is just one question of many that influences how we make ethical decisions. Exploring classical and contemporary ethical theories, this course examines ethical issues in personal and professional communication, including those in relationships, groups and organizations, public spaces, and media. We also analyze the important role that communication plays in negotiating cultural identity and social justice. This is a writing enriched course.

COMM 423 Leadership and Team Building

U

When you look at the leaders around us—be it your employer or the President—you might find yourself wondering exactly why these individuals excel in such positions. In this course, you'll delve deeper into leadership theory and practice successful leadership models. Simultaneously, you'll build teamwork skills as well. Teamwork depends on different, complementary points of view to seize hidden opportunities, overcome difficult obstacles, and achieve challenging objectives to reach a common goal. Although this course focuses on leaders, it provides anyone with more effective skills to succeed in life. So no matter what your role or position in life or at work, this course asks that you assess yourself honestly and become the best yourself.

Note: This course uses all open educational resources, and does not require the purchase of a textbook. No prerequisites.

COMM 350 Organizational Communication Theory

U

Whether at work, in the military, for sports or worship, people come together in organizations and face communication challenges. We'll study how organizations set and communicate goals, create effective teams, identify problems and implement solutions. This course reviews the principles and theories of traditional and contemporary organizational communication in the context of modern, complex organizations such as those found in government, industry, education, health care, and more.

ECO 260 Introduction to Microeconomics

L

Suggested Prereq: Knowledge of high-school algebra. 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

Suggested Prereq: Knowledge of high-school algebra. Examines determinants of the Gross National Product, incomes and employment, sources—demand for goods and services, problems of unemployment and inflation, use of taxes, and government spending and control over supply of money to fight unemployment and inflation. Covers causes of economic growth and arguments for and against growth.

ECON 341 Globalization

U

Suggested Prereq: Intro to Sociology, or 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 (15 weeks)

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.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

ENG 101A Advanced Composition (8 weeks) L

Facilitates the student's development as an effective writer in college situations, taking a holistic approach to the writing process. Students learn foundational rhetorical skills and complete expository and research-based essays. Students learn how strong rhetorical skills apply to each stage of the writing process as they master research skills, the use of sources, and appropriate citation styles.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

ENG 102 English Composition II (15 weeks) 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.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

ENG 102A Advanced Composition II (8 weeks) 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.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

ENG 104 English Composition II:

War of the Words (15 weeks) L

Want to save the world from a dystopian future where Furies and falsehoods enslave humankind? Welcome to War of the Words where students are immersed into a post-apocalypse world brought down by a bioelectronics virus and ruled by corrupt enforcers of dehumanizing groupthink. In this game you join an underground army guided by the mysterious Argument Thief, pit your wit and willpower against the enemies, and overcome mind-bending forms of illogical thought and action. Your mission is to develop your argument skills while completing quests and earning experience points as you defeat the enforcing Furies of Fallacy and liberate a captive civilization no longer allowed to think or speak for themselves. Throughout your game play, you will intercept enemy efforts, explore essential questions about how to examine texts and multimedia, launch counter-attacks against false logic, and develop your critical literacy skills, all while advancing the powers free speech from one settlement to another. Ultimately, you will model for the people you free how to engage in critical thinking, help them overcome illogical challenges and, of course, save the world.

ENG 201 Writing for the Professions (15 weeks) L

Prereq: ENG 101 English Composition 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 15 week 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.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

ENG 202 Business Writing L

Prereq: ENG 101 English Composition or its equivalent.

Business Writing assists students in becoming confident, efficient business writers. Students learn and apply strategies for writing effective workplace documents that address common audiences, purposes, and situations, including memos, letters, e-mails, reports, and proposals. Using scenario-based assignments, students will analyze audience needs, define outcomes for their writing, and plan strategies for successfully achieving those

outcomes. This course equips students with the writing tools required to navigate the corporate and business worlds successfully.

ENG 205 Introduction to Literature

L

“When I read a good book...I wish that life were three thousand years long,” said an American writer. How could he say such a thing? Take this course to begin to understand why literature is so compelling. Students are not only introduced to the genres of poetry, drama, fiction, and creative nonfiction, but also learn strategies for reading literary texts. Read fascinating stories by John Steinbeck where “a woman feels emotionally starved,” but then “her life promises to blossom with the arrival of the scissors-grinding man.” Or read a poem by William Carlos Williams about the plain truth of “plums that were in an icebox.” Real life becomes richer when you know how to interpret sweet, cold plums or to recognize a scissors-grinding man!

ENG 252 Mythology

L

Is Thor greater than Zeus? Can vampires be good guys? Why are so many American companies named after Greek Gods and Goddesses such as Nike, Amazon, Pandora, and the (Tennessee) Titans? Who gets to live forever and why? Explore these questions and other mysteries of the universe as we track the enduring role of mythology in our lives. Get to know Hercules, Cupid, Prometheus and Pandora. Read distinguished scholars like Mircea Eliade, Northrop Frye, and Carl Jung. Discuss the hero's journey, read creation myths, and watch *Star Wars* and *Harry Potter*. A healthy imagination and a love of action and adventure required!

Note: ENG 252 is cross-listed with HUM 252. Students may elect to register for either course number but may not receive credit toward graduation for more than one course.

Disclaimer: Please be advised that the content of the films and television episodes may contain mature themes and subject matter.

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 285 Witches: A Literary and Cultural History

L

ENG 285 is cross-listed as HIS 285. Students may elect to register for either course number but may not receive credit toward graduation for more than one course.

Suggested Prereq: HIS 121 World History II

The figure of the witch has enjoyed a long literary as well as cultural history. Their stories are grounded in historical realities that often intersected very closely with literary portrayals and in some cases the fictional telling of their stories reinforce and/or re-present the historic realities experienced by those labeled witches. This interdisciplinary course will examine historical accounts and literary imaginings of witches from 1500 to the present with particular focus on the height of the witchcraft trials in the sixteenth and seventeenth centuries. Particular attention will be given to the mentalities of pre-modern peoples in Europe and North America and the belief system that fostered the accusation, prosecution, and often enough, execution of alleged witches. We will also examine various fictional representations of witches including *The Witch of Edmonton*, *Macbeth*, and *The Crucible*, each of which will be examined within the historical context in which they were written.

ENG 310 Short Stories

U

Read a dark story about entombing a friend alive by Edgar Allen Poe or a shocking story of sudden joy by Leo Tolstoy. Short stories are often overlooked by readers in favor of the novel, yet they too have had a long and influential literary history. This course traces the evolution of the form beginning with two of the most influential short story writers in European literature, Giovanni Boccaccio and Geoffrey Chaucer. Works by Hawthorne, Faulkner, and Hemingway will be examined, as well as a selection of canonical works from writers across time and place. Learn how different social, political, and cultural contexts inform the stories of Leslie Marmon Silko (Native American), Gabriel Garcia Marquez (Latin American), Chinua Achebe (African), and Salman Rushdie (Indian). In this course, you'll develop not only critical thinking skills but also creative writing skills.

ENG 312 Scientific and Technical Writing

U

Suggested Prereq: ENG 101 English Composition or equivalent

Scientific and Technical Writing focuses on the development and application of rhetorical strategies used in writing about science and technology, including

the importance for writers to stay current in their fields. Students analyze writing situations in the professional engineering, technology, and science workplaces and develop strategies for addressing audiences, organizing information, using appropriate style, and presenting the work using effective document design for both technical and non-technical readers. Introduction to the major theories, issues and contributors in the field of technical and scientific communication is emphasized. Starting with rhetorical analyses of audiences and progressing through deliverables, students learn to problem solve through a variety of communication projects in chosen scientific/technical communication fields. A key component of the course is writing about science and technology for a contemporary, general audience. Students analyze and produce writing designed to make even “hard” science and technology accessible.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

ENG 313 Professional Editing

U

Suggested Prereq: ENG 101 English Composition or equivalent.

Professional Editing facilitates the student’s development as an effective editor in a variety of professional situations, taking both a holistic and detailed approach to the editing process. Students practice editing and document management within a variety of professional contexts and genres. The goal of this course is to teach students how to become effective editors by developing objectives for editing, working with and substantially improving upon print and electronic texts, and establishing and maintaining collaborative relationships with writers and others involved in document production.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

ENG 314 Careers in Professional Writing

U

Suggested Prereq: ENG 101 English Composition or equivalent.

Careers in Professional Writing surveys career paths and current trends and developments in professional writing. Students explore the markets and professional associations for writers in technical, scientific, and medical arenas, as well as analyze and compose various professional documents that demonstrate the ability to apply composing, revision, and collaborative strategies necessary for professional writing success. A key component is the assessment of students’ current writing skills and development of an individualized plan for acquiring

additional skills that effective professional writers need.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

ENG 315 Zombies in Literature and Popular Culture

U

Why has popularity in zombies grown so rapidly in recent years? What makes the undead marketable? What accounts for their prominence in modern literature, film, and pop culture? From horror to humor, the zombie has infiltrated our society for decades (even centuries), enticing us to ponder our collective fascination with the undead and our own humanity. In this course, students will examine the historical, literary, social, psychological, and the pop cultural origins and impact of zombies. Consider how social, gender, or even cultural roles change in a zombie-infested world. Read *The Zombie Survival Guide* to discuss leadership strategies for surviving in a world populated by zombies. Watch films like *Night of the Living Dead* and television shows like *The Walking Dead*.

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 325 Fiction Workshop

U

This course is designed to give students a basic introduction to the art and craft of writing fiction. Students will learn about and discuss specific elements of craft, including plot, character, dialogue, and setting (among others). Students will also complete and comment on writing exercises, write a complete short story and prepare it for submission, and view supplemental videos that help illustrate the ideas presented in the course.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

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 GEOL 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

An introductory course on the early history of the United States, from pre-European contact Native American societies to the end of the Reconstruction era after the Civil War. The course examines the major political, social, and economic trends in the American colonies and new nation from the fifteenth through the mid-nineteenth centuries. Students will engage in primary and secondary source analysis to examine history through multiple lenses and perspectives. The course also focuses on diver-

sity and cross-cultural encounters that contributed to the creation of the United States.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

HIS 102 United States History II L

An introductory course on the recent history of the United States, from the end of Reconstruction through the start of the twenty-first century. The course examines the evolution of the United States from a nation torn apart by war to a global superpower. Students will study major political, social, and economic trends in the context of the nation's diverse and multicultural history. Students will engage in primary and secondary source analysis to examine history through multiple lenses and perspectives. The course also focuses on diversity and cross-cultural encounters that contributed to the creation of the United States.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

HIS 120 World History I L

This course examines the rise of the major world civilizations in Asia, Africa, Europe, and the Americas from their earliest beginnings through to the early modern era. It focuses on economic, social, political, and cultural factors that contributed to their birth and sustained their growth and development. Students will explore the political institutions, social systems, gender roles, religious systems, and cultures of these civilizations. They will also look at the contributions of individual men and women to their communities. In particular, the course highlights the interconnectedness of many societies as they passed ideas, technologies, people, and goods back and forth to each other.

HIS 121 World History II L

This course examines the historical development of world civilizations from 1500 to the present. It focuses on economic, social, political, and cultural distinctions and integration across three distinct historical periods: first, the period of increased global interaction and interdependence (1500s–1600s); second, the period of development of modern economic, social, and political patterns (1800s–1945); and finally, the contemporary period of Cold War tensions and globalization (1945–present). Students will explore the impact of political movements, economic transitions, cross-cultural interaction, and technological developments on the contemporary world. They will also address the

actions of notable individuals within the context of their respective times as well as the long-term consequences of their actions.

**HIS 221 Introduction to Public History:
Museums, Media, and the Material World** L

Suggested Prereq: At least one introductory history course (HIS 101, 102, 120, or 121) recommended.

Note: HIS 221 replaces HIS 220. Credit in only one of these courses may be applied toward graduation.

This course will introduce students to the field of history in the everyday world, outside of academic textbooks and classrooms. Public history is the study of applied history for public audiences. This includes the historical narratives we encounter at museums and battlefields, in popular culture—for example on television, in films, in historical novels—and the ways in which history is used by the government and private corporations. In this course we will use readings and media to evaluate the ways in which public history narratives are created and shaped, as well as how they are interpreted and re-shaped by their audiences. We will examine multiple subfields including history as entertainment, historic preservation, family genealogy, and more.

HIS 285 Witches: A Literary and Cultural History L

HIS 285 is cross-listed as ENG 285. Students may elect to register for either course number but may not receive credit toward graduation for more than one course.

Suggested Prereq: HIS 121 World History II.

The figure of the witch has enjoyed a long literary as well as cultural history. Their stories are grounded in historical realities that often intersected very closely with literary portrayals and in some cases the fictional telling of their stories reinforce and/or re-present the historic realities experienced by those labeled witches. This interdisciplinary course will examine historical accounts and literary imaginings of witches from 1500 to the present with particular focus on the height of the witchcraft trials in the sixteenth and seventeenth centuries. Particular attention will be given to the mentalities of pre-modern peoples in Europe and North America and the belief system that fostered the accusation, prosecution, and often enough, execution of alleged witches. We will also examine various fictional representations of witches including *The Witch of Edmonton*, *Macbeth*, and *The Crucible*, each of which will be examined within the historical context in which they were written.

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 delves into 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. Students in this course will not only investigate the true history of piracy, but will also hone their primary source analysis skills, create a multimedia presentation, and assemble an independent project, which are critical skills to build for upper-level course work and careers in the military, business, or government.

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 315 Global Popular Culture Since 1945 U

Suggested Prereq: HIS 121 World History II or equivalent.

This course examines world cultures since 1945 to better understand the relationship between culture and key historical changes and trends since the end of World War II. Students will investigate various popular cultural sources, from literature to consumer goods to television, music, and film from across the globe in this period to better understand the role of culture in shaping world events, particularly as a result of globalization. From the Cultural Cold War to Postcolonialism and the War on Terror, the course considers the role of products of popular culture in shaping the contemporary world and our understanding of the past.

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 and South to North, through wars and depression, through the recent Civil Rights and Black Power Movements, to the present. Students will focus on questions of social development, political struggle, culture, and identity.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

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

It is often said that the United States is a "nation of immigrants." Indeed, a history of immigration is a history of the U.S. from the earliest European settlements through today. This course will uncover the long and diverse history of immigration and ethnicity in the United States by learning about the waves of immigration and migration to the United States over time, beginning in colonial America up through the twenty-

first century, including peoples from Europe, Africa, Asia, the Caribbean, and Central and South America. Students will also examine slavery and the internal migration and experiences of African Americans. In addition, students will analyze the policies toward and displacement of Native Americans. Through primary and secondary source readings, students will explore such themes as racism and nativism, push and pull factors, class, gender, and generational divides, and the federal government's shifting legal responses to immigration over time.

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 the history of the American Civil War as well as the war's effects on diverse groups of Americans. Topics discussed include: the causes of the war, Antebellum slavery and emancipation, the major battles of the eastern and western theaters, the leadership styles of Union and Confederate generals, key military and political turning points that contributed to the South's defeat and the North's victory in the war, the effect of the war on the home front, the character and significance of Abraham Lincoln's presidency, Reconstruction, and the legacy of the war.

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 350 World War I (gamification course) U

Suggested Prereq: HIS 121 World History II

Known colloquially as the "Great War" and the "War to End All Wars," World War I was a watershed event in twentieth-century global history. Borne out of imperial rivalries and complex European alliances, the war erupted suddenly in 1914 and ended more than four years later, at the eleventh hour of the eleventh day of the eleventh month. In the years between, the Allied and Central Powers engaged in a horrific and devastating "Total War," drafting unprecedentedly large armies and transforming their economies to support the war effort, yet producing little more than stalemate and death on much of the Western Front. The Great War changed how wars were fought and introduced new technology and the use of deadly poisonous gases. Students in this course will examine the origins and outcomes of the war, the major strategic decisions and their consequences, as well as the intertwining history on the homefront of the combatant nations. Students will engage with the historical material through innovative game simulations, designed to allow students to experience the major decision points and strategy during World War I as if they were really there. Along with the simulations, students will read primary source accounts of the war to understand the war's significance, its toll on the "Lost Generation," and its ramifications today as we commemorate the war's one-hundredth anniversary.

Note: This course includes gaming technology that requires students to have a web browser that meets the minimum Excelsior system requirements (help.excelsior.edu/system-requirements-and-required-software).

Note: This course uses all open educational resources, and does not require the purchase of a textbook.

HIS 352 U.S.-Vietnam War U

Suggested Prereq: HIS 102 United States History II, and/or HIS 121 World History II

The Vietnam War occupies a significant and unique place in the history of America, as well as the modern world. 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 twentieth century. Students will examine some of the ways in which it is both similar to and different from other conflicts in American history. They will also relate the Vietnam War to some broader themes in history, including colonialism, the Cold War, nationalism, and historical memory. Through individual accounts, students will consider the personal and enduring legacy of the war in the United States and Vietnam. Students will also hone their primary source analysis and research skills, critical skills for upper-level coursework and careers in the military, business, or government.

HIS 353 Holocaust U

Suggested Prereq: HIS 102 United States History II, HIS 121 World History II

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.

HIS 354 Transatlantic Slave Trade U

Suggested Prereq: HIS 101 United States History I, HIS 121 World History II, or equivalent.

This course examines the nefarious Transatlantic Slave Trade that began in 1441 and ended only in 1867. As a disastrous system of commerce, the trade involved a considerable international network of cultural and economic exchange between the continents of the Atlantic World,

which proved highly profitable for many Europeans and Americans and entailed dire consequences in the development of Africa. Through primary and secondary source analysis and a research paper based on Voyages: The Transatlantic Slave Trade Database, students will explore the social, cultural, and economic history of the trade, compare its effects on Africa, Europe, and the Americas, and assess the importance of this trade in the context of world history, even after its abolition.

HIS 356 The Global Cold War U

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

This course replaces HIS 351 Cold War. Credit in only one of these courses may be applied towards graduation. 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.

HUM 200 Introduction to Humanities L

What's so great about the Humanities? It's about defying conventions, seeing differently, and changing reality. In this course, you'll learn about an innovative architect who built a house on a waterfall; you'll see a woman who disguised herself as a man just so she could paint; and you'll learn about a composer who was also deaf. Students will be exposed to a survey of the visual arts, sculpture, architecture, music, literature, poetry, theater, cinema, and dance. Learn about Cubism, Expressionism, Impressionism, Pop Art, Realism or Surrealism. View the Pantheon, understand the Pieta by Michelangelo, listen to Beethoven's Fifth Symphony, read poetry by Robert Frost, watch *Swan Lake* or *Gypsy Dance*. Explore the magnitude of human thought and creativity.

HUM 210 Cultural Diversity L

Whether you are working in a business, hospital, or school, we all come in contact with people who have

differing cultural backgrounds. All of us have cultural backgrounds, but many of us are simply unaware of our own culture and what it means to belong to "a culture." One of the most important skills someone can develop is cultural intelligence, especially when handling both interpersonal and international conflicts. Living in a country like the United States often enables people to engage in a variety of cultural or co-cultural interactions on a daily basis. So this course focuses on communicating effectively in all of our cultural interactions, and it explores what it means to be a culturally competent individual in the 21st century.

HUM 220 Film and Diversity L

Pop quiz! What do Halle Berry, Rita Moreno, Billy Bob Thornton, Julia Roberts, Claire Danes, Sidney Poitier and Matt Dillon have in common? They all starred in iconic films that celebrate diversity and center on social justice in the United States. Readings and viewings of selected films expose students to different facets of oppression, including race, gender, ability/ableism, class, sexual orientation, and privilege. The course provides an overview of works by acclaimed writers and film directors. Many of the films included in the course are classic, iconic, and/or award-winning, such as *West Side Story*, *Guess Who's Coming to Dinner?*, *Monster's Ball*, *Temple Grandin*, *Erin Brockovich*, and *Boys Don't Cry*. So in this course, we'll gain a familiarity with diversity language and concepts, explore a bit of history, and see how the concept of diversity applies to - and extends far beyond—what you see in the headlines. *No textbook required, only films to purchase and view.*

Disclaimer: *The content of the films, as well as the content of many of the discussions, will contain mature themes and subject matter.*

HUM 230 The Ethics of Friendship L

In this course, we explore the nature, meaning, and theories of friendship. We examine historical as well as contemporary understandings, tracing how friendship has evolved quite distinctly throughout certain periods in history. We survey some of the notable Western philosophies and literary commentaries on friendship, from thinkers like Aristotle to Foucault. We contemplate how definitions of friendship may be expanding, and how social media might be impacting our understanding of friendship. We specifically observe the intersection of friendship with marriage/partnership, work, disabilities, sexuality, and religion.

HUM 236 Leadership in Film

L

Have you ever been in a tough spot at work and had to tell yourself, like Gene Kranz did during the Apollo missions, that “Failure is not an option”? Or maybe you’re more of an Erin Brockovich-type who charms your way into getting what you want. If you’re someone who loves to learn by example, watching films specifically targeted to illustrate leadership concepts is a great way to learn how to maximize employee loyalty, increase profits, and master leadership principles.

Students will be expected to observe, identify, and report on key leadership, management, and organizational styles portrayed in the selected films. For example, one assignment asks students to watch the film *Gandhi* and gain an understanding of the characteristics of servant leadership; it asks you to argue which was more successful, British repression or Gandhi’s campaign of nonviolence. The course provides an overview of works by acclaimed writers and film directors; many of the films included in the course are classic, iconic, and/or award-winning.

Note: No textbook required, only film viewing and articles to read.

Disclaimer: The content of the films, as well as the content of many of the discussions, will contain mature themes and subject matter.

HUM 252 Mythology

L

Is Thor greater than Zeus? Can vampires be good guys? Why are so many American companies named after Greek Gods and Goddesses such as Nike, Amazon, Pandora, and the (Tennessee) Titans? Who gets to live forever and why? Explore these questions and other mysteries of the universe as we track the enduring role of mythology in our lives. Get to know Hercules, Cupid, Prometheus and Pandora. Read distinguished scholars like Mircea Eliade, Northrop Frye, and Carl Jung. Discuss the hero’s journey, read creation myths, and watch *Star Wars* and *Harry Potter*. A healthy imagination and a love of action and adventure required!

Note: HUM 252 is cross-listed with ENG 252. Students may elect to register for either course number but may not receive credit toward graduation for more than one course.

Disclaimer: Please be advised that the content of the films and television episodes may contain mature themes and subject matter.

HUM 270 Sexual Orientation and Gender Expression

L

Transparent. Caitlyn Jenner. Gender-neutral bathrooms. It feels like every time you see or read the news, there’s another discussion of transgender people. But what does it mean to be transgender? How does it differ from sexual orientation or from sex? We’ll discuss all of these topics and more in this interdisciplinary introduction to the study of lesbian, gay, bisexual, transgender/transsexual, intersex, and other queer (LGBTQIA) communities and identities. We’ll also be examining the historical and social contexts of personal, cultural, and political aspects of LGBTQIA life while looking at the contributions of scholars from a range of disciplines within the humanities. Expanding your cultural awareness about these important issues will enhance your ability to relate to a diversity of people at work and in all areas of your life.

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

HUM 300 Ethics

U

Suggested Prereq: Completion of INL and WER.

Why doesn’t Batman kill the Joker? Can cartoons, such as *South Park* or even *The Simpsons*, encourage deep reflection or virtuous behavior? With this course, you can appreciate ethics an easier way—by exploring moral issues through popular culture. And, it’s a lot more fun. The course uses literature, music, film, cartoons, blogs, and the performing arts to investigate enduring human questions and controversial issues to deepen your engagement of the ethical dimensions of our world. Your foundation includes traditional ethical theories such as relativism, utilitarianism, and virtue ethics and, also, the more current feminist, environmental, and global ethical theories.

The required textbook is *Introducing Philosophy Through Pop Culture: From Socrates to South Park, Hume to House*, but it is also available as an e-book through the Excelsior Library in a limited capacity. All other materials for the course are free, accessed either through the library or online.

Note: If you are a military student, this course may help you apply ethical concepts to civilian contexts.

Disclaimer: Throughout the course, there will be subject matter and material covered in the readings and discussions of a mature or adult nature. In addition, this course requires that some television shows or movies must be viewed. Please use your own discretion to gauge whether or not this course is right for you.

HUM 305 Think Big: Innovations in Art, Communication, and Culture

L

This class is a fascinating contemporary exploration of how and under what conditions innovation has occurred. This class explores both eureka moments and the deliberate collaboration it requires to generate transformative ideas. We will investigate innovative solutions from across the globe, in the workplace, and in your personal life. No matter what your interests or occupation—from technology to business to the arts—this course offers you tools to learn how to think big.

Note: *This course does not require the purchase of a textbook. No prerequisites.*

HUM 306 Creative Problem Solving

Year after year, employers rate the ability to solve unstructured problems as an essential skill. In this course, you identify and apply problem solving processes, tools, and techniques to real world examples. By providing you with important groundwork in individual, collective, and cultural forms of creativity, you will be able to offer alternative or original solutions to contemporary problems, design effective products, or answer professional challenges. Given the rapid change of our economy, millions of workers are asked to learn new jobs or tasks for which there is no definitive procedure, so enhancing your creative problem solving skills now will prepare you for an unknown but exciting future.

Note: *This course does not require the purchase of a textbook. No prerequisites.*

HUM 321 I Feel Your Pain: Illness and Empathy in the Arts

L

This course is cross-listed as NUR 321.

How do people experience being ill, and how does it change their lives? Children, parents, family, friends and even we, ourselves, will struggle with sickness, disease, and death. People do not simply suffer from diseases, but from the emotional, psychological, social and cultural dimensions of being an individual or a patient with a disease. What are the obstacles and triumphs experienced by a boy with autism? How does a woman with cancer feel about losing her hair? What's it like for a transgendered person to be treated at a hospital? Through the use of film, music, art, poetry, and fiction, students feel and experience how illness or disease affects individuals; they also learn about illness from different perspectives, such as race, class, gender and sexual orientation. Lastly, this course provides many alternative perspectives on illness or the practice of medicine—outside the conventional views of medicine—concerning death, mental illness, grief and suicide.

Note: *This course utilizes all open education resources*

(OERs) in order to keep the cost low for students and to keep current with new developments in this field of study.

HUM 325 Secrets: A Cyberculture Mystery Game

U

You want to have fun and learn at the same time? Take this course. Few forces in modern history have had such a wide-ranging effect on our contemporary identities as the global expansion of cyberculture. The Oxford dictionary defines it as, “The social conditions brought about by the widespread use of computer networks for communication, entertainment, and business.” This course provides you with an authentic learning experience and is unlike any other course you are likely to have encountered. Go on multiple quests; accumulate experience points, engage in lively Internet forums and work together to solve the Internet mystery at the heart of the course. Throughout your game play you will explore essential questions about how and why the Internet has changed and continues to change your sense of identity. You will create your own evolving digital story as you analyze, evaluate, and reflect on cyber-based phenomena such as social media, online games, Internet relationships, and engaging virtual realities represented by *The Matrix* and *Neuromancer*. Complete the course and you are a winner. Register now, and let the learning game begin!

HUM 350 War Stories

U

War has been pervasive throughout time and across place, but this course explores the variation in frequency, duration, and severity of wars through a compelling blend of literature, history, journalism, and film. How do stories shape our culture and our perception of war? Read stories from officers, the enlisted, prisoners of war, citizens, and even from the enemy. Read about a nurse's experience from the Civil War or a Japanese soldier at Iwo Jima. People come to expect certain kinds of war stories to be told, but we'll also examine “hidden” and even “untold” stories as well. Discuss controversial elements of war such as drone warfare or torture. Debate whether commercialized or falsified war stories are dangerous to America. Lastly, we'll watch popular movies like *Zero Dark Thirty* and *Lone Survivor*, and then consider the resonance of war stories in society.

Note: *Required books for the class are reasonably priced, and two books are free e-books.*

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, WER, and the Ethics Requirement. 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 issues around diversity and ethics. Students will have the opportunity to demonstrate their communication skills by creating a PowerPoint presentation and a final project.

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.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

LA 496 Research and Writing in the Liberal Arts

U

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

Prereq: *Completion of INL and WER*

This course fulfills the research and writing requirement in most Liberal Arts degree programs. Each student develops an annotated bibliography 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, Ethics Requirement, and most of the History courses in that degree program. Students must be within 15 credits of degree completion and obtain advisor approval.

This capstone course is a culminating experience for students in history. It provides a different learning

experience than the courses that preceded it. As a capstone, this course is designed to bring together your cumulative knowledge and skills that demonstrate your learning as applicable to the learning outcomes for the history program. You will analyze theories and methods used in the historical craft and examine how these insights have reshaped sub-fields of historical study. By probing assumptions, hypotheses, and arguments, the course will introduce you to debates concerning evidence, historical questions, and research methods within the discipline. You will be challenged to analyze the changes in ethical questions and concepts of diversity within historiography and historical research.

LA 498HU Humanities Capstone

U

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

This course is the culminating experience for students pursuing a major in the Humanities. The course presents content from a rich array of disciplines, including art, music, communications, literature, philosophy, and religion. Work in this course will allow students to demonstrate their mastery of the four Humanities Program Learning Outcomes. Through a mixture of discussions, presentations, and written analysis, students will apply their previous learning in new ways, both analyzing and synthesizing fresh perspectives on their learning. This is a reading and writing intensive course that should serve as the culmination of the student's work at the bachelor's degree level.

LA 498JS Judaic Studies Capstone

U

Prereqs: Completion of INL, WER, Ethics Requirement, and 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.

This course is the culminating experience for students completing a Liberal Arts degree with a depth or area of focus in Judaic Studies. Through a combination of formal essays and reflective/discussion activities, students will critically examine 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 the broader academic framework of the liberal arts.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

LA 498 Liberal Arts Capstone**U**

Prereq: Completion of INL, WER, Ethics Requirement and the arts and science depth. Students must be within 15 credits of degree completion and obtain advisor approval.

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 of critical thinking, communication, diversity, ethics, and upon a suite of competencies that relate directly to workforce needs and values. In this course students will broaden and refine their understanding of these outcomes and competencies, apply them in assignments, and reflect on how these concepts have shaped their college learning. All original writing and research will focus on a global issue related to at least one of the student's degree depths/area(s) of focus (so awareness of one's pathway to the degree is essential). This is an intense, 8-week course requiring significant scholarly research and writing, and includes both individual and collaborative work. Students are strongly cautioned against attempting this capstone course simultaneously with another Excelsior College course.

Note: *This course uses only a lower-cost, interactive web-text built into the course. There are no additional textbooks to purchase. You purchase the access code through the Excelsior College bookstore.*

LA 498NS Natural Science Capstone**U**

Prereqs: Completion of INL, WER, Ethics Requirement and 12 upper-level credits in the Natural Sciences.

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, Ethics Requirement, and 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 498PTW Professional and Technical Writing Capstone**U**

Prereqs: Completion of INL, WER, including ENG 202 Business Writing or equivalent, Ethics Requirement and students must be within 15 credits of degree completion and obtain advisor approval.

This course is designed to evaluate students who are completing their bachelor's degrees in Liberal Arts with a concentration in Professional and Technical Writing. The course content is centered upon the four Liberal Arts degree outcomes of critical thinking, communication, diversity, and ethics; the two additional Professional and Technical Writing outcomes of using multiple media for communication and composing and revising documents in a collaborative environment; and upon a suite of competencies that relate directly to workforce needs and values. In this course, students will broaden and refine their understanding of these outcomes and competencies, apply them in assignments, and reflect on how these concepts have shaped their college learning. All original writing and research will focus on a global communication issue.

This is an intense, 8-week course requiring significant scholarly research and writing and includes both individual and collaborative work. Students should plan to dedicate a minimum of 15–20 hours each week for Capstone-related work; actual time will depend on the student's research, writing, and revision skills, as well as remediation needs.

Note: *Students are strongly cautioned against attempting this capstone course simultaneously with another Excelsior College course.*

LA 498SS Social Science Capstone U

Prereqs: Completion of INL, WER, Ethics Requirement, and 12 upper-level credits in the Social Sciences. 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.

Note: *This course uses open educational resources, and does not require the purchase of a textbook.*

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. Selected topics come from important real-world applications such as measurement units, managing money, statistics in the media, voting, exponential and logarithmic scaling, and mathematics in the arts and nature.

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

This course replaced MAT 117 Trigonometry with Precalculus. Credit in only one of these courses may be applied toward graduation.

Suggested Prereq: MAT 114 Intermediate Algebra or equivalent.

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; sequences; and summation notation.

MAT 118 Trigonometry L

Suggested Prereq: MAT 114 Intermediate Algebra or equivalent.

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; 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, MAT 215 Statistics for Health Care Professionals, and the Excelsior College Examination MATx210. Credit in only one of these courses/exams will be applied toward graduation.

Suggested Prereqs: It is recommended that students have taken two courses in Algebra, or MAT 105 Essential Algebra and Statistics.

This course is designed to provide students with the statistical tools that are appropriate for health care professionals in evidence-based practice. Topics include descriptive statistics for qualitative and quantitative data (both univariate and bivariate), basic probability and normal distributions, and statistical inference: estimation, hypothesis tests for means and proportions, comparison of two or more means, and chi-square tests.

MAT 215 Statistics for Health Care Professionals L

MAT 215 duplicates MAT 201 Statistics, BUS 233 Business Statistics, and the Excelsior College Examination MATx210. Credit in only one of these courses/exams will be applied toward graduation. Suggested Prereq: Two courses in Algebra or MAT 105 Essential Algebra and Statistics

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 in this course is given to composers and musical artists, like Beethoven, who wrote and performed music, who underwent unique challenges, and who significantly contributed to the development of classical music. So if you want to develop an ear for classical music and recognize the most famous compositions in early history, take Music History, because, as Schubert once said, “who can do anything after Beethoven?”

MUS 210 History of Rock and Roll L

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

What do Led Zeppelin, Madonna, Earth Wind and Fire, The Sex Pistols, Tom Petty, Metallica, Dr. Dre, Sheryl Crow, and Beck all have in common? Their music, and many others, are featured in this course. That’s right, you listen to them for credit!

This course covers the years between 1975 and the present. Every week comes with a new listening list filled with some of the most famous rock songs that ever were played on the radio. We’ll look at the state of rock and roll after Woodstock, the beginnings of classic rock, the

MTV generation, the politicization of rock and roll, and the birth of underground genres that became mainstream in the 1990s. It will conclude with a survey of styles and artists of the first decade of the 2000s and a discussion of critical issues in rock and roll. So put on a great pair of headphones, turn up the volume, and join us.

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 and terminology used in reporting scientific results. A survey of current topical science issues will be covered as examples. This course will also prepare the student to read accounts about scientific, technological, and medical advances in the press and assess the scientific conclusions presented.

Note: *This course uses all open educational resources, and does not require the purchase of a textbook.*

NS 115 Introduction to Astronomy L

This course was formally PHYS 110 Introduction to Astronomy. Credit in only one of these courses may be applied toward graduation.

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.

Note: *As of Summer II 2017, this course uses lower cost digital materials instead of a textbook.*

NS 120 Weather and Climate L

This course is designed to provide the student with a basic understanding of the dynamic, thermodynamic, and kinematic principles that control atmospheric processes and form daily and climatic weather events. The significance of atmospheric composition, global circulation, and energy and moisture transfer will be covered, as well as familiarity with standard weather

observations. These foundations will allow the student to engage in interactive discussions to describe basic meteorological processes and comprehend safety needs during severe weather. A view into the intricacies of weather forecasting, descriptions of regional climates, and potential impacts of global climate change will be included.

NS 130 Are We Alone? Life in the Universe L

Suggested Prereq: The student should be comfortable performing simple algebraic calculations using calculators or spreadsheet software.

This course uses a state-of-the-art adaptive learning platform to teach interactively. The course will provide students with an overview of the various physical and chemical processes fundamental to the formation of solar-systems and the conditions needed for life as we know it to develop and evolve. The student will be introduced to the instruments and methodologies used by astronomers to detect planets around stars other than the sun. Students will conduct virtual laboratory explorations to identify the type of stars most likely to harbor planets suitable for organic life as we know it. These explorations will require some basic mathematical calculations, which students will learn to perform with the help of spreadsheet software.

This course uses lower cost digital materials instead of a textbook.

PHIL 200 Introduction to Philosophy L

Sooner or later most of us ask the “big questions” of life. Take this introductory course to explore some of the most important questions, issues, and debates in Western philosophy. We’ll read selections from Socrates, Plato, Aristotle, Kant and Descartes, as well as more contemporary thinkers. Topics include morality, the mind, free will, God, death, and the meaning of life. This course provides the unusual opportunity to think rigorously about fundamental matters—it introduces you to a way of thinking that Socrates thought was worth dying for.

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 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

Strongly Recommended: 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.

This course uses open educational resources, and does not require the purchase of a textbook.

PHYS 203 Physics II L

Suggested Prereq: PHYS 201 Physics I or equivalent

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.

Note: This course uses open educational resources, and does not require the purchase of a textbook.

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 210 Controversies in International Law L

This course explores the theory and practice of international law and international organization in an era marked by American power. The course examines selected contemporary controversies in international relations that deal with legal issues and the relationship between power and justice. The course analyzes the concepts, structures, and political underpinnings of international law, exploring international law as both an "operating" system of rules and procedures for generating laws as well as a "normative" system for regulating the specific behaviors of sovereign nation-states. The course examines international law and practice by focusing on contemporary controversies in the areas of humanitarian intervention; the 'new frontiers' of the arctic, seas, and outer space; nuclear proliferation; the privatization of war; refugees; torture; and extremist terrorism.

This course uses open educational resources, and does not require the purchase of a textbook.

POL 221 The Causes of War L

This course covers the vast subject of the causes of war. How and why do wars start? What causes leaders to choose to go to war and why do societies go along? War as a human experience and choice by societal leaders is explored throughout the ages and through a close reading of leading strategic scholars. Students will critique how diplomacy and war interact, while various theories of war causation are introduced. A basic proposition is confronted—is war an inevitable product of human nature, or is it instead an outgrowth of aggressive and undemocratic states, or even simply the chaos of the international arena? Theory and history then collide through applied studies of the First World War, the Korean War, the Iran-Iraq War, the two Gulf Wars, and the ongoing War on Terror. The course concludes by examining the likely sources of future conflicts emanating from technology changes and rising actors like China.

Note: *This course uses open educational resources, and does not require the purchase of a textbook.*

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. Suggested Prereqs: CJ 101 Introduction to Criminal Justice or equivalent.

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 320 The Geopolitics of Energy and Global Climate Change U

This course examines emerging social and political realities driven by climate change. The earth is warming and the climate changing, but the causes and appropriate political and economic responses to these phenomena are contested and vary widely across the world. A geopolitical lens onto the relationship between energy use and climate change assesses powerful goal-oriented transnational actors, each of whom pursues objectives amidst uncertainty regarding risks and advantages inherent to changed global resources such as energy in the Arctic, potable water and arable land, and natural resource accessibility. While examining societal, corporate and governmental responses to the energy and climate dilemma, the course explores how these realities affect the politics of finding solutions to the drivers and human consequences of climate change. This course will review the politics of climate science and climate change implications across a range of political processes and actors, including: leading states and their militaries;

large transnational energy corporations and alternative energy innovators; scientific and technology development communities and the domestic and international societies they serve; and international regimes governing climate change.

This course uses open educational resources, and does not require the purchase of a textbook.

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 351 War and Peace After the Cold War U

This course replaced POL 350. Students may only receive credit for one of these courses toward graduation.

This course analyzes key actors and trends in international relations since the end of the Cold War in 1989–1991. The course explores how cooperation accompanying the end of the Cold War faded into an ‘Age of Terror’ and great power rivalry. Students look at conflict and cooperation throughout the post-Cold War period, and use the leading international relations theories to evaluate important events, including: the end of the Cold War; the Balkans Wars; the rise of the interdependent global economy; Islamic Fundamentalism and the War on Terror; Russia-China-US competition emerging since 2008; and, the fate of American dominance of world politics. The course ends with the contemporary debate over America’s role as global leader amidst challenges from ascending states like China and non-state threats from terrorist groups and global health and climate dilemmas.

Note: *This course uses open educational resources, and does not require the purchase of a textbook.*

POL 363 Order and Disorder in the Middle East and North Africa U

This course examines the international relations of the Middle East and North Africa from the late 19th century to the present. The focus is on contemporary relations among the states and peoples of this broad region, from

Casablanca in Morocco to the bustling port of Gwadar just across Iran’s border in Pakistan. The course investigates the problems that the largely Islamic peoples of this region face in their struggles for economic and political development within a global system dominated by extra-regional states, such as the United States. For example, in 2011, Egypt had a popular revolt supported by the U.S. which ended the military authoritarian system of Hosni Mubarak, then after a brief experiment with democratic elections and representative rule by the Muslim Brotherhood, the military again established an authoritarian system. This government still rules and is backed by the wealthy Sunni Gulf states led by Saudi Arabia. Students will analyze how Egypt’s experience fits with patterns of multidecadal social and political tumult spanning the region since the revolutions of 1979, examining key countries and events, such as: Egypt, Libya, Syria and Iraq and their ongoing wars; the Arab-Israeli conflict; Islamic fundamentalism; Islamic sectional divisions and democratic compatibility; and the “Arab Spring.” Students will evaluate the region’s centrality in world affairs and assess the many similarities and differences among the peoples and political institutions in the region.

POL 370 American Political Behavior U

This course analyzes contemporary American political behavior, exploring the role that social and political trends play in affecting political alignments and institutional performance. The first part of the course focuses on the decline of Americans’ participation in social organizations and networks and the effect of this decline on the political system. The course utilizes the social capital theory to explore the decline of social capital over the past two generations and its effect on electoral patterns, particularly among emerging demographic coalitions. The course then examines the youngest generation of voters—the millennial generation—to assess political shifts over the past decade in American politics.

POL 390 The Rise of China and the Pacific Century U

This course examines China’s rising global stature within the broader phenomena of a 21st century whose course of events is increasingly determined by the politics of the Pacific theater. In particular, the course analyzes China’s growing economic and military capabilities in this dynamic region comprising the majority of the world’s population and economic activity. The course explores several questions, including a primary one. Can China’s continued growth in relative power

and influence be accommodated successfully through peaceful political processes? The theory and historical experience of rising powers is defined, and then China's unique path in the aftermath of World War II, the Chinese Civil War and the Cold War periods will be comparatively assessed. Arguably, China is already the dominant actor in world politics. For example, since 2009, China has deployed the largest high-speed rail system in the world and now hosts the world's single greatest annual market for cars and light trucks, where even General Motors sells more units than in the U.S. Both developments illustrate the potential displacement of the U.S. as the key economic actor in the international system and the centrality of Sino-American relations to global economic stability, which in turn affects diplomatic and military relations. Almost no contemporary global issue can be examined or resolved without not only reference to China but also consideration for China's preferred policies. By the end of the course, students will be able to critically assess China's central role across many dimensions of contemporary world affairs, and with greater cultural sensitivity, students will explain how the Chinese themselves view their rise and their unique pathway to increased global power and status.

Note: This course uses open educational resources, and does not require the purchase of a textbook.

PSY 101 Introduction to Psychology I L

This course provides a broad overview of the field of psychology and lays a foundation for further study. Topics include the historical roots of psychology, psychological research methods, biological mechanisms, influencing psychological processes, human development, cognition and learning memory, intelligence and intelligence testing, basic theories of personality, psychological disorders, therapeutic approaches, and the role of psychology in everyday life and society. Concepts learned in this course can be applied in any career to better understand behavior, thought, and emotion.

Note: This course uses a lower cost interactive webtext instead of textbooks.

PSY 220 Psychology of Personality L

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

This course provides an overview of personality psychology and related issues. Students will explore the history and systems of personality, analyze current theories and evidence associated with personality psy-

chology, and learn how personality is assessed and researched. Learners examine individual differences, including the way gender, race, religion, and national origin impact personality development and expression. Special emphasis is placed on personality in the workplace to help learners identify careers appropriate for their personality and better understand the traits that are highly valued by employers.

Note: This course uses a lower cost interactive webtext instead of textbooks.

PSY 235 Lifespan Developmental Psychology L

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

This course introduces developmental science and the concept of human development being a product of the interaction between each individual and the environment. This course examines the development of learning, emotion, personality and cognition across the lifespan. Students will explore, analyze, and present theories and evidence associated with developmental science from conception through death. Concepts learned in this course can be applied to any career focusing on health or human services, and can help learners raise healthier children and live in more functional families.

Note: This course uses a lower cost interactive webtext instead of textbooks.

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 of women from diverse backgrounds. This course includes examinations of the psychosocial, biological, cultural, and structural factors and events that impact women around 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. The concepts learned in this course can be applied to any career or field in which gender differences exist.

PSY 280 Abnormal Psychology L

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

In this course students will explore the history and models of abnormal behavior, analyze, and present theories and empirical research associated with

abnormal psychology and discuss contemporary clinical assessment and treatment. Students will learn the characteristics of mental health diagnoses and use case studies to demonstrate synthesis of course material. Special attention is devoted to the impact of mental disorders on family, friends, coworkers, and the community. The concepts learned in this course can be applied to any career in which it is important to have insight into problematic behaviors.

Note: *This course uses a lower cost interactive webtext instead of textbooks.*

PSY 300 Investigative Methods for Psychology U

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

In this course students learn types of research, including descriptive and inferential statistics, experimental design and relationships among variables. Students will also learn about psychometric analyses, including reliability and validity measures, and ethical decisions in the psychological research process.

PSY 316 Mind, Body and Health

This course is cross-listed. Health Sciences students must register under HSC 316; all other students register under PSY 316.

This course examines the psychology of behavior as it relates to health and fitness. You will learn how stress and lifestyle, physical activity, and diet influence human health and fitness. We will examine health and fitness across the life-span, as well as how behavior impacts health and behavioral changes to improve health outcomes. We will study research to understand evidence-based practices that health practitioners use to promote healthy behavior. And learn how theories inform methods for influencing behavioral changes. You will develop a holistic plan for diet and physical fitness for various target populations. This course is appropriate for professionals working in personal health training or other health-related or psychology-related fields.

PSY 330 Educational Psychology U

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

This course provides students with an overview of educational psychology, an applied field which examines how people of all ages learn. Topics covered include social context and socioemotional development, cognitive and language development, sociocultural diversity,

approaches to learning, managing the classroom, planning instruction, use of technology in teaching, assessment, and Motivation. This concepts learned in this course can be applied to any career in which teaching or training is performed.

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 explain the dynamics of behavior and learning in humans and animals. Topics include research methods in the psychology of learning, classical and operant conditioning, reinforcement, punishment, social learning, and memory and cognition. The concepts learned in this course can be applied to any career in which it's important to influence or change the behavior of self or others.

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 or others and how people interact with and relate to those around them. Topics include research in social psychology, social cognition, social perception and judgment, attitudes and attitude change, conformity and obedience, group behavior, attraction and intimate relationships, helping behavior, aggression, prejudice, and the application of social psychology to other fields including the legal system. The concepts learned in this course can be applied to all careers in which one works with and in teams, as well as work where it is important to influence or persuade others.

PSY 362 Psychology of Human Sexuality U

Suggested Prereqs: PSY 101 Introduction to Psychology I or equivalent.

This course is a comprehensive view of the psychosocial and physiological aspects of sexuality and the role it plays in each individual life from before birth through death. Topics include the psychology of love, intimacy and relationships, sexual diseases, sexual abuse, gender identity, gender identification, and socio-cultural influences in decision making about sexuality. This course is designed to assist students with living a healthier and more fulfilling life by increasing their knowledge and comfort with human sexuality. The concepts learned in this course can be applied to any career in the health or human services.

PSY 363 Psychology of Strategic Sales U

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

This course introduces the basic concepts and skills of applying psychological principles to persuasion and sales. Specific topics covered include the psychology of consumer behavior, sales ethics, psychology of the behavior of sales personnel, sales motivation, negotiation techniques, psychology of sales management, psychology of online selling, and managing long-term customer relationships. Learners investigate and examine the power of psychology in persuasion while analyzing how the sales process is rooted in psychological theories and empirical research. The concepts learned in this course can be applied to any career in which good persuasive skills are needed, including those in which it is necessary to sell ideas, products, or experiences.

Note: This course uses a lower cost book and free online resources instead of textbooks.

PSY 364 Industrial/Organizational Psychology U

Suggested Prereq: PSY 101 Introduction to Psychology I

This course provides an overview of the major topics in Industrial/Organizational psychology, which is the scientific study of workplace behavior. Principles of psychology are applied to issues in the workplace that are of critical importance to organizations, including recruitment and selection of employees, training, development and coaching of staff, motivating employees, talent management, performance appraisals, diversity management, health and safety management, team building, equal employment opportunity, work/life integration and organizational change and transforma-

tion. The concepts learned in this course can be applied to any career and is particularly useful for those who aspire to or currently work in management or administrative positions.

PSY 365 Psychology of Diversity U

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

This course examines culture diversity and applies a focus of cultural diversity to understanding how people think, feel, behave, and interact. Fully understanding the psychology of human behavior requires viewing what we know about human behavior with a cultural lens. Students will gain better understanding of themselves and the world around them, developing better appreciation for the rich cultural diversity in the United States and the world. The concepts learned in this course can be applied to any career in which it is valuable to have a better understanding of how to successfully leverage the benefits of diversity.

PSY 375 Forensic Psychology U

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

This course introduces students to major areas in forensic psychology. Topics include the history, application, and roles of forensic psychologists, as well as their interaction with the justice system. Also included in this course is a discussion of the relationship between psychology and law enforcement investigations, competency to stand trial, insanity defense, child witnesses in court settings, syndrome evidence, eyewitness testimony, and trial consultation. The concepts learned in this course can be applied to any career in which contact with the criminal justice system occurs.

PSY 380 Biopsychology U

Suggested Prereq: PSY 101 Introduction to Psychology I or equivalent PSY 300 Investigative Methods in 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. The concepts learned in this course can be applied to any health science or human service career.

PSY 381 Psychology of Advanced Sales U

Suggested Prereqs: PSY 101 Introduction to Psychology I, PSY 363 The Psychology of Strategic Sales

Psychology of Advanced Sales has several objectives, including understanding the sales process from psychological perspectives; sales force structures; the psychology of customer relationship management; uses of technology to improve sales force effectiveness; and psychological issues in recruiting, selecting, training, motivating, compensating and retaining salespeople. Students learn to apply the research and theories through an interactive project worked on throughout the course. The course includes debates, case studies and ethical dilemmas for applying the theories that are Discussed. The concepts learned in this course can be applied to any career in which good persuasive skills are need, including those in which it is necessary to sell ideas, products, or experiences.

Note: *This course uses a lower cost book and free online resources instead of textbooks.*

PSY 420 Human Motivation U

Suggested Prereqs: PSY 101 Introduction to Psychology I and at least one 300-level course in psychology.

This course examines the major issues and organizing principles that describe and explain human motivation across the globe. Individuals' behavior is examined from several perspectives, including biological, learning, and cognitive. Students will analyze and integrate information from empirical research in psychology, in order to develop an understanding of motivation that is applicable to all individuals, including students' own lives. The concepts learned in this course can be applied to any career, especially those in management or teaching/training roles, in which and individual must motivate others.

PSY 440 History and Systems U

Suggested Prereqs: PSY 101 Introduction to Psychology I and a minimum of two upper-level psychology courses.

This course provides an overview of historical perspectives and theoretical developments that have contributed to the modern discipline of psychology throughout the world. In addition, students will study the terminology, theoretical systems and theorists. Major perspectives will be discussed, including Gestalt psychology, structuralism, behaviorism, psychoanalysis, and cognitive psychology. Students also study psychology of social change and the development of modern psychological branches and

applications. The concepts learned in this course are particularly relevant for learners making connections across different fields and disciplines in psychology.

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 Muslim life 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 322 Judaism U

This course critically examines the religion of Judaism—its basic concepts, beliefs, and practices as expressed through its classic literature and all of its factions and forms. It examines the history of Judaism, including the impact of internal and external forces on the development of the religion and the challenges posed by modernity for contemporary Jews; its traditions, including the unity and variety within Judaism; and its sacred literature, including Torah, Talmud, Midrash and Kabbalah, with a focus on how to read a Jewish text. The study of Judaism diversifies one's understanding of religion as a category of thought and experience.

REL 332 Religion and Society U

This course is cross-listed as SOC 332. Students may elect to register for either course number but may not receive credit toward graduation for both courses.

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.

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. Particular attention is given to similarities and differences between scientific knowledge and religious thought. Are scientific discoveries more trustworthy than the doctrines found in religious text? Can we find wisdom from both scientists and religious thinkers? Is it conceivable that some cases of scientific knowledge actually support certain religious doctrines? Can science and religion coexist in peace or is this relationship in perpetual conflict? These questions have occupied the thoughts, and defined the lives, of some of the world's great minds. And, these questions have relevance for contemporary society. For example, should high school science classes include a segment on Creationism as presented in the Book of Genesis? In the area of health care, should the religious beliefs of a hospital's medical staff influence treatment that they give for terminally ill patients?

SOC 101 Introduction to Sociology L

This course offers an introduction to the major concepts, theoretical perspectives, research methods, and scholarship in sociology. Sociology is the scientific study of human social behavior, and this course examines several important sociological topics, including: culture; socialization; deviance; social inequality; social institutions; and social change. This course also explores various socio-historical and socio-cultural frameworks across the world, promoting an appreciation for unique cultural identities and institutions. Students will improve their analysis, understanding and interpretation of contemporary social issues in this rapidly changing world. This course encourages the practice of "doing" sociology through exploration of students' everyday social world, and the often invisible and taken-for-granted social forces that shape it.

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.

Note: *This course allows students to use either a lower cost ebook text or a traditional textbook.*

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.

SOC 217 Introduction to Counseling and Case Management L

This course provides a foundation for students with an interest in counseling. Adopting a social science perspective to the essential role of counseling in a just and stable society, the course introduces students to the theory and methods of the counseling profession as well as the basic elements of case management. The course will cover: theories of mental health diagnoses; therapeutic strategies; client/patient relationships; clinician ethics; and the organization of case files. Students will gain an invaluable and practical understanding of the counseling professions that will serve as a building block for developing further expertise in the counseling field within the human services profession.

Note: *This course uses open educational resources, and does not require the purchase of a textbook.*

SOC 221 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

This course will assist students to develop a greater understanding of addictions. Using an eco-systems approach, the addictive process and recovery will be studied, including the reciprocal interaction between addicted individuals and their various social systems. Students will examine substance abuse and behavioral compulsions. There will be a focus on addiction in various populations as well as the business of drugs and prevention. Attention will be given to the 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, and community levels. This course draws on current research in the field of addictions, and emphasizes critical analysis of contemporary controversies. This course builds on the foundations of health and human services knowledge and skills to help students better understand this complex problem affecting American society.

Note: *This course uses open educational resources, and does not require the purchase of a textbook.*

SOC 247 Sports in American Society L

This course examines sport as an institution affecting and reflecting virtually all aspects of American society. Sport has existed since the dawn of civilization, and in America, sports have become a cornerstone of soci-

ety's functioning, whether at the local or national level. This new course, which requires no textbook purchase, examines the institution of sport from social science perspectives, including historical, political, economic and sociological viewpoints. Among many current subjects, students will examine the way that sport: reveals and demonstrates intense power and identity struggles in society; values and compensates athletes, sporting organizations and the institutions they inhabit; and the social significance of sports to those who participate and those who watch. Although SOC 247 is entitled "Sports in American Society," this course will also analyze American sports within a global context.

Note: *This course uses open educational resources, and does not require the purchase of a textbook.*

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 301 Juvenile Delinquency and Justice U

This course is cross-listed as CJ 301. Students may elect to register for either course number but may not receive credit toward graduation for both courses.

Suggested Prereqs: **CJ 101 Introduction to Criminal Justice** or equivalent.

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 323 Deviant Behavior U

SOC 323 is cross-listed as CJ 323. 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, 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

SOC 324 is cross-listed as CJ 324. Students may elect to register for either course number but may not receive credit toward graduation for both courses.

Suggested Prereqs: CJ 101 Introduction to Criminal Justice or equivalent.

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 341 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 is cross-listed. Health Sciences students must register under HSC 342; all other students register under SOC 342.

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 348 Violence and the American Family: Public Health and Social Issues U

This course is cross-listed. Health Sciences students must register under PBH 348; all other students register under SOC 348.

Violence is a prevalent and dangerous social issue leading to physical and psychological injury and death. This course examines violence as it affects families across the lifespan and includes topics such as child abuse, incest, bullying, dating violence, intimate partner violence and elder abuse. Throughout the course, students will explore these various types of violence and their impact on family dynamics and the physical, psychosocial and mental health of individuals and families. Students will also investigate community response to family violence and effective strategies for prevention and treatment.

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 355 Sexual Diversity in Health U

This course explores the health and well-being of sexually diverse populations and their families. Sexual and gender diversity includes people who identify as lesbian, gay, bisexual, transgender, queer, as well as other individuals who live outside the gender binary. Students will examine health conditions and behaviors unique to this population across the life span. Students evaluate the biopsychosocial, spiritual, and legal ramifications that promote health disparities and minority stress. Students will learn culturally sensitive strategies for engaging in person-centered care.

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 Middle East, 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 is cross-listed. Health Sciences students must register under HSC 380; all other students register under SOC 380.

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 421 Global Health U

This course is cross-listed. Health Sciences students must register under PBH 421; all other students register under SOC 421.

This course provides a comprehensive overview of community-level, societal, and geopolitical factors that influence global health in developing countries. Students will explore interdisciplinary perspectives of global health regarding health care systems, environmental health and disasters, trends in communicable and non-communicable diseases, and cutting-edge improvements in global health interventions. Students will examine similarities and contrasts across cultures and environment, with attention to issues of health equity and shifting ideologies in global health.

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.

Suggested Prereqs: CJ 101 Introduction to Criminal Justice or equivalent.

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 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 is cross-listed. Health Sciences students must register under HSC 220; all other students register under SPA 220.

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 intro-

duction 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.

Graduate-Level Courses

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 515 Global Popular Culture Since 1945 G

This course examines world cultures since 1945 to better understand the relationship between culture and key historical changes and trends since the end of the Second World War. Students will investigate various popular cultural sources, from literature to consumer goods to television, music, and film from across the globe in this period to better understand the role of culture in shaping world events, particularly as a result of globalization. From the Cultural Cold War to Post colonialism and the War on Terror, the course considers the role of products of popular culture in shaping the contemporary world and our understanding of the past.

Note: This course is a dual-level course. Students wishing to earn undergraduate credit should register for HIS 315. Students planning to complete graduate-level credit should register for MLS 515. Students will not be permitted to have credit for both courses. Students in MLS 515 should anticipate additional reading and writing requirements throughout duration of the course. Students should contact their academic advisor to plan for the best course to complete remaining requirements.

MLS 551 War and Peace After the Cold War G

This course analyzes key actors and trends in international relations since the end of the Cold War in 1989–1991. The course explores how cooperation accompanying the end of the Cold War faded into an Age of Terror and great power rivalry. Students look

at conflict and cooperation throughout the post-Cold War period, and use the leading international relations theories to evaluate important events, including: the end of the Cold War; the Balkans Wars; the rise of the interdependent global economy; Islamic Fundamentalism and the War on Terror; Russia-China-US competition emerging since 2008; and, the fate of American dominance of world politics. The course ends with the contemporary debate over America's role as global leader amidst challenges from ascending states like China and non-state threats from terrorist groups and global health and climate dilemmas.

Note: This course is a dual-level course. Students wishing to earn undergraduate credit should register for POL 351. Students planning to complete graduate-level credit should register for MLS 551. Students will not be permitted to have credit for both courses. Students in MLS 551 should anticipate additional reading and writing requirements throughout duration of the course. Students should contact their academic advisor to plan for the best course to complete remaining requirements.

Note: This course uses open educational resources, and does not require the purchase of a textbook.

MLS 556 The Global Cold War G

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.

This course is a dual-level course. Students wishing to earn undergraduate credit should register for HIS 356. Students planning to complete graduate-level credit should register for MLS 556. Students will not be permitted to have credit for both courses. Students in MLS 556 should anticipate additional reading and writing requirements throughout duration of the course. Students should contact their academic advisor to plan for the best course to complete remaining requirements.

MLS 560 Social Psychology (Dual-Level Course) G

Social psychology is the study of how people influence and are influenced by the real or imagined presence of others. It is the study of how people interact with and relate to the people around them. It is, in short, the study of social relations. This course will cover topics including methodology, social cognition, social perception and judgment, attitudes and attitude change, conformity and obedience, group behavior, attraction and relationships, helping behavior, aggression, prejudice and the application of social psychology to other fields including the legal system. At the conclusion of this course, students will be expected to demonstrate knowledge of research methods of a social psychologist, comprehension of major theories and phenomena within social psychology and the ability to apply this knowledge to examples of social psychology events in daily life.

This course is a dual-level course. Students wishing to earn undergraduate credit should register for PSY 360. Students planning to complete graduate-level credit should register for MLS 560. Students will not be permitted to have credit for both courses. Students in MLS 560 should anticipate additional reading and writing requirements throughout duration of the course. Students should contact their academic advisor to plan for the best course to complete remaining requirements.

MLS 620 Philosophies of Leadership G

In this course the nexus between the intellectual world of philosophy and the concrete world of leadership will be examined in its various facets and manifestations. Students will read writings about leadership: how to lead, the preservation of power, and the difference between tyrants and kings who are also philosophers (including Lao Tzu, Plato, and Machiavelli). They will also read about writing as leadership: calls to rebellion, drawing attention to injustice, and dangers to the environment (including Thomas Paine, Karl Marx and Friedrich Engels, and Rachel Carson). Finally they will read about leaders in action: revolutionaries, resistance to colonial rule, and the struggle against racial prejudice and bigotry (including V. I. Lenin, Mahatma Gandhi, Martin Luther King Jr., and Nelson Mandela). While the core of the course is the Western philosophical canon and its views on leadership, readings also include non-Western perspectives such as Eastern, Islamic, Third World/Anti-Colonial, and feminist interpretations. As a culminating course project,

students will develop their own coherent leadership philosophy, drawing on the reading and ideas covered in the class.

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 will be introduced to how individual entrepreneurship, private property, and free markets became the foundation of the early Industrial Revolution. They will read texts extolling the virtues of early capitalism by eighteenth century advocates including John Locke and Adam Smith. They will then examine the negative effects of capitalism as found in the nineteenth and early twentieth century critiques written by Karl Marx and Max Weber. Finally they will look at more contemporary discussions of the impact of capitalism on the family, women, the environment, political systems, and developing nations. Course readings will be supplemented by viewing the movies *Modern Times*, *Wall Street*, and *Roger and Me*.

MLS 635 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

The focus of this course is on applied ethics. Students will improve their ethical and analytical reasoning skills through the study of contemporary ethical questions and debates. Students will also learn to clearly and cogently express their own positions in a logically consistent way. Topics covered include abortion, genetic engineering, euthanasia, war and terrorism, freedom of speech, racial discrimination and global justice, animal rights, and global warming.

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 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 688 How Organizations Work: Social and Cultural Perspectives

This course explores the ways in which perspectives reflecting cultural, social, and psychological factors contribute to an understanding of organizations and organizational behavior. Students will explore the concepts of organizational culture, community, knowledge-transmission, and power and will learn to apply these concepts to real-world problems.

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 703 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). Please consult your advisor for a list of past and potential ILC topics. 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 798A Capstone: The Harlem Renaissance G

This course is an interdisciplinary capstone for students completing the Master of Arts in Liberal Studies, focused on the period in American history known as the Harlem Renaissance. The Harlem Renaissance, a cultural movement and blossoming of artistic expression from approximately 1919 to 1935, serves as a prime example of a topic that cannot be understood through a single disciplinary lens alone; rather, students will study the era through the fields of history, literature, music, art, political science, and sociology. Students will analyze the works of art of notable Harlem Renaissance figures such as Langston Hughes and Zora Neale Hurston, while likewise engaging with the larger socioeconomic and political context of the era, including the racism in the North and South, the Great Migration, Prohibition and the Roaring Twenties, the Great Depression, and more. Students will explore multiple scholarly perspectives and the ways in which they intersect through a culminating research project.

MLS 798B Capstone: Brave New World: Globalization and Its Consequences G

This course is an interdisciplinary capstone for students completing the Master of Arts in Liberal Studies, focused on the topic of globalization and its consequences in the contemporary world. Globalization is a topic that cannot be understood through a single disciplinary lens alone; rather, students will study the topic integrating perspectives from fields such as history, economics, political science, sociology, anthropology, cultural studies, and literature. Students will explore multiple scholarly perspectives and the ways in which they intersect through a culminating research project.

MLS 799 The M.A. Thesis G

Thesis students will complete their M.A. Thesis while enrolled in this 15-week class. See the Thesis Handbook for more details on this process.

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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 & TECHNOLOGY: BUSINESS PROGRAMS		
Administrative/Management Studies	5004	AAS
Business	0501	BS
Accounting (NYS CPA Track)	0502	BS
Bachelor of Professional Studies in Business and Management	0599	BPS
Business	0506	MBA
Management	0506	MS

SCHOOL OF BUSINESS & TECHNOLOGY: TECHNOLOGY PROGRAMS		
Cybersecurity	5199	Certificate
Cybersecurity Management	0799	Certificate
Cybersecurity	0702	BS
Technical Studies	5315	AAS
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
Cybersecurity	0702	MS

PROGRAM TITLE	HEGIS	AWARD
SCHOOL OF HEALTH SCIENCES PROGRAMS		
Public Health	1214	BS
Health Sciences	5201	AS
Health Sciences	1201	BS, MS
Health Care Management	1202	BS-MBA, MS in HCA

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	5505	AS
Criminal Justice	2105	BS, MS
Homeland Security and Emergency Management	2101	BS
Military Leadership	2299	BS
National Security	2210	BS
Paralegal Studies	5099	AS
Public Administration	2102	MPA

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