



2022-2023

**UNIVERSITY
UNDERGRADUATE
CATALOG**

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Undergraduate University Catalog 2022-2023

Leighton University publishes the University Catalog annually, which summarizes university policies, procedures, programs, services available to students, course descriptions, course registration materials and forms, and registration schedules for the academic year. While much effort has been made to ensure the accuracy and completeness of the information in this publication, Leighton University reserves the right to update and make changes to the catalog without prior notice.

General



Message from the Chancellor

Welcome to Leighton University!

As leader of Leighton University, I am excited to introduce you to our great University. Our website is an extension of the inviting learning environment that exists at Leighton. Whether you seek specific information or learn more about Leighton University, you will find this site to be an engaging gateway to an exciting future.

Our Motto is clear –*Ad Vitam Paramus* [translated “*we are preparing for the future*”]. At Leighton University, we know that education for the future is about more than learning skills for a career - it is also preparation for life. I recognize and appreciate your interest in learning more about Leighton University. Please know that I do welcome phone calls from all future students. I would want to talk to you about what has gone before and our many exciting plans. Furthermore, if we had that opportunity to visit, I would talk to you about our purpose – about this great university's mission that is poised to change the landscape of distance learning and what makes this university the unique institution of higher learning that it is. Furthermore, I would speak to you about the faculty who work hard in teaching and research, the staff who have come here to serve, and the administrators who have come here to lead, all for one reason -- to influence our students' lives for the future!

We celebrate our university's uniqueness and invite you to discover Leighton as you go about choosing the "right" university -- for you! Please explore this catalog as well as the University's website. I encourage you to review the admission requirements, complete and submit the application form for admission or call an admissions representative to get a detailed description and the trust we have in our programs to prepare you for the future - *Ad Vitam Paramus!*

Thank you for choosing Leighton University.

James P. Takona, PhD
Chancellor

Mission Statement

Leighton University is a private nonprofit innovative institution with a focus on meeting students where they are through accessible, student-centered, quality higher education that blends the liberal arts with career-focused degree programs marked by individualized attention, civility, and respect for differences within a supportive space where students take ownership of their learning and are motivated to succeed in an environment that promotes inclusive excellence.

Vision Statement

To fulfill its mission, the University makes every effort for quality, innovation, and continuous improvement as it pursues the following goals:

- To enhance the academic standards, quality, and competitiveness of the University.
- To improve teaching and learning.
- To strengthen scholarly research and creative achievement.
- To support and maintain student development and quality of life.
- To broaden global perspectives.
- To advance the University through defined and select strategic alliances.

Core Values

The institution's core values guide the university's commitment and aspirations to promote student learning and success, faculty scholarship and research, and community engagement. The following seven values what the university stands for and are, therefore, of intrinsic value expressed in its ethos and fundamental commitments:

Academic Excellence

We are a community that pursues excellence in the academy whose commitment is vested in teaching, learning, and professional preparation to serve the local, national, and international communities. We treasure the institutional autonomy and the veracity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

Champion Student Success

We are a community that strives to nurture students for success in their academic journey, graduate promptly, and fully realize their academic and potential as they benefit from their unsurpassed education and preparation rigor.

Acts of Integrity

We are a community that strives to engage in honest communications, fairness, ethical manners, and accountability for words and deeds in all University activities and decision-making.

Commitment to Inclusivity

We are a community that embraces inclusive excellence where all individuals' unique attributes and contributions are valued to enhance the richness of our academic environment regardless of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, political beliefs, spiritual perspectives or other ideologies.

Immersion in Innovation

We are a community that dedicates its stakeholder to discovering and applying knowledge in teaching and learning and developing innovative products and processes to form collaboration across disciplines to stimulate and create positive transformation through teaching, research, and service.

Value of Added Engagement

We are a community that encourages and supports its faculty, staff, and students in all forms of scholarship, including acts of discovery and expansion knowledge and truth.

Power of Technology

We are a community that values the enduring power of technology and information systems and the resources entrusted to our care. With vigilance, we will maintain the integrity of these critical assets.

Guided by its mission, vision, and core values, Leighton University is committed to the belief that everyone should be given a high quality and accessible educational opportunity to acquire, develop, and extend his or her innate abilities for successful careers, be responsible citizenship, and be a lifelong learner to contribute and compete, with confidence, in a diverse and global community.

Office of the Chancellor

The Chancellor is the chief executive officer of the University. The four vice presidents, who report to the University Chancellor, oversee separate divisions of the University's administrative structures.

- Senior Vice President for Academic Affairs
- Vice President for Enrollment Management & Student Affairs
- Vice President for Administration & Finance
- Vice President for Advancement, Communications & Marketing

Office of Academic Affairs

The Office of the Vice Senior Vice President for Academic Affairs provides leadership to the academic community and coordinates all students' academic life at Leighton University. The Senior Vice President for Academic Affairs directs the development of programs of study; the development, review, and execution of academic standards, policies, and regulations; and is responsible for ensuring the continuity and integrity of all curricula in the context of the institutional mission and goals of endorsing and promoting diversity and quality. This Office also acts as the liaison within the academic community and between the academic and other communities in collaboration with other University divisions in strategic and long-range planning.

Board of Trustees

Sam Talala, DPharm
Portsmouth, RI
President Board of Trustees

Nicholas Alipui, MD
New Rochelle, NY
Trustee

Rudy Mattai, PhD
East Aurora, NY
Trustee

Rebecca Kigaita
Bartlett, TN
Trustee

Brenda Morgan
Memphis, TN
Trustee

University Administrators

James P. Takona
University Chancellor
PhD Loyola
University of Chicago
MA Wheaton College
Graduate School
BA Columbia
International
University

Ruby Burgess
Senior Vice
President for
Academic Affairs
EdD University of
Massachusetts
MA Pacific Oaks
College
BA Pacific Oaks
College

Saman Hassan
Vice President for
Enrollment Management &
Student Affairs
EdD Spalding University
MEd University of Louisville
BA University of Louisville

Clarence Williams
PhD Higher
Education
Administration
MS Troy University
MS University of
Maryland at College
Park
MS University of
Maryland University
College
MS University of
Maryland College
Park
BS Coppin State
University

Administrative Affairs

The Office of the Vice President for Administration and Finance is responsible for effectively managing the institution's physical, fiscal, and staff support resources. It also provides materials management, administrative computing, and other necessary support services.

Institutional Advancement

The Office of the Vice President for Institutional Advancement oversees various programs to develop greater understanding and support for Leighton University among its many publics. Sections of this Office include Development, Public Information, University Publications, and Special Events. The Office of Institutional Advancement is accountable for all official University-wide advancement programs such as fundraising, the preparation of official University publications, films and video presentations, media relations, and management of major University events.

Student Affairs

The Office of the Vice President for Enrollment Management and Student Affairs is empowered to provide administrative leadership to develop programs and services that help students clarify and fulfill their needs and objectives and contribute to a positive

learning environment. The Office of the Vice President for Enrollment Management and Student Affairs serves as a general point of contact for students and family members regarding student life. The Office coordinates student affairs efforts alongside the academic departments and other administrative units in student conduct, due process, and student-related legal matters.

Diversity at Leighton University

Leighton University defines diversity as an inclusive collection of individuals and groups who bring varied human characteristics, cultural and life experiences, interests, and points of view to enrich a community.

Our Position

Leighton University will foster an atmosphere of appreciation and celebration for all people, regardless of differences in race, color, creed, religion, gender, sexual orientation, national origin, ancestry, age, disability, or class. The University will create a climate of mutual respect that embraces and celebrates diversity. Our students, faculty, and staff will signify the diversity of our global society. A strong institutional commitment to diversity will support and prepare all learners to succeed in a global workforce.

Academic Sessions

Leighton University operates on the semester system, consisting of two four-month semesters: fall and spring. The fall and Spring semesters are split into two parallel term systems, four 6-week Term, and three 8-Week Terms. The fall semester begins in late fall and ends in late September, and the spring semester starts in January and ends in early June. A student's regular course load for either Term is 6-7 a semester credit hours. A maximum of 18 credits may be taken during a fall or spring semester without additional approval from an academic dean for undergraduate students.

Summer Classes

Summer term classes are split into two 6-week and one 8-Week Term. An overall maximum of 7 credits can be taken during the summer.

Admission

Admission to the University

We are excited that you are considering Leighton University as your next destination in your "preparation for the future" (*Ad Vitam Parmus!*). If you are a student who is a senior in high school, graduating soon, or if you

are a student who has recently graduated and who has not enrolled in another college or university after graduating, you should apply for freshman admission. The Admissions Office considers a range of factors for all applicants when assessing each applicant's potential for academic success at Leighton, including academic preparation and potential, demonstrated achievement, personal background, personal and professional accomplishments since leaving school, and other components that suggest a status of college readiness. Applicants are encouraged to include a personal statement or academic explanation and a recommendation and support documents such as a resume, particularly if extenuating circumstances hampered prior classroom achievement.

First-Time Freshman Admissions Requirements

A First-Time Freshman has no previous college enrollment after high school. To be considered for admission, First-Time Freshman applicants must:

Admission Requirements

- Completed Online admissions application accessible at <https://www.leighton-edu.us/application-form/>
- Official high school transcript or GED certificate and copy of GED Scores.
- Standardized Test Scores (SAT/ACT) (If student attended more than one high school, both transcripts are needed)
- Two letters of recommendations from a teacher or guidance counselor

High School Curriculum Requirements

To be admitted to the university, student must meet no less than the minimum requirement for a traditional high school diploma.*

- Earn 24 credits (Carnegie Units) in a selection of required classes including English, Math, Science, Social Studies, Technology or Computer Science, College and Career Readiness, Health, Art, Physical Education and electives
- Local school districts may add graduation requirements to the state requirements
- Students must have a High School GPA of 2.0 or Higher
- Standardized Test Scores (ACT/SAT)
- Letters of recommendations from teacher or guidance counselor

*Important Note for First-Year Applicants

For all first-year (freshman) applicants who plan to enroll at Leighton University, we require that final grades be

sent to Admissions Office directly from the high school. As a part of our process, we may contact you to verify transcript authenticity when we conduct our regular audits. The Admissions Office at Leighton University conducts audits to verify the authenticity of final transcripts for a random sampling of first-year applicants.

Placement Test

Based on a student's major and previous college coursework, you may be required to take placement tests.

Other factors Considered When Reviewing Applications

GED, HiSET, or TASC exam results are considered in the Admission's review for all freshman applicants and transfers with fewer than 26 college-level credits completed since exam completion. To be eligible for admission to the University, applicants must present the following results as part of a Complete Application:

- GED 2016: Minimum score of 145 on each of the four content area.
- GED 2014: Minimum 145 in each content area.
- GED 2002-2013: Minimum 550 in each content area.
- HiSET: Minimum 45 combined score with 8 or better in each content area and at least a 2 out of 6 on the essay.
- TASC: Minimum 500 in each content area with at least a 2 out of 8 on the essay.

Transfer Student Admissions Requirements

An applicant is considered transfer student if he or she had previously enrolled in any college-level coursework (at another college or university), full-time or part-time, since graduating from high school. An applicant is not considered transfer student if the only college-level classes he/she has taken were while enrolled in high school. To be considered for admission, the transfer student must report all previous college work and has a high school diploma or its equivalent.

Leighton University reviews applications for transfer admission on a rolling basis. The sooner you complete the application, the sooner the Admissions Office can decide.

Minimum Qualifications

- Completed Online Application
- Official College Transcript for each college/ university attended

- FINAL Official High School Transcript or GED (*MUST be submitted for students with fewer than 26 college credit hours*)
- Applicant must have earned a cumulative GPA of 2.0 from all post-secondary institutions

Nondegree Seeking Student Admissions Requirements

Students who wish to take Leighton's courses but are not currently admitted to a degree program at the university are classified as "nondegree seeking students." An individual applying as nondegree student must have completed high school diploma or must have a high school equivalency credential. A student may remain as a nondegree seeking students for no more than 12 credit hours Upon which the student must convert his/her status to degree seeking student. Nondegree applicants under the age of 22 currently not enrolled in high school must meet criteria similar to first-year students entering the University. To determine eligibility to apply as a nondegree seeking student, an applicant must submit an unofficial copy of his/her high school transcripts and ACT/SAT scores. Admission as nondegree student does not guarantee future admission to any degree program. A nondegree seeking students may also enroll for courses on a pass/fail basis. Courses completed with pass/fail are counted toward credit hour as permitted by the rules of the University and they achieve degree status once the student decides to pursue a degree program.

Advanced Placement (AP) Credit

Entering students may obtain credit for work completed in high school under the College Board's Advanced Placement Program. To be contemplated for credit, you must submit AP test results to your School's (School of Business or School of Arts & Sciences) dean or your Navigator in the Student Success Center. A minimum score of 3 credit hours is required in each subject for which credit is sought.

Re-Admission into the University

Re-admission

If you were previously enrolled at Leighton University as an undergraduate student who is ready to return after an interruption of at least 13 months, in that case, you might be required to reapply for re-admission as a former student and complete a readmission application. At the time of their re-application, the student will have to meet the current requirements for admission to Leighton University for transfer and former Leighton University students.

Some things to be aware of:

1. If you are readmitted, your program/degree requirements will be tied to the catalog in effect at the time of your readmission. This may result in your having to take coursework not required under your earlier catalog.
2. Before you can be considered for readmission, you will need to resolve most holds on your record. Common holds are financial, academic, and judicial (student conduct). While you may have holds, you are welcome to complete the readmission application process. Still, these holds must be resolved before receiving a final decision.
3. If you attended another institution before you applied for readmission, please request the institution to forward a copy of your transcript to the address below so we may award you transfer credit for your completed coursework.
4. A readmitted student is not automatically eligible for the same financial assistance they previously received. Students seeking readmission to Leighton University will be re-evaluated to determine if they need to reapply for any need-based or merit institutional aid. If students need to reapply for assistance, they will be automatically re-evaluated for merit-based awards at the time of their readmission:

Leighton University
Office of Undergraduate Admissions
107 East Stateline Road

Academic Fresh Start

A fresh-academic start is a policy that allows returning undergraduate students with marginal academic records to resume coursework towards an undergraduate degree without the burden of poor past performance in previous college or university work. The calculation of grade point average (GPA) and total credit hour is based solely on coursework completed after returning to the university. This policy is intended for prospective students who have gained maturity through extended experience outside educational institutions and decided that returning to academic life would be beneficial. However, a fresh academic start is not for every returning student. There are two requirements (see below) that a student must meet before being granted this option:

- Separation from all institutions of higher education for at least four years.
- Formal application approved by School's Dean in which the student wishes to major. This application should describe the reasons for the request and outline a proposed academic plan that includes a major declaration.

If a fresh academic start is granted, the student may resume his/her studies under this option. A fresh academic start may be granted only once. The student's permanent record will remain as the official record of all work, regardless of the institution at which that work was completed. However, the returning student will forfeit the use of all credit hours toward a degree earned prior to the four-year separation period. The student's record will also carry a notation designating when the fresh academic start was granted and noting that the calculation of Grade Point Average (GPA, and totals credits for degree purposes begins with that date. Students applying for admission under the academic fresh-start policy must meet re-admission requirements established by the individual colleges.

Re-Admission Deadlines

There are no deadlines for readmission. All students are encouraged to apply early in order to take advantage of early registration.

General Re-Admission Process

To apply for re-admission, you must complete the following by the deadline:

- Resolve holds (financial, academic, character, etc.)
- Prepare a concise re-admission statement including a response to the four questions below:
 - What were the issues that contributed to your drop status at Leighton University? Please do a thorough self-reflection about what went wrong for you and explain it to the committee.
 - What major do you want to be re-admitted into and why? The re-admission committee needs to know that you have thoroughly explored your options and how you came about settled on your chosen major.
 - What will you pledge yourself to do differently to ensure academic success if you are re-admitted, Leighton? In your response, identify concrete and tangible things you commit to doing differently to be academically successful.
 - What acumens have you increased about yourself and your academic career due to getting dropped from the University? The committee is interested in getting some confirmation of the change and how you've grown personally.
- Complete the re-admission application for at least 90 days before the intended re-start Term
- Request and provide official academic transcripts of college coursework you have completed at other institution(s) since being dropped.

English Proficiency Requirements

Leighton expects that all students will be ready to engage and discuss complex topics in their classes and with their peers in order to fulfill the University's mission on meeting students where they are through accessible, student-centered, quality higher education. We strongly believe that non-native speakers of English bring unique skillsets, a richness in perspectives and cultural diversity, and we value the intellectual and the global perspective they bring to classroom discussion and the University as a whole. All admissions applicants must demonstrate a satisfactory level of English proficiency. To be admitted, non-native English speakers are required to submit scores from any of the following tests: TOEFL, IELTS, CPE. Such proficiency is necessary to pursue a full course of study at Leighton University. All non-native speakers of English are required to submit a score report from the Test of English as a Foreign Language (TOEFL) during the application process.

Non-native speakers who earned degrees from a tertiary-level institution in the U.S., English-speaking Canada, United Kingdom, Ireland, Australia, New Zealand, or Commonwealth Caribbean are exempt from the TOEFL requirement. Non-native speakers of English who have graduated from U.S. high schools must submit TOEFL examination results or a score of 400 or higher on the SAT verbal section. For additional information and a TOEFL application brochure, write to TOEFL, Box 2896, Princeton, N.J. 08540.

Native English speakers are educated entirely in the U.S., English-speaking Canada, United Kingdom, Ireland, Australia, New Zealand, or Commonwealth Caribbean. Applicants who are unsure whether they need to take the TOEFL should contact the University's Admissions Office.

These proficiency test should be taken early enough so that scores arrive in time for the application deadline. Applicants who are unable to submit their test scores in time should contact the Admissions Office (admissions@leighton-edu.us). In all cases, they should be aware that preference will be given to applicants who have fulfilled the language requirement in time for admission decisions.

International Applicants & Applicants with International Credentials

Leighton accepts applications from individuals whose native language is not English and who have not earned a degree from an appropriately accredited institution in

which English is the primary language for instruction, must receive a minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT). For further information on TOEFL, visit the website: www.ets.org/toefl. Acceptable also is a minimum score of 61 on the Internet-Based Test (iBT) also offered by ETS, or a 6.0 on the **International English Language Test** (IELTS).

Academic transcripts not in English must be evaluated by an appropriate third party (such as the **World Education Services, Inc.**) for all international transcripts.

Foreign Degree Evaluation

Applicants who wish to transfer in credits or degrees earned at institutions outside the United States must have their academic transcripts evaluated and certified by the World Education Service (WES) or any other organization recognized by the National Association of Credential Evaluation Services Inc. (**NACES**). This service requires a fee that the Applicants should pay to the certifying organization. The applicant should request that the report is sent directly to the Leighton Office of the Registrar.

Admission Policy

Subject to all applicable University admission policies, students who meet automatic admission criteria are unconditionally admitted to the University. The Undergraduate Admissions Office will consider a student who does not meet one or more of the automatic admission criteria once the applicant submits a personal statement at the request of the Admissions Office. The University may also exercise any of the following admission options:

- **Unconditional Acceptance** - Granted to an applicant whose application file is complete. An applicant can be admitted unconditionally pending submission of outstanding official documents.
- **Conditional Acceptance** - Granted to an applicant who has been informed to meet specific academic requirements during the first two academic Terms of attendance. The conditional status allows the Undergraduate Admissions Office to admit a student on a probationary status for up to two full Terms, requiring Good Academic Standing at the end of the second Academic Term of enrollment to limit the number of credit hours enrolled. This determination may require that the student take specifically identified coursework.
- **Tabled Application** - The Undergraduate Admissions Office may table the processing of an application for Admission to request additional

documentation (such as a letter of recommendation, a writing sample, or current transcripts) be provided.

- **Denial** - The Undergraduate Admissions Office can render a decision to deny an application for Admission.

Student Classification

Classification of a student as a freshman, sophomore, junior, or senior is determined on the basis of credit hours earned (See [Class Identification](#)). In an undergraduate degree program, a student is classified according to hours earned as follows:

- **Academic Renewal Student**-An undergraduate student who has dropped out, withdrawn, or suspended because of academic deficiencies but has demonstrated sufficient maturation to be considered for re-enrollment.
- **Audit Student** - A student who neither receives a points grade nor participates in classroom examinations.
- **Early Entrance to College** -An exceptional high school student who meets specific qualifications to be admitted to Leighton University before completing a traditional four-year high school diploma program.
- **International Student** - A student who is not a U.S. citizen. As an online institution, International, whose current domicile is outside the United States, does not need to relocate to the U.S. For that reason, the University will not process student visa documents.
- **Non-Degree Seeking Student** - Students **without formal admission** who are interested in enrolling in one or more courses at Leighton University may be eligible to take classes as non-degree seeking or “visiting” students.
- **Readmission Student**-A student who previously attended Leighton University left and desires to return to Leighton, including students required to withdraw. Special Status Student-A student who is enrolled but is not seeking a degree.
- **Transfer Student**-A student who has attended another accredited college or University and desires to attend Leighton University to pursue a degree.
- **Transient Student**-A student who is regularly enrolled in another college or University but desires to take a course(s) at Leighton. Admission Application Process Applicants are encouraged to complete the process as soon as possible.

Student Support Services

Academic Advising

The University views sound academic advising as an essential and significant responsibility in educating students. Many individuals at Leighton University contribute to the support processes, both formally and informally. These individuals include faculty, staff, and professional advisers (Academic Navigators). Academic Navigator assists students in developing intellectual potential and exploring educational opportunities and life goals. Through a relationship established between an Academic Navigator and student within a friendly, supportive, and professional atmosphere, the student has the opportunity to (1) plan and pursue programs consistent with abilities, interests, and life goals; (2) learn more about his/her educational options, degree requirements, and academic policies and procedures; to clarify educational objectives, and (3) to use all resources of the University to the best advantage.

Ultimately, it is the student's responsibility to (1) seeking adequate academic support and advice, (2) knowing and meeting degree requirements, and (3) enrolling in appropriate courses to ensure orderly and timely progress toward a degree. Frequent adviser/Navigator contact provides students with current academic information and promotes progress toward educational goals. The University supports progress and encourages effective academic advising.

Program Approval

A student must obtain an Academic Navigator's approval for their selected courses before registration. A student who had officially declared a major must obtain program approval from their designated program advisors. Other students obtain approval from an assigned Academic Navigator through the Student Success Center.

Class Determination

Students are classified as first-year students (freshman), a sophomore, etc., on the following basis (earned credits from all sources):

Classification Number of Cr Hr	
Freshman	0-29.9
Sophomore	30-59.9
Junior	60-89.9
Senior	90 or more

Students who wish to accelerate their progress and graduate in fewer than eight semesters (four years) must consistently take 17 or 18 credits hours each in the Fall, Spring, and attend summer sessions. In this way, a student can graduate in three calendar years.

After an Application for Graduation has been completed and submitted to the Office of the Registrar by the third week of the final study Term, the Registrar orders the student's diploma. The Registrar informs the graduate if all graduation requirements (including financial obligations) have been met when the diploma arrives. The graduate may pick up the diploma in person. For a \$10 fee, the Registrar's Office will send the diploma by certified mail.

Academic Success Center

Academic Success Center

Academic Success Navigation is an integral part of your undergraduate or graduate education. The University strives to provide each student with the resources, guidance, and support to achieve your academic, career, and personal goals. As a student, you share responsibility for your success. Be aware of the various requirements, policies, and services.

Your Academic Navigator is available to help you with our course selections and to answer other academic questions you may have relative to areas that including:

- Degree Requirements -including General Education
- Appropriate Resources and Referrals
- Changing Major or Minor
- Course and Major/Minor Selection
- Guidance on Improving the GPA

Declaring Your Major

Making a thoughtful decision in choosing a major is important. While you are not deciding on a single path for your future nor making decisions that cannot change at later points in life, it is critical to recognize that many majors enable you to develop the necessary skills to prepare for similar careers, work environments and graduate programs. When you are ready to declare your major, review the requirements for the major you have chosen and complete the online major declaration form. Be sure to check your email to confirm that the form was received and approved.

Center's Advisors

Leighton Academic Success Navigators offer academic advising and guidance to empower students to realize their full potential. For this reason, each student has an assigned professional academic advisor so the student can establish a strong mentoring relationship with her or his advisor, whom he or she may consult on all academic and curricular issues.

Career Development Services

The University's Career Development Services team helps students tap into all of the professional opportunities that are available. At Leighton, we add the term *Development* to Career Services Leighton because we want you to have more than just get a job - we want you to enter into your selected career area with a strong preparation.

Mission

The mission of the Career Development Services Center is to empower students to create and achieve career goals by developing and enhancing relationships, promote student engagement, providing comprehensive career education in an ever-evolving market environment. For this process, students are provided workshops and seminars in image enhancements, and general topics that will prepare them for workplace experiences presented by the Center's staff, businesses and corporations.

Vision

The Career Development Center inspires to empower student potential through the elimination of barriers induced by limitations of knowledge and experiences that will lead to a meaningful career.

Center's Resources

Leighton's Career Development Service is a resource for students as it offers a host of tools meant to help you decide what career to pursue, complemented by services that prepare you to enter the job market in your chosen field. Our goal is to propel not only Leighton to a stellar reputation for producing quality graduates but, above all, to expose you and your background to many employers. While enrolled, an undergraduate at both the associates' and the bachelors' levels are encouraged to use the available complimentary career services.

Available Student Services

Center implements effective data collection and analysis, and continue to explore reporting systems that demonstrate career-related outcomes. University's Career Development Services Center serves all current students and alumni with a variety of career exploration and preparation services, such as:

- Resume and cover letter development
- Workshops, presentations, and information sessions.
- Mock interviews
- Managing online presence.

- Partnerships with faculty to create a variety of opportunities for both career planning and company presentations in the classroom
- Professional shadowing and informational meetings
- Job search strategies
- Graduate school assistance

Office of Accessibility Services

Through the Office of Accessibility Services [OAS], the university provides reasonable access accommodations for students with documented needs. OAS verifies eligibility for accommodations and works with eligible students to develop and coordinate plans to provide those accommodations. OAS is committed to ensuring equal access to quality education for qualified students with access needs by providing reasonable academic accommodations and auxiliary aids that support college standards and academic integrity.

As you may already know, an institution of higher education, Leighton University included, is legally required to provide reasonable accommodations for students with access needs. Faculty play a critical role in this process. A broad range of access needs can affect a student's performance in a course. The university, however, recognizes that each student's specific disability and academic needs are unique. Therefore, through the Office of Accessibility Services, Leighton University's policy provides reasonable accommodations for all qualified individuals with accessibility needs.

Students who happen to have accommodation needs based on the impact of a disability are encouraged to reach out to OAS at the earliest possible moment to arrange for a confidential discussion regarding the specific needs, register for services, and receive the Notification for Accommodations form. Communication with the student is vital to discovering methods of accommodation. Accommodations are made on a case-by-case basis to meet the student's individual needs based on the nature of the student's course of study. It is often most effective and beneficial when the student, course instructor, and OAS work together to provide the necessary accommodations so that students with access needs are allowed equal access to all the university has to provide.

The university observes the following holidays:

Institutional Calendar 2021-2022

Holiday	Date
Labor Day	Monday 5th September
Columbus Day	Monday 11th October**

Veterans' Day	Thursday, 11th November
Thanksgiving Day	Thursday, 25th November
Christmas Day	Saturday, 25th December
New Year's Day	Saturday, 1st January
Martin Luther King Jr. Day	Monday, 17th January
President's Day	Monday 21st February*
Memorial Day	Monday, 30th May
Independence Day	Monday, 4th July 4

*Moveable holiday. Observed contiguous with Christmas Day

**Moveable holiday Observed the day after Thanksgivings

Academic Calendar

2022-2023 Academic Year

Fall 6 Weeks Term		Fall 8-Weeks Term	
Term F6-1	Aug 16 - Sep 25	Term F8-1	Aug 21-Oct 17
Term F6-2	Sept 27 - Nov 05	Term F8-2	Oct 19-Dec 19
Term F6-3	Nov 08 - Dec 17		
Spring 6 Weeks Term		Spring 8-Weeks Term	
Term S6-1	Jan 10 - Feb 19	Term S8-1	Jan 10 - Mar 05
Term S6-2	Feb 21- Apr 02	Term S8-2	Mar 07 -Apr 30
Term S6-3	Apr 04-May 14	Term S8-3	May 03 -Jun 25
Term S6-4	May 16- Jun 25		
Summer 6 Weeks Term		Summer 8-Weeks Term	
Term Su6-1	June 27 - Aug 06	Term Su8-1	Jun 27- Aug 20

2023-2024 Academic Year

Fall 6 Weeks Term		Fall 8-Weeks Term	
Term F6-1	Aug 16 - Sep 25	Term F8-1	Aug 21-Oct 17
Term F6-2	Sept 27 - Nov 05	Term F8-2	Oct 19-Dec 19
Term F6-2	Nov 08 - Dec 17		
Spring 6 Weeks Term		Spring 8-Weeks Term	
Term S6-1	Jan 10 - Feb 19	Term S8-1	Jan 10 - Mar 05
Term S6-2	Feb 21- Apr 02	Term S8-2	Mar 07 -Apr 30
Term S6-3	Apr 04-May 14	Term S8-3	May 03 -Jun 25
Term S6-4	May 16- Jun 25		
Summer 6 Weeks Term		Summer 8-Weeks Term	
Term Su6-1	June 27 - Aug 06	Term Su8-1	Jun 27- Aug 20

Counseling & Advocacy Services

Mission

The mission the Counseling & Advocacy Services (CAS) is focused on helping you gain greater knowledge about yourself and your relationships with others, identify your strengths, and face any challenges in making healthy and meaningful choices in your academic life and beyond.

Vision

CAS goal is to provide you with the support you need in enhancing your personal and academic life at Leighton University.

Services

The Counseling and Advocacy Services center provide confidential support and guidance for individuals who are going or have gone through a traumatic event(s) and are struggling to find a way out of the situation. We have a knowledgeable and experienced staff ready to provide or connect you to resources closer to your hometown or community. We offer confidential counseling based on a holistic view of individual development.

Our counselors offer assistance and coaching in areas that include :

- Career Planning
- Interpretation and guidance of Leighton's policies and procedures
- Conflict Resolution
- Learning Strategies/Study Skills
- Personal Challenges

When appropriate, referrals will be recommended to community agencies and services.

Appointments can be made by calling the University's Counseling & Advocacy Services at (662) 280 5444 or via email at Cas@leighton-edu.us.

Testing Accommodations

Many courses in Leighton's programs required that certain course components are proctored. The Office Accessibility Services [OAS] partners with Academic Affairs to provide testing and accommodations. Where necessary, OAS provides a trained proctor for accommodated testing needs for each exam through the Term. By participating in this program, the Office provides students greater access to instructors during tests and eliminate delays in grading.

Suitable candidates for the program:

While Leighton's courses are delivered remotely, we may not always be able to provide the suite of services often found in land-based institutions. None the less, OAS partners with course instructors to provide the necessary and reasonable accommodation services.

- Instructors of the course section may teach classes that may have students with disabilities and may, consistently need to receive support such as test accommodations.

- Instructors of course sections may not always to identify and have the expertise and availability to provide the necessary support.

The process to provide testing accommodations in the department:

- Students reach out to the course instructors and present accommodation letters.
- Instructors contact OAS to express interest in scheduling a proctor and provide all test dates for the Term.
- The OAS staff confirms the proctor's availability or the contracted proctoring electronic service [ULearn.com] for test dates.
- Instructors communicate to students that an alternative option will be provided at a convenient time proctored electronically or by a trained proctor rendering service through the Office Accessibility Services.
- Instructors provide the test link and start time information for testing students.
- Alternate arrangements are made on a case-by-case basis for students with accommodations other than a low distraction environment and extended time.
- Instructors provide to OAS a test roster and detailed proctor instructions on the day of the test.
- Instructors may decide to personally release the tests and check-in periodically students' progress to see if they have questions.
- When appropriate, referrals will be recommended to community agencies and services.

University Policy

Academic Major

To complete and qualify for an undergraduate degree, students must have declared and enrolled in a degree program and satisfactorily completed their fields of study requirements. This includes all major requirements and CORE requirements. Advisement is available for such planning; however, it is the student's responsibility to ensure that all planned program requirements have been completed.

Credit Hour Time Equivalence

Leighton University uses the industry-standard Carnegie Unit to define credit hours for both undergraduate and graduate levels courses.

Each credit hour required a minimum of 7 hours of active student engagement per 6-week week Term. Each hour

in 8-week Term requires 5 clock hours of study per per week. This time may on discussions, readings and lectures, study and research, and assignments.

Most Leighton's at the undergraduate and graduate level courses are three credit hours.

Credit to be Earned	Hours per week four 6 Week Course	Hours Per Week for 8-Week Course
1 Credit	7 hours	5 hours
3 Credits	14 hours	15 hours
6 Credits	28 hours	30 hours
12 Credits	56 hours	60 hours

Family Education Rights and Privacy

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that states: (a) written institutional policy that should be established; and (b) that a statement of adopted processes covers the privacy rights of students must be made available. The law provides that the institution will preserve the confidentiality of student education records.

The University accords all the rights under this law to students who are declared independent. No one outside of the institution shall be permitted access to - nor will the institution disclose any information from - a student's educational records without his/her written consent. Exceptions include disclosure of necessary information to other personnel within the University; to officials of other institutions in which students seek to enroll; to persons or organizations affording students scholarships; to persons in amenability with a judicial order and persons in an emergency in order to guard the health and safety of the student or other persons; and, to accrediting agencies carrying out their accreditation function, All these exceptions are permitted under FERPA.

Within the Leighton University community, only those members (individually or collectively) acting in the student's educational interest(s) are allowed access to student education records. These members include personnel in offices defined by the institution, e.g., Admissions offices, Registrar Services, Finance Office, and specific academic personnel within their need-to-know limitations. At its discretion, Leighton University may provide directory information per the FERPA provisions, including student name, hometown, address, date of birth, university address and telephone number, dates of attendance, class standing, major field of study, previous institution(s) attended, awards, honors (includes honor roll), degree(s) conferred (including dates) and participation in officially recognize institutional activities. Students may stipulate

withholding their directory information by filing a notification to the Office of the Vice President for Enrollment Management and Student Affairs. Authorization to withhold the directory information must be filed annually in the Office of the Vice President for Enrollment Management and Student Affairs and Enrollment Management.

The law affords students with the right to inspect and review the information contained in their educational records, to challenge the content and accuracy of those records, is entitled to a hearing if the outcome of the challenge is deemed to have been unsatisfactory and if they believe the decisions of the hearing panel were unacceptable, to submit explanatory statements for inclusion in their files. The institution has designated the University's vice president for student affairs and enrollment management to coordinate inspection and review procedures for student educational records, including admission, personal, academic, and placement records. Students wanting to review their educational records must make written requests to the Office of the Vice President for Enrollment Management and Student Affairs. The request must include a listing of the specific item or items of interest or concern. Only records covered under FERPA will be made open within forty-five (45) days of the appeal. Students may also request to have copies made of their records with specific exclusions (e.g., a copy of the student's academic record for which a financial hold exists or a transcript of an original or source document exists elsewhere). These copies can be made at the student's expense, at the prevailing rates listed by the Office of Registrar.

Educational records do not include records of educational personnel, instructional material, and class administrative procedures, which are in the maker's sole possession and are not accessible or revealed to any individual except a temporary substitute, records of law enforcement unit, and student health, employment or alumni records. Personal documents such as Health records, however, may be reviewed by physicians of the students choosing. Students may not scrutinize or review the resulting as outlined by FERPA: financial information submitted by their parents, confidential letters and sanctions associated with admission, employment or job appointment, honors to which they have waived their rights of examination and review, or education records encompassing information on more than one student, in that respect, the institution will authorize admittance only to the part of the student' record which pertains to the inquiring.

A student who believes that his/her education records contain inaccurate or misleading information or otherwise violate their privacy or other rights may discuss that concern unofficially with the Vice President for Enrollment Management and Student Affairs (or the

vice president's designee). If the decisions are in settlement with the student's requests, the appropriate records will be amended. If not, the student will be notified that the records will not be amended within a reasonable period. The vice president will then inform them of student affairs and enrollment management (or the vice president's designee) of their right to a formal hearing. Student appeal for a formal hearing must be made in writing to the Office of the Vice President for Enrollment and Student Affairs, which, within a reasonable period after receiving such requests, will inform the student of the scheduled hearing, including date/link and place. Students may submit evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their own choice, including attorneys, at the student's expense. The Vice President for Enrollment Management and Student Affairs will appoint the panel, adjudicating such challenges.

The decision rendered by the hearing panel will be final. It will be based solely on the evidence presented at the hearing. It will consist of written statements summarizing the evidence, stating the reasons for the decision, and delivering it to all parties concerned. Suppose the decision is unsatisfactory for the student. In that case, the student may place comments or statements within his or her educational records, setting forth possible reasons for disagreement with the hearing panel's decision(s). When inaccuracy is discovered, the educational records will be corrected or amended per the hearing panel's decision to favor the student. The statement will be placed in the student's educational records and maintained as part of their records. It will be released whenever the records in question are disclosed.

A student who believes the adjudications of his or her challenge were unfair or not keeping with FERPA provisions may request writing assistance from the University's president (or designee). Further, a student who believes that his/her rights have been shortened or abridged may file complaints concerning the alleged failure of Leighton University to comply with FERPA with:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

Non-Discrimination Policy

Leighton University welcomes all students and does not discriminate based on race, national origin, religion, color, gender, sexual orientation, or disability in its policies, practices, or procedures involving applicants, learners, faculty, staff, and the public. However, please note that Leighton University reserves the right to refuse admission to anyone it believes does not meet its academic standards.

Privacy Information

We value your right to privacy of information. The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student records.

Student Rights Under FERPA

Students attending, or who have attended, Leighton University are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g). However, FERPA allows the University to disclose education records or personally identifiable information from education records in the following circumstances: with the written consent of the student, if the disclosure meets one of the statutory exemptions, or if the disclosure is directory information and the student has not placed a hold on release of directory information.

Program Admission Requirements

To gain admission to the Program, an applicant must first complete the University's Application for Admission form, along with the required \$15.00 application fee. Payments for admissions must be made in US dollars by check, money order, or credit card. Applicants must verify high school graduation with a diploma, General education Program, or equivalency.

Readmission and Reinstatement

A student who may have paused and was not dismissed on academic grounds for more than one semester must apply for readmission and were not academically dismissed after the last semester of attendance. Also, students admitted and who did not register for their first semester must apply for admission.

Reinstatement of Dismissed Student

A student who is dismissed from the University on academic grounds should apply for reinstatement. A Faculty Petition Board reviews all applications for reinstatement. The students may apply for reinstatement for the semester immediately after dismissal or for any subsequent semester. However, the Faculty Petition Board members are empowered to grant an order for reinstatement if circumstances warrant such action.

Students who are denied reinstatement may apply for a future reinstatement per published deadlines. Students may be required to comply with the Faculty Petition Board's specific recommendations to qualify for reinstatement.

Student Concern about Instruction

Students are urged to discuss their concerns about the online content or instruction methods with the course instructor as soon as any concerns arise. Students in other colleges and universities, in general, may have a fear reprisal in these situations. However, Leighton University instructors typically welcome feedback on their work and processes. The Dean of the School strongly supports student expression of concerns. The course instructors are often able to make some level of modification to meet course and student needs.

In all courses, a gradebook feedback procedure is used, providing a way for students to communicate with the instructor anonymously about the course while it is still in progress. End of term written course evaluations serve as an important channel for communication and feedback to the course instructor and others leaders of the University.

Student Grievance Process Policy Statement

Leighton students have the right to pursue timely, legitimate grievances against employees of the University. Therefore, the University shall establish, publish, and follow a procedure that delineates the rights and responsibilities of the aggrieved party and the University employee against whom a grievance may be lodged.

Procedure

Leighton University (Leighton) has established the following procedures for resolving **student** disputes with

employees, regardless of status (full-time, part-time, temporary, contractual) or role (administrators, faculty, and staff), and volunteers.

The University's formal student grievance procedure applies to all student (undergraduate and graduate alike) issues that are associated with Leighton University, including but not limited to **academic matters/issues**, student services, and administrative concerns. Grievances involving academic matters/issues are limited to final course grades and satisfactory completion of an instructional program's requirements. Students in need of **additional accommodations** at any time during this procedure should contact staff in the Counseling and Advocacy Services office.

The student grievance procedure may also be used by individuals who were Leighton students at the time the incident in question occurred. The student filing the grievance must be the subject of the alleged unfair/unbecoming treatment related to their status as a student. In no instance should a grievance matter be filed on behalf of another student?

Throughout the grievance process, it is the burden and responsibility of the student to present evidence to support the claim. Students are advised to keep written notes, where possible, and maintain documentation to provide proof of compliance with each of the 4 steps of the grievance procedure. Allegations should not necessarily, be cumulative. Instead, they should be presented individually and as they occur. However, claims arising from a single incident must be submitted in one grievance.

The student grievance procedure includes specific deadlines and timelines for pursuing a grievance. Students are required to follow the published steps and timeline outlined within this student grievance procedure. In most cases, issues have a shelf-life. Issues presented after the deadline elapsed will not be considered unless specific, extenuating circumstances caused the delay. A formal and written request for an extension due to extenuating events must have been made in writing by the student, the employee, the supervisor, or another leader within the specified timeframe for each step. Without exception, requests for deadline extensions must be submitted to the appropriate University officials. Where extenuating circumstances are present, documented, and supportive of the request, the University official handling the case will determine and communicate an appropriate revised timeline and next steps in writing to all involved parties.

In all cases, University officials (or designee) will conduct their work within each step of the process in a manner that is quick as possible within the fourteen (14) week day limit. The exception to this may occur in cases where

a resolution in the case is deemed to affect students' ability to progress and matriculate in a particular program.

If University officials determine that the student cannot continue to attend class, participate or engage in student activities for a defined period because of the potential for harm to self or others, the Vice President for Enrollment Management and Student Affairs, after consultation with other University officials, may recommend specific restrictions and will provide the rationale in writing.

Suppose the grievance or appeal involves claims of bias, discrimination, or harassment at any time in the process. In that case, the University official handling the grievance will coordinate with the University's Legal Counsel. The Legal Counsel will have up to fourteen (14) week days to complete the initial fact-finding inquiry and determine whether to open a Title VI or related investigation.

Suppose the grievance or appeal involves a claim of **sexual misconduct** at any time in the process. In that respect, the matter must be forwarded immediately to the University's Title IX coordinator in the Office of Human Resources, for will review and determine within fourteen (14) week days (beginning from the day the case was received) of the notification on the option to open a Title IX investigation. If the matter is determined as falling under the **Title IX investigation**, the procedures supporting the Sexual Misconduct Policy will be followed. If the issue does not fall under Title IX, the case will return to the appropriate University official handling the grievance case.

Prohibition on Retaliation

It is strictly prohibited for any person participating in good faith in connection with a grievance or complaint to exercise an act of retaliation. Violations will be addressed through these procedures and/or other applicable Leighton's disciplinary procedures. Any party that perceives to have been subjected to retaliation should report to a University official.

Prohibition on Providing False Information

Leighton places importance on the integrity of its policies and procedures. Consequently, any individual who intentionally and knowingly files a false report or complaint provides false information or deliberately misleads University officials will be subject to disciplinary action. It should be understood that false complaints may cause irreparable harm to the University community, regardless of the findings and decisions that follow an investigation.

Grievance Process

Step 1. The student meets or communicates with the University employee concerned within six working days of the incident occurrence. It should be understood that the purpose of this conversation should be an **informal** attempt on the part of the student to seek a resolution of the issue from the alleged University employee. Both parties must document the facts and possible outcome(s) for their records if the student is not satisfied that the concern has, amicably, been addressed or has documentation of attempted to contact the employee without getting a response. In that case, the student proceeds to move to Step 2. Following

Step 2. The student meets with the University employee's supervisor to discuss the grievance within fourteen (14) week days following the meeting with the employee. After this additional informal conversation, all parties should document the facts and possible outcomes for their records. Suppose the student communicates that the issue remains unresolved. In that case, the supervisor provides the student with specific information about the formal grievance procedure, which outlines Step 3, including a copy of the Official Student Grievance Form.

Step 3. If the student feels that the employee's conversation and supervisor did arrive to resolve the issue, the student should begin initiating the University's formal grievance procedure. The student submits the Official Student Grievance Form within fourteen (14) week days of the meeting with the supervisor. The student is encouraged to hold a meet with a counselor in the Counseling and Advocacy Services office for support with the following activities:

- Identifying the specific issues and aspects involved in the grievance;
- Developing precise verbal and written approaches appropriate to the grievance and in compliance with the student grievance procedure;
- Reviewing the procedure and possible strategies to meet the requirements of each step;
- Determining when immediate support and other available assistance is necessary, especially if the matter involves claims of discrimination or sexual misconduct; and
- Completing the Student Grievance Form;
 1. The student completes the electronic form posted on the University's website to document the dates of any previous meetings and prior discussions held to resolve the grievance
 2. Within fourteen (14) week days from the meeting with the employee's supervisor, the student submits the form and any accompanying document. The form is, after

that, routed directly to the Vice President for Enrollment Management and Student Affairs (or, in their absence, their designee).

3. Within fourteen (14) week days of receipt of the form, the Vice President of Enrollment and Student Affairs logs the formal complaint and determines whether the student has met the published guidelines for procedures. If the said guidelines have been met, the Vice President establishes the official case, assigns it to the appropriate University official, and notifies the **appropriate Vice President**. Where the procedure's guidelines have not been met, the grievance is denied, and an explanation of the reason for the written denial is forwarded to the student. If the grievance procedures do not appropriately handle the issue raised by the student, the Vice President may redirect the student to other procedures for adjudication.

Step 4. Within fourteen (14) week days of receiving a grievance, the University official investigates the case to determine whether the concern meets the guidelines and threshold for being heard. If so, the University official notifies the employee and supervisor that a grievance has been lodged, requests a written copy of a response, and monitors the process through the successive steps. If not, the University official rejects the filed grievance and responds in writing to the student explaining the rationale for the denial.

Step 5. The employee and supervisor forward a written response or response to the University official within fourteen (14) week days days of receiving the notification from the university official. The University official uploads this documentation and adds it to the official case file.

Step 6. The University official discusses the official grievance case with the student within fourteen (14) working days of receiving the written responses noted in Step 5 and shares the information gathered regarding the issue. Both parties are required should document the conversation and possible outcome(s) for their records. The University official will determine the appropriate resolution within fourteen (14) week days of the discussion and inform the student, employee, appropriate supervisor, appropriate Vice President, and the Vice President of Enrollment Management and Student Affairs of the decision made. The decision of the University official is concluded except in instances outlined in the published appeals procedure. All records of formal grievances cases are stored in the complaint's portion of the University's Student Information System (Populi).

Appeals

The discovery of new evidence previously not offered or disclosed in the initial grievance and/or an allegation in cases of severe bias or discrimination at some level of the student grievance procedure and/or documentation showing that the University did not correctly follow the grievance policy are allowable exceptional circumstances. If the student believes that extraordinary circumstances justify reconsideration of the decision made by the chair or leader of the area, the student may file an appeal to the decision. An appeal may not be pursued if the student disagrees with the decisions made during the grievance procedure.

Requesting an appeal, the student follows these steps:

Step 1. Within ten (14) week days of the date of the written decision in the grievance case, the student files a written formal appeal with the assistance of a University counselor, who would have approved privilege and access to the appeal form available via the University's secure student management and tracking system on Populi. The appeal is sent within the Populi to the Vice President of Enrollment Management and Student Affairs, who redirects the form to the appropriate vice president.

The student must work with a Counseling and Advocacy Services counselor to explain what qualifies the grievance for an appeal based on the University's definition of exceptional circumstances. The student should be specific, use as much clarity as possible, and attach any relevant written documents supporting their appeal request. The name of the University's counselor assisting the student must be included on the appeal form.

Step 2. Upon receiving the appeal, the appropriate Vice President reviews the written appeal based on the University's definition of unusual circumstances. Suppose the vice president determines that the grievance, as presented, is not eligible for a draw an appeal; in that case, they communicate that decision to all the involved parties, and the case is closed within fourteen (14) week days. If a determination is made that the grievance is eligible for appeal, they conduct an appeal investigation and decide to receive the appeal within fourteen (14) weak days. During this time, the appropriate area Vice President has the prerogative to request any number of meetings with any party involved believe that such conversations will assist the parties in reaching an amicable decision. The area Vice President sends a copy of the decision to the aggrieved student, employee, University official, and Vice President of Enrollment Management and Student Affairs via the University's case management and tracking system. The

decision reached is final. No further appeal opportunity is available after the Vice President renders a final decision.

All appeal records are documented and maintained in the University's secure student management and tracking system.

Confidentiality

The University will make every reasonable and good-faith effort to protect the confidentiality of information received from a student grievance report and its related investigation; information related to a case will be shared on a need-to-know basis only. However, as appropriate and necessary, college administrators will share information to address and resolve the issues' concerns and prevent the relapse of similar instances. There may be instances where the University's ethical and legal responsibility is to disclose information regarding the circumstances relative to the specific grievance issue, depending on the nature of the alleged matter. The student will be notified before the information is released, should this be the case.

Student Disclosure Responsibility

While the University's faculty and staff members give students academic counsel and assistance, students, individually, are expected to take charge and responsibility for their education and personal development. The student must be aware and abide by the academic and disciplinary policies given in this catalog, including:

1. To be aware of rules regulating the quality and quantity of work, scholastic probation, and dismissal, and enforced withdrawal;
2. To know and pursue to meet the requirements of his/her degree Program of Study, including the University's basic education/developmental requirements;
3. To enroll in courses fitting to the program;
4. To meet prerequisite requirements and register into courses in the proper sequence and order to ensure timely progress; and
5. To seek advice from an Academic Navigator (Student Success Center), about degree requirements and other University policies when necessary.

The student is expected to provide the correct and updated permanent postal addresses, telephone numbers, and e-mail addresses to the Office of the Registrar and the offices of the Vice President for

Enrollment Management and Student Affairs and notify the Office of the Registrar immediately of any changes. Official correspondence from the University is sent through the postal or e-mail address last given to the Office of the Registrar. If the student has failed to correct this address, they will not be relieved of responsibility because the correspondence was not delivered.

The student must verify his or her classes each Term to see the necessary correction and critical documentation of all schedule changes and other transactions. Further, all students should become familiar with the University Catalog.

The University catalog provides essential information about academic policies and procedures that apply to all students. This includes the official Academic Calendar, admission procedures, information about tuition and fees, and policies on the quantity of work, grades and the grade point average, credit by examination and correspondence, Add and Drop courses, withdrawal from the University, and scholastic probation and dismissal. Also found in the catalog is information describing services available to students as well as information regarding the University's Library and the support available to support the University's academic programs.

University Transfer Credit Policy

Leighton University reserves the right to evaluate all credit-bearing courses.

All credit-bearing courses from accredited higher learning institutions are considered transferable to Leighton University; the grades earned in these courses are used in the overall GPA computation. As used here, the term "accredited" refers to the following regional accreditation and national organizations:

Regional Accrediting Agencies

- Middle States Association of Colleges and Schools/ Commission of Higher Education (MSA/CHE)
- Northwest Association of Schools and Colleges (NASC)
- North Central Association of Colleges and Schools (NCA)
- New England Association of Schools and Colleges (NEASC)
- Southern Association of Schools and Colleges- Commission on Colleges, (SASC-COC)
- Western Association of Schools and Colleges- Accrediting Commission for Community and Junior Colleges (WASC-Jr.)

- Western Association of Schools and Colleges- Accrediting Commission for Senior Colleges National, (WASC-Sr.)
- Distance Education Accreditation Commission, (DEAC)

Credit courses from institutions other than regional accreditation are evaluated for transfer purposes on a case-by-case basis.

Credit Hour Requirements Rule

Credit Hour Requirements Rule or "*The 120/48/30/18/9 Rule*": Five different credit hour requirements to complete a bachelor's degree are listed below.

- **120** = All students must complete 121 credit hours to complete program completion and graduation. However, completing 121 credit hours without meeting all degree requirements for the discipline will not entitle the student to program completion and degree conferral.
- **45** = Out of the required 121 credits required for graduation, a minimum of 45 hours must be upper-level courses (300 – 499) - this is inclusive of any coursework completed or will be completed outside of your major.
- **30** = Also referred to as Leighton Residency Requirement, a student is expected to complete 30 credit hours of their last 61 hours at Leighton University.
- **18** = Of the 121 credit hours required for degree completion, a maximum of 18 credit hours are eligible for the P/F options. Any student record with less than 18 credit hours earned at Leighton will not be considered for the P/F opportunity. Also, no course completed to meet the CORE requirement is excluded for a P/F grade assignment. However, most courses in the University CORE Program may meet eligibility for the P/F grade.
- **9** = This policy is also referred to as the Summer Rule. Students entering Leighton with fewer than 60 transferred credit hours must earn at least nine semester hours during one or more summer Terms at Leighton University. Courses taken at a community or another university/college, while on residence, will not count towards this requirement.

Academic Forgiveness Policy

The Academic Forgiveness policy pertains only to former Leighton University students returning to the university as undergraduate students after a significant absence

and before earning any degree at any institution. It provides them an opportunity to have their academic standing reflect their increased maturity and readiness, and improved level of academic performance gained since the interruption of studies at Leighton University. Specifically, once the returning students have demonstrated the ability to sustain a satisfactory level of academic performance following their return, any grades below a C earned during the previous Leighton University enrollment will be disregarded in the calculations of hours earned and grade point average.

Eligibility

Academic forgiveness is available to any Leighton University student who has not been enrolled for at least one calendar year (12 months).

Academic Forgiveness

Any student who has not been enrolled at Leighton University for at least 12 consecutive months may request information on the Academic Forgiveness policy and an Application for Academic Forgiveness form from the Academic Advisement Center. Once the acknowledgment portion of the way is completed, the student's records will be reviewed by the appropriate academic areas after each subsequent academic Session.

After returning to Leighton University, a student must complete a minimum of 12 graded credit hours with a minimum 2.0 GPA to be eligible for academic forgiveness. If the student meets these conditions, has completed the Application for Academic Forgiveness form, and requests to have the policy applied, the following steps will be taken with regard to the student's academic record:

General Education CORE Program

Purpose of the CORE

The General Education program at Leighton University is referred to as the CORE.

- CORE Program makes up approximately one-third of undergraduate program courses.
- CORE helps the student choose or change from the major and shape his/her life by creating new ways of viewing yourself and the world around you.

The CORE is responsible for the university's core curriculum and offers opportunities to acquire a deep understanding of a specialized field and broad exposure to other fields of study necessary to have a life and a career. By focusing on such essential skills as communication and critical thinking and understanding

ethics, culture and society, and the global economy, we prepare students in all majors for their roles as leaders of their professions and communities. Meaningful participation in a democratic society calls for more than the central instruction provided by one major field of study. A broadly-based and robust education is essential in an environment with rapid economic, social, and technological changes. Courses in the CORE contain the shared knowledge and skills you need to be useful as a person, an employee, a consumer, and a citizen. Students strive to achieve the intellectual integration and awareness needed to meet numerous challenges in their personal, social, and professional lives through the CORE.

CORE courses introduce great concepts and controversies in human thought and experience. These courses provide the breadth, depth, perspective, and rigor that allow Leighton University graduates to claim to be "educated people." Most Americans change their careers at least three times during their lifetime. A reliable general education program provides a strong foundation for life-long learning that makes career-change goals attainable.

A student who matriculates as a first-year student (but not transfer students or returning) is expected to complete all or most of his/her graduation requirements by taking Leighton courses. Transfer students are expected to work closely with their Academic Navigator, housed at the University [Academic Success Center](#), at the earliest opportunity immediately following admission to decide which courses may be accepted to meet the CORE requirements. Only transfer courses that meet the CORE goals specified will be approved as meeting Leighton's CORE requirements.

Definition of the CORE

CORE offers one of the best opportunities a student will ever have to explore in a different field of study. In addition to the depth of knowledge in a particular academic or professional discipline, program completers should also be broadly educated and well developed in the general intellectual skills needed to continue learning throughout their lives. Leighton University has a defined set of CORE competencies that all its graduates from at the undergraduate level should have attained as the following:

- **PURPOSIVE COMMUNICATIONS** – A competent communicator can responsibly interact with others using all forms of communication, resulting in understanding and responding. A Leighton University graduate will demonstrate the ability to understand and interpret complex materials; organize, assimilate, develop, and present an idea formally as well as informally; use standard English;

use appropriate verbal and non-verbal responses in personal and interpersonal relations and group discussions; use listening skills, and recognize the role of culture in communication.

- **QUANTITATIVE REASONING** - A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply logic, numbers, and mathematics processes to effectively reason and solve common problems and issues. A quantitatively literate person can use numerical, geometric, and measurement data and concepts, mathematical skills, and mathematical reasoning principles to draw logical conclusions and make well-reasoned decisions. A Leighton University graduate will demonstrate the ability to use logical and mathematical reasoning with the context of various disciplines; can draw meaning from, and attach meaning to mathematical models such as graphs, tables, and schematics and draw inferences from them; use graphical, interpret and use mathematical formulas; symbolic and numerical methods to organize, analyze, and interpret data; represent mathematical information numerically, symbolically, and visually using graphs and charts; logically consider answers to a mathematical problem in order to determine reasonableness.
- **BEHAVIORAL AND SOCIAL UNDERSTANDING** - A culturally and socially competent person embodies an understanding, awareness of content and modes of discovery, describing, and explaining the behaviors and interactions among individuals, groups, institutions, events and ideas. It includes the ability to conceptualize the chronological development of societies and the political systems they use for governments. A Leighton University graduate will demonstrate the ability and awareness to determine the impact that social institutions assert on individuals and culture - past, present, and future; embodies abilities to describe their own as well as others' ethical systems and values within social institutions; recognize and appreciate the interconnectedness of the social and cultural dimensions within and across various communities (local, regional, state, national, as well as global), and become aware of the interdependence of distinctive worldwide social, economic, geopolitical, and cultural systems; Understands and can identify the impact of the arts and the humanities have upon individuals and cultures and recognize the role of language in social and cultural contexts.
- **SCIENTIFIC REASONING** - A graduate who is competent in scientific reasoning adheres to a self-correcting systematic inquiry system and relies on empirical evidence to describe, understand, predict,

and control natural phenomena. A Leighton University graduate will demonstrate the ability to generate an empirically evidenced and logical argument; distinguish between causal and correlational relationships; recognize inquiry methods that lead to scientific knowledge; and differentiate a scientific argument from a non-scientific argument; and reason by deduction, induction, and analogy.

- **HUMANITIES AND FINE ARTS** - As a component of the CORE program, under Humanities and Fine Arts, students learn to explore fundamental human uniqueness. These are expressed in the cultural, artistic, and intellectual traditions of the world's civilizations. Course requirements under Category 5 of the CORE program offer students the opportunity to orient them to give meaning to the human experience by studying fine arts, interpretations of history, rituals, and the various belief systems of religious and philosophical thought. After completing the coursework under Category 5, students will have the knowledge and skills to respond more knowledgeably to those humanistic and artistic works and traditions created by people of various societies and times.
- **TECHNOLOGICALLY LITERACY** - A technologically literate graduate recognizes when information is needed and can effectively locate, evaluate, and use it. The graduate will demonstrate the ability to determine the nature and extent of information needed; proficiency in critically evaluating information and its sources and incorporate selected information into his or her knowledge base; access needed information effectively and efficiently; ability to effectively use information individually or with others, to accomplish a specific purpose; and can understand some of the economic, social, and legal issues and ramifications surrounding the use of information and access and use information ethically and legally.

Thus, the CORE requirements complement the undergraduate major by helping the students gain a mastery of critical learning skills, investigate the traditional branches of knowledge, and develop the broad perspective that frees one to appreciate diversity and change across time, culture, and national boundaries.

Critical skills include proficiencies in language, mathematical and quantitative methods to acquire, renew, create, and communicate knowledge. A broad education that includes an understanding of traditional branches of knowledge's methods and concerns—the arts and humanities, the social sciences, and the natural

sciences. Developing perspective requires historical, global, and cross-cultural examination of knowledge of all kinds. In addition,

Academic Navigators help students become familiar with the options so they can explore potential majors.

Substitutions for CORE

A student who wishes to fulfill CORE requirements by taking a non-Leighton course must seek approval in advance from the Office of Registrar. The petition must be reviewed approved by the student's Academic Navigator and the dean.

Undergraduate education should prepare students for a particular profession or advanced study and productive and satisfying personal, social, and civic lives. CORE requirements are composed of courses in six core areas. Seasoned and highly regarded academicians developed the CORE. Courses in the CORE received an adequacy approval through the Board of Trustees as a set of courses that must be noted in the course schedule for each academic Term. CORE courses shall be reviewed on a regular basis to ensure their efficacy in meeting the standards of the academy and the mission of the University to offer access to a student-centered, quality higher education that blends the liberal arts with career-focused degree programs. Students are always expected to consult the Schedule of Classes each semester to see which courses meet the CORE requirement.

Financial Obligations

Appeal for Late Fee Assessments and Refunds

Student appeals for late payment of fees, refunds of tuition, and other charges after the refund deadline are referred to the University Refund Appeals Committee. All appeals should be submitted in writing, with attached supporting documentation, to the Office of the Registrar. Fee appeals forms are available in that office and on the web at the Registrar's home page.

The University Fee Appeals Committee reports to the Vice President for Academic Affairs, who has final authority over all appeals for late payment fees.

Undergraduate Cost of Attendance

The Cost of Attendance (COA) for a undergraduate level degree, is an estimate of the cost of being enrolled per semester (Fall & Spring) as the typical student attending Leighton University (excluding other costs such as

technology equipment and software, stationaries, housing, subsistence, etc.). The Cost of Attendance is based on the actual enrollment status for each student. Initial COAs and awards are assessed at full-time enrollment.

An education from Leighton University is both valuable and affordable. Be sure to check other fees and course fees in addition to basic tuition and University fees for a full picture of what you'll pay. Additional fees, such as honor society membership dues, graduation honor cords, and others are not included on the schedule of charges. Students are responsible for ensuring that all tuition and fees are paid. Registration is not complete until you have paid or made arrangements to pay for your tuition and fees. If you have an outstanding balance from prior terms, this must be paid/resolved before payment for the current term will be accepted.

ITEM	ANNUAL COST
Direct Cost Estimates	
Tuition (\$195.00/cr.hr. x 24 cr.)	\$5, 130.00
Fees	\$ 450.00
<i>Subtotal</i>	\$5, 580.00
Books and Supplies	\$1, 900.00
Indirect Cost Estimates	
Computer and Cellphone	\$1, 220.00
<i>Subtotal</i>	\$3, 120.00
Total	\$8, 700.00

Fees and other Charges

Technology fee (per course)	\$ 30.00
Insufficient funds fee	\$ 10.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$ 45.00
Official Transcript (per copy)	\$ 10.00
Education Records - Per page	\$ 0.50

NOTE: The Technology Fee is fully refundable if a student does not attend beyond Day 7 of a course. After this time, the fee becomes non-refundable.

Delinquent Balances

Students with delinquent balances at the University will have their diplomas, grades, and transcript requests held until a satisfactory settlement has been made. A student owing a delinquent balance of \$100 or less and not more than 90 days past due will be allowed to register prior to paying the balance. An outstanding balance must be paid by the close of the fee payment period. Failure to satisfy an outstanding bill will result in future registrations being held, as well as holds being placed on diplomas, grades, and transcripts until the account is paid in full.

Refund Policy

Withdrawal or Refund Fees

For one reason or another, a student who is compelled to leave the University at any time during an academic session year should secure a form for withdrawal from the Office of the Registrar. Students will forfeit their right to refund if the withdrawal action described above has not been followed. The effective date (stamped) used in computing refunds is when the withdrawal form is filed in the Office of the Registrar.

A student withdrawing from the University will be credited for tuition and fees under the following schedule: a "Stop Payment" on a check at the student's bank, failure to pay the Term bill, or failure to attend classes does not comprise a withdrawal. A request for a refund must be processed through the Bursar Office; otherwise, any credit on student's accounts will automatically be carried over to the next Term. Cancellation of Registration - submitted to the Office of the Registrar before the official first day of classes entitles the student to full credit of Term's tuition. Students who withdraw from the University receive a refund of a percentage of their tuition as defined by this policy.

A student who elects to pay their tuition on the installment plan and then withdraws from the University may still owe a portion of the tuition and fees. Likewise, a student who defers their tuition to scholarships and grants from the University or other agency, and withdraws before the aid disburses may be responsible for a portion of the tuition. A hold will be placed on the student's record until all financial obligations are met. Tuition and fees awarded through scholarship or grant from from the University or an agency on behalf of a student receiving a refund under this policy shall be reimbursed to the University or such agency. It is the student's responsibility to withdraw officially in accordance with university regulations that are set out in this Refund Schedule.

The Chancellor is authorized and empowered to take or cause to be taken any and all such other and further action as, in the judgment of the Chancellor, may be necessary, proper, convenient or required in connection with the execution of this policy. This withdrawal and refund policy applies to both undergraduate and graduate students.

Tuition and Fees Refund Schedule

Conditions

Students may be qualified for a refund if they drop classes within the published refund period. In instances where a withdraw after the publish refund period ends, the student will not be eligible for a refund. To get a refund, a course must be officially dropped by the refund deadline. Review the refund schedule that is applicable for all Terms.

Definitions

Week of Classes: Monday through Sunday

Tuition: Charge for instruction listed on the student account.

Mandatory Fees: Mandatory Fees means fees charged to students for a specific purpose, activity or service, including but not limited to technology, student record and activity fees.

Service/Miscellaneous Fees: Fees charged for specific services, including but not limited to language placement, graduation fines.

Schedule

Drop Deadline	% of Tuition Refund	% of Mandatory Fee Refund	% of Service/ Misc Fee Refund
End of Add/Drop	100%	100%	100%
After last day of add/drop but by the end of the third week of classes	70%	0%	0%
After the end of the third week of classes but by the end of the fourth week of classes	40%	0%	0%
After the end of the fourth week of classes	0%	0%	0%

Note: Refund amounts above are for dropped courses. Students will be charged the standard part-time rate for all classes in which they remain registered.

Withdrawals by University Administration

These policies apply to both undergraduate and graduate students at Leighton University. Suppose the instructor does not confirm that the student is academically engaged in a course by the second week of class. In that case, the person claiming the federal tax deduction, if known, will be notified of the situation.

Suppose the situation is not resolved by the end of the fifth week. In that case, the student will be

administratively removed from the class. Be advised that this will have the same effect on financial obligations as a voluntary withdrawal.

Senior Citizen Tuition Waiver

A senior citizen is an individual who, before the beginning of any academic Term in which they claim entitlement to the senior citizen educational benefit, is 60 years of age and has had a legal domicile in the State of Mississippi for at least one year. Under certain conditions, the senior citizen may take courses tuition-free except for course/program-associated fees. The tuition-free policy does not apply to the particular course and materials fees (e.g., textbooks, laboratory, etc. fees) and art fees). Additionally, a tuition waiver may not be submitted for non-credit courses offered through a third-party partnership. The Senior Citizen Tuition Waiver application form must be submitted for each Term in which the senior citizen enrolls in Leighton University courses

Suppose the senior citizen had a taxable income not exceeding \$23,850 for the State of Mississippi income tax purposes for the year preceding the year in which enrollment at Leighton University is pursued, in that case, the individual may take a course for academic credit. In that case, the senior citizen will be required to submit tax documentation verifying income. If the individual's taxable income exceeds \$23,850, the individual may not audit the course for free.

There limit on the number of academic Terms in which a senior citizen who is enrolled for academic credit may register for courses. Still, the individual can take no more than one (1) noncredit/audit course in any one Term. At either the undergraduate or graduate course, there will be a restriction on the number of credit hours per Term that may be taken for credit in any academic Term, or on the number of Terms in which an eligible senior citizen may take courses for credit.

The two additional conditions listed below shall be met before a senior citizen may take a course under the provisions of this program:

1. The senior citizen shall meet the appropriate Leighton University admission requirements for the program (undergraduate or graduate) in which the student plans to enroll.
2. The senior citizen may be admitted to a course only on a space-available basis after all tuition-paying students have been accommodated unless the senior citizen has completed 75 percent of the degree requirements necessary for a degree. At such time in the senior citizen's program, the senior citizen can enroll in courses simultaneously as other tuition-paying students.

To qualify for a tuition waiver at Leighton, one must meet the following requirements:

- Be a resident of Mississippi
- Be a U.S. citizen or a legal permanent resident
- Be at least 60 years old by the beginning date of the academic Term for which you are applying
- Meet all requirements for admission

Student Accounts Office

The University expects and requires all deposits and fees to be paid by the published deadlines or imposed penalties. Failure to comply with published deadlines has negative administrative potential that can be avoided if the student carefully follows those laid-out procedures and notify the appropriate office of any changes that might affect their financial obligation to the University. This includes notifying the Bursar's Office of address changes to avoid the negative effect that may affect the student's financial relationship with the University will not be delayed or returned. Leighton University sponsors a deferred payment plan.

Charges incurred during an Academic Term are payable immediately. Returning/continuing students will not be permitted to complete registration until all financial obligations to the University, and other penalty fees and service charges, settled in full. Payment for past due balances and current semester fees are due on or before the first day of classes. Students who register in advance must pay their bills in full before the general registration period. After the initial registration period, any student who registers must make full payment by the due date indicated to avoid canceling their enrollment and losing their course seats to other students.

While the University regularly mails bills to students via the address on file, it will not assume responsibility for undelivered receipts. Students are, thus, reminded that it is their responsibility to notify the University of any address changes. Suppose a student bill is not received on or before the beginning of each semester - in that case, it is the student's responsibility to obtain a copy of the bill from the Student Accounts Office, Monday through Friday, 8:30 a.m. to 4:30 p.m. All checks or money orders should be made payable to "Leighton University" for the exact amount due. The student's name and student University ID number should be written on the check's front side.

University scholarship awards will be posted to the student's account. However, the first bill mailed to the student's home address prior to the beginning of each Term may not include these deductions. Refunds cannot be made after these deadlines have elapsed, even if they decide not to attend Leighton University.

Students will incur a late payment fee if they fail to balance their student account by its due date. A late payment fee of \$10.00 or 5% (whichever is higher) will be assessed in addition to payment for the total past due amount. An additional 1.5% late fee will be charged monthly if the account is not settled.

A student who fails to pay an outstanding bill during the semester of delinquency will be unqualified to successfully register for subsequent Terms until the debt and surcharge fees are cleared.

In the event of actual registration for a subsequent Term by a delinquent student who has not settled his or her student financial account prior to that semester, such registration may be canceled, and no credit balance will be returned.

Student Records

Academic Amnesty

Academic Amnesty offers students an opportunity to restore their academic standing at Leighton University by eliminating the previous academic credit from the current Grade Point Average (GPA).

A student who had attended Leighton University in the past and attained very poor academic records may apply at the Registrar's Office under the following conditions:

- Since the end of the last term, the student has had three years elapse and the return to credit enrollment at the University.
- The student's academic standing is unsatisfactory, i.e., Warning, Probation, Suspension, Dismissal, or their cumulative G.P.A. is below 2.0.
- The student has outstanding required courses to complete program requirements.
- Before applying for Academic Amnesty, the student must successfully have completed at least twelve (12) credits, i.e., no D's, F's, or W's.
- The GPA for all coursework taken during this time must be at least a 2.0.

Academic Amnesty may be granted for one time only. All courses below a C level during the student's previous attendance will be included when Academic Amnesty is declared. All previous coursework will be reflected in the student's academic record. However, the omitted coursework will not be included in the computation for the cumulative GPA.

The statement, *Academic Amnesty Applied*, will appear on transcripts to indicate the separation of past coursework from the current. Academic Amnesty does not affect or alter the student's records for financial aid eligibility.

The student must meet with an Academic Navigator before applying for Academic Amnesty to ensure the guidelines are met and secure approval.

The Vice President for Enrollment Management and Student Affairs will grant the final approval. Any student granted an Academic Amnesty must maintain regular contact with their *Academic Navigator* at the Student Success Center, to monitor academic progress.

Academic Fresh Start

A fresh-academic start is a policy that allows returning undergraduate students with marginal academic records to resume coursework towards an undergraduate degree without the burden of poor past performance in previous college or university work. The calculation of grade point average (GPA) and total credit hour is based solely on coursework completed after returning to the university. This policy is intended for prospective students who have gained maturity through extended experience outside educational institutions and decided that returning to academic life would be beneficial. However, a fresh academic start is not for every returning student. There are two requirements (see below) that a student must meet before being granted this option:

- Separation from all institutions of higher education for at least four years.
- Formal application approved by School's Dean in which the student wishes to major. This application should describe the reasons for the request and outline a proposed academic plan that includes a major declaration.

If a fresh academic start is granted, the student may resume his/her studies under this option. A fresh academic start may be granted only once. The student's permanent record will remain as the official record of all work, regardless of the institution at which that work was completed. However, the returning student will forfeit the use of all credit hours toward a degree earned prior to the four-year separation period. The student's record will also carry a notation designating when the fresh academic start was granted and noting that the calculation of Grade Point Average (GPA, and totals credits for degree purposes begins with that date. Students applying for admission under the academic fresh-start policy must meet re-admission requirements established by the individual colleges.

Academic Load

The standard load for undergraduate students is 15 credit hours per semester. A student is full-time when registered for 12 or more credit hours or more for the semester. Part-time when registered for less than 12

credit hours or fewer credit hours. Students who desire to register for more than 18 credit hours must request an override from an Academic Navigator.

Academic Standing and Progress

Academic Good Standing: An undergraduate student in good academic standing is a student who has not received an academic warning nor has been dismissed for academic reasons and has earned a total number of grade points that will average to within four grade points of 2.0000.

Satisfactory Academic Progress: Undergraduate students are considered as making satisfactory academic progress if they have not been academically dismissed or are not on academic warning. Undergraduate students who are enrolled full time are considered as making satisfactory academic progress if they are not on academic warning and complete at least a minimum number of semester hours credit, permitting them to graduate in ten semesters if working toward a baccalaureate degree and five semesters if working toward an associate degree.

Course Placement Tests

Placement Testing

New incoming students and transfers students who have either not take the ACT at all or those who have taken ACT or SAT, but are not satisfied with their scores or the courses required are required to take a placement test. Also, students whose ACT or SAT scores are dated, must with take a the Accuplacer test prior to certain class registration. The Accuplacer assessment tools is used to assess college-level skills in Mathematics, English, and Reading. The test results are used by advisors to make decisions about the level of courses you are prepared to take.

This computerized placement test is offered to new students to assist Leighton staff in determining course placement. This is not a college admissions test. Also, there is no “passing” score. Obtained scores indicate areas in which you are strong and areas in which you may need support to improve your skills. This computer-based assessment and is not timed. Whatever the results, Leighton University has a starting place for you.

All new and transfer students are allowed to take the Accuplacer tests once at no charge. For students who desire to re-test may do so at least 14 days after their first attempt, at the cost of \$10 paid directly to Accuplacer. After completing the test, an advisor reviews the scores, who will offer suggestions at an advisement session for an appropriate workshop or an enrichment course.

Who Qualifies for ACCUPLACER?

Suppose you are 21 years of age or older, have a high school equivalency diploma, or have not taken the ACT or SAT within the last five (5) years. In that case, you will be *required* to take the ACCUPLACER placement test before registering for courses.

If you are under 21 years of age, ACT or SAT scores are required. Submit a copy of your ACT/SAT score report to the Admissions Office.

If you are a transfer from another college or university and have completed college-level English, Math, and certain lecture courses. In that case, you may be exempt from testing in certain areas, or you may be exempt from the entire ACCUPLACER placement test exercise.

ACCUPLACER Study App

[Free Accuplacer test preparation](#)

Cancelled Courses and Policy

Cancellation of Courses

The University may cancel courses that fail to meet minimum enrollment requirements from time to time. When this occurs, students may be permitted to enroll in alternate courses or a directed study course provided to allow the student to maintain steady progress toward timely degree completion and graduation goal. In the event of a course cancellation.

Independent and Directed Study

Independent or directed studies may be available, with approval, to students upon request or upon institutional need. The Independent/Directed Study form must be completed before the student can register or add the course, and the student is required to complete registration before the official end of the University's add/drop period.

An **independent study** may be offered to allow a student to investigate an identified area of academic interest NOT available through a University's established curriculum. An independent study is student-driven but guided by faculty in almost all cases. The investigation may include a planned program of readings or involve research in some aspect of the discipline. Independent studies are open to juniors or seniors with a cumulative GPA of 3.0.

A **directed study** occurs when an active course within an academic program is not scheduled. The offering of a

directed study is predicated on the institutional need or to assist a student in maintaining adequate progress toward completing their degree. To meet eligibility requirements for a directed study, the student must attain the specified criteria below:

- GPA of 3.0 or higher.
- Junior or Senior standing at Leighton.
- The student has completed a minimum of 12 credit hours of work at Leighton University with a passing grade that yields the specified GPA of 3.0.
- Has completed the foundational courses of the student's major or obtained the approval of the chair of the respective department.

Before the student enrolls for an independent or directed study, conference times mutually agreeable to the student and the faculty member should be arranged. The conferences provide an evaluation of the student's progress in the study. A paper describing the student's findings is ordinarily required after the survey. An independent or a directed study must be concluded within two contiguous Terms of an academic semester. Enrollment requires the dean's approval or by a program authorized representative.

Add/Drop (Change in Registration)

Students can register for classes through MyLeighton, a secured website that may be accessed at Leighton-edu.us. Through MyLeighton, students can register for classes, add and drop courses through the end of add/drop period, view their class schedules, view grades for a specific term, and view their unofficial Leighton University transcript. Students are responsible for all MyLeighton account activities, including password maintenance, registration, and security. If a student has questions or needs assistance with any aspect of MyLeighton, the student should contact the Office of the Records at (662) 280-5444 or registrar@leighton-edu.us.

Once registered, students may change their registration (add/drop) according to the published schedule. Any Term's Adds/Drops without academic record may generally be made during the first weeks of classes. After the end of the first ten (10) days of classes, but before the end of the 10th week, a withdrawal-with-record period is in effect. Students may withdraw from courses provided that they consult with their Academic Navigator. Students will receive a "W" grade at the time of withdrawal. Ordinarily, a student may not withdraw from a course after the end of the 5th week of classes for 6-Term and the 6th week for 8-Term, except for medical reasons or other circumstances of similar seriousness

with a recommendation from the student's Academic Navigator and support from the Vice President for Enrollment and Student Affairs.

Add/Drop forms are available on the website under Academic Affairs. Transferring one section of a course to another is considered a change of registration and requires the same procedure. Such changes require the approval of an academic advisor and, in the case of closed classes, the instructor.

Transfer Transcript Evaluation

The purpose of a transcript evaluation is to determine the amount of credit that is accepted from the transferring institution. The review takes place only after applicants have been admitted to the college and confirmed their enrollment.

Evaluation of a transcript is made using only official transcripts bearing the official seal of the transferring institution. Transcripts must be forwarded directly to the Office of Admissions from the transferring institution. A hand-delivered transcript is acceptable, provided it is in an officially sealed envelope. Transcripts that are faxed, marked "student copy," "issued to student," or "unofficial" are not accepted as official transcripts. The Director of Admissions determined transcripts received as official by Leighton University.

CORE (General Education) courses and elective courses are posted on the Leighton University transcripts. The department chair will determine transfer credits to determine the alignment of the courses that are accepted to a student's major. In some cases, transfer students may be required to provide catalogs or syllabi from transfer institution(s), if necessary, to determine the transferability of courses. For credit to be awarded at Leighton University, transcripts must come from an accredited institution. Transfer classes are evaluated on a course-by-course basis. A course must be equivalent to the Leighton University course with a grade of "C-" or higher to be credited as the transferred course. Courses graded on a pass/fail basis are not accepted. Transfer courses are posted with the grades earned, but the grades are not calculated in the student's Leighton University GPA. There is no limit on general education courses; however, individual departments may impose limits on the age and grade level of departmental transfer credit.

Transfer credit are not accepted from other institutions for the purpose of posting a repeat and grade change on a course already taken at Leighton University. There is no limit to the number of transfer credits that may be accepted. Students must meet the residency requirement of at least 25 percent of semester hours at

Leighton University before the baccalaureate or the associate degree will be awarded. Enrichment (developmental) courses will not be awarded credit at Leighton University but may be used for appropriate course placement. The transfer credit is subject to audit and reevaluation. The cumulative average at the institution the student is leaving must be equal to or better than the average required at Leighton, as it is related to satisfactory academic progress standards and cumulative grade point average. If not, NO credits will be accepted for transfer

High School Students

Students entering from high school may receive credit for Leighton University classes via the following:

- **College Board Advanced Placement (AP)**

Credit from External Sources

Transfer from another institution -- A student who transfers to Leighton University from another accredited college or university may be credited for all courses adequately completed with a C- or better grade. Transfer students must, in all instances, meet the same requirements as Leighton University students in a given program. For example, suppose a particular course in the major area of study must be passed with a C or better grade. In that case, transfer students will be required to meet that standard. The transfer student's onus must request that a transcript be sent directly from the institution to the Leighton University director of admission. Credits taken toward an academic program are determined by the student's program chair. Credits are transferable; grades are not. All credits are translated into semester credit hours if they are not already so specified.

Degrees with Honor

In order to qualify for graduation with Latin Honors, an undergraduate student must have taken a minimum of 50 credits of resident hours at Leighton for bachelors degrees and 25 for associates. These credits must carry letter grades of A, B, C, or D, where a student must have maintained a cumulative grade point average of 3.50 or above. Only courses taken at Leighton are computed in determining honors. The GPA will be rounded using the third decimal place. Students who maintain high academic standing throughout their university career, and who have not at any time been suspended, may receive recognition on their diplomas in one of the following degrees of honors.

- **Summa Cum Laude**
This designation is awarded to students who earn a grade point average of 3.90 or above during their academic career.
- **Magna Cum Laude**
This designation is awarded to students who earn a cumulative grade point average of 3.75 to 3.89 during their academic career.
- **Cum Laude**
Awarded to the student who earns a cumulative grade point average of 3.5 to 3.74 during their academic career.

Students earning Latin Honors will be given a gold-colored tassel at the Commencement ceremony and their transcript and diploma will have the honor printed on it.

Academic Diplomas

After an Application for Graduation has been completed and submitted to the Office of the Registrar by the third week of the final study Term, the Registrar orders the student's diploma. The Registrar informs the graduate if all graduation requirements (including financial obligations) have been met when the diploma arrives. The graduate may pick up the diploma in person. For a \$10 fee, the Registrar's Office will send the diploma by certified mail.

Dropping of All Courses / Withdrawal from the University

To receive full financial credit/refund for their registration fees and tuition (if applicable) less an administrative fee, students must drop all classes ON or BEFORE the first day of the Term. A student who disenrolls from all classes on or after the first day of the Term and up to the 60% point of the Term will receive a pro-rata financial credit of registration fees and tuition (if applicable). If classes are dropped, or a student withdraws after the 60% point of the Term, there will be no tuition refunds or specific fees that the student can claim re-reimbursable. A student who cannot continue a class due to compulsory military service is granted an exception to this policy. A student on a University Scholarship who withdraws before the first day of classes is not eligible for any financial aid and will be required to repay any aid received. Dropping all classes does not constitute a formal withdrawal from the University. Please see "[Withdrawal from the University](#)" in the University Catalog for complete information and procedures.

Dropping Some (Not All) Courses

Students who intend to remain enrolled in classes, but wish to drop one or more courses, just drop those courses by the end of the Course Add/Drop Period (2nd Friday of classes) to receive financial credit/tuition an fee reimbursements). Students are financially responsible for any courses they are enrolled in as of the end of the Add/Drop Period PLUS any courses they enroll after that date unless they are entirely withdrawing (dropping all courses) from the University.

Enrollment at Other Institutions

On the student's academic advisor's recommendation, a student may be authorized to enroll concurrently at another institution. Each institution may impose conditions on Leighton University's students enrolling concurrently. Generally, students must meet application deadlines and qualify for admission as unclassified students at another institution.

To ensure transferability of credits, authorization to enroll at other institutions at any time, the student must be obtained from the Enrollment Specialist in writing.

Incomplete Grade

An Incomplete or "I" grade is given only when a student is done satisfactory work but cannot complete the course due to a legitimate reason. The course instructor, the student, and the dean of the school in which the course is being offered must complete and sign the "Incomplete Grade Form," available in the Office of the Registrar. An incomplete course grade must be replaced no later than the following semester. When the incomplete grade is assigned, the course instructor may select to specify a completion date within the following semester. Where a specific date is assigned, the identified data takes priority over the one-semester rule. In all cases where the Office of the Registrar receives no completed grade by the expiration date, a grade of F is recorded on the transcript and cannot be changed.

Maximum Student Load

The maximum student load per session is seven semester hours per term. This course load includes all courses taken Leighton University or concurrently at another institutions. The total number of semester credit hours should not exceed 18 credit hours. Taking approximately 15 hours per semester (not including transitional work) should keep you on track for graduation in 4 years ($15 \times 8 = 120 =$ minimum hours to graduate).

Occasional Study at Another Institution

Credit for rare courses taken at another institution is accepted by Leighton University under specific conditions that may include:

1. The student petitioned for preliminary approval of the credit before enrolling in the courses.
2. The previous institution has region and/or, if appropriate, accredited by a professional body (a confirmation is needed from the Office of the Registrar on this point.
3. The course or courses in question are not among those taken at Leighton University to fulfill the major's requirements (refer to specific program listings and consult with the student's Academic Navigator for needed information).
4. An appropriate final grade is earned as stipulated under "Transfer from Another Institution."

A petition for preliminary approval requires the consent of the student's Academic Navigator and the dean of the School. Upon completing the courses, the student must have the official transcript sent to the registrar's office. This earned credit is counted toward graduation requirements, but grades are not counted for Leighton University GPA.

Seniors are reminded that their final 30 credits must be taken at Leighton University. Thus, a student who wishes to take at another institution a course whose credits would fall within the last 30 credit hours must petition for a waiver of that requirement and a petition for the courses' approval. See the "Senior Credit Requirement" section.

Prerequisite Courses

Required course prerequisites must be completed before enrollment in more advanced courses to afford reasonable student preparation expectations for the successful attainment of course objectives. A grade of 'C' or above is required to meet and satisfy pre-requisite courses. In some cases, a student may have attained sufficient preparation for success through other life learning. They may petition the division dean, academic advisor, or class instructor to waive the course prerequisite.

Students should be aware and fully prepared to provide the instructor with compelling evidence of such prior preparation. Students may not have provided documentation of the required prerequisite course work on their transcript to register for more advanced courses; they must present the signed prerequisite course waiver form at the registration time. The prerequisite course waiver form may be obtained from

the Office of Advising and Retention. It must be completed and signed by the course instructor, Dean of the College, and Vice President for Academic Affairs.

Progress Toward the Degree

Students are expected to sustain satisfactory academic progress (SAP). SAP is defined both by the number of credits completed and the grade point average. In general, a full-time student is required to complete all requirements within six years for a bachelor's degree. A student with qualifying circumstances will be evaluated individually.

Registration and Records

The undergraduate academic session consists of six weeks. Three sessions are equivalent to one Semester. The fall semester extends from late August to mid-December. Spring semester from early January to mid-June. The first summer sessions start in mid-June.

Registration for Courses

Registration of new students takes place shortly after acceptance and concludes during the week prior to instruction. Early registration is conducted for currently enrolled students in the preceding semester. Late registration is only permitted during the first week of instruction. A late registration fee is charged. Students should be aware that registration is not complete until all fees and tuition have been paid.

Repeating a Course

Students are allowed to repeat a course if they have a desire to improve the grade. When a course is repeated, the new grade is recorded in the Term earned. The symbol "R" appears adjacent to the grade earned for each attempt when a course has been repeated. Only the last completed attempt counts toward the degree and is included in the grade-point average. For the previous course, its grade and credit hours remain on the transcript and are omitted when calculating the GPA and not counting toward graduation. Specific courses with variable content may be repeated for graduation credit and included in the GPA each term. These are identified in the course descriptions.

Requirements for Graduation

Since a C average is required on total hours attempted for graduation, on major courses. Courses are taken in residence (see Requirements for All Baccalaureate Degrees). A student's record should reflect progress toward that level of achievement. A-C average at Leighton University requires two grade points for each

hour attempted on recorded grades of A, B, C, D, or F, except those C, D, or F grades that a repeated enrollment has canceled. F grades earned under Pass-Fail are used in the computation of a student's grade point average. A student who repeats a course to raise a C, D, or F grade, understands that only the last grade earned shall be counted and computed in the student's cumulative grade point average. Grades earned on the first attempt will continue to appear on the transcript but will be marked as a repeat and not calculated in the GPA. A student will lose credit for a C or D grade repeated with a grade of F or a C grade repeated with a grade of D.

Academic Warning

A student is placed on Academic Warning when their GPA fall 5-19 grade points below a C average on hours attempted. Academic warning is designed to alert the student that difficulty may be encountered in meeting graduation requirements.

Academic Dismissal

Students with 20 or more grade points below a C average on attempted hours will be dismissed for poor academic performance.

Such a student is not progressing toward meeting graduation requirements, and dismissal will allow time to reconsider and evaluate academic plans.

Academic Reinstatement

An academically dismissed student cannot re-enroll at the University until one entire semester (fall or spring) has elapsed after the dismissal date. After one entire semester of dismissal, the student may petition for reinstatement to the student's School or Department dean. Each petition will be considered on its merit. Reinstatement is not automatic.

Student Enrollment Status

Full-time Undergraduate: Are student is enrolled in 12 or more semester hours in no more than three (3) consecutive 6-week or 8-week sessions.

Part-time Undergraduate: Are student is enrolled in 3 consecutive sessions for 11 or fewer semester hours.

Classified Students: Students who follow an organized program of study, leading to a degree, and are subject to the program of study's regulations and requirements.

Unclassified students: Although registered for credit, students under this classification are not candidates for a degree.

Auditors: Student who are qualified students and are permitted to attend classes with the written permission of the instructor. Auditors receive no credit and may participate in class discussions only with the prior permission of instructors.

Transcripts

A transcript is an official document that shows which classes you to at the University. It also shows all courses attempted and Leighton University, including those withdrawn from and those repeated. The transcript also includes a summary of all transfer credits accepted by the University. The Registrar's Office maintains a single, cumulative transcript of classes completed at the University and issues copies upon the student's signed request. Students who have completed at least one Term at Leighton University has access to Unofficial transcripts through My.Leighton (Populi). Transcripts may be obtained for personal use or forwarded to another party. To learn more about policies that guide the issuance of a transcript, go to <https://leighton.edu.us/requesting-a-transcript/>.

Do I have to provide my Social Security Number?

Disclosure of your social security number is not required to order a transcript. This is particularly true for students who were initially enrolled under their SSN. If you choose not to provide an SSN, your request's processing may be delayed, making it challenging to ensure that your record is complete.

You have the option of not having your SSN printed on your transcript. However, it may make it difficult for receiving institutions to match your records, or they may not accept transcripts without a printed SSN. If you choose not to supply your SSN, the University is not responsible for any problems that may arise.

How do I get my transcript?

You may obtain a transcript in any one of the following ways:

- Go to the Registrar's Office, located at 107 East Stateline Road, Southaven, MS 38671 between the hours of 8 a.m. and 5 p.m., Monday-Friday, and make your request in person.
- OR-
- Download and complete the Transcript Request Form (a PDF and requires Acrobat Reader) and mail it with your payment to the address below.

The University Registrar Office
Leighton University
107 Stateline E. Road.
Southaven, MS 38671

Please include the following information in your signed request:

- Name
- Any other name ever used
- Social Security Number (preferred) or other student ID number(s) used
- Birth Date
- Home Address
- Phone Number
- Complete address where the transcript should be mailed

Transcripts are \$10.00 per copy. Transcripts are \$21.00 per copy when sent overnight, UPS, within the continental United States. Transcripts sent overnight by the US Postal Service (USPS) are \$18 per copy. For delivery outside the continental United States, for either service, please call for a price. UPS will not deliver to PO Box numbers. Please provide a street address. USPS will deliver to PO Box numbers. Checks or money orders should be made payable to Leighton University.

No credit card payments, fax requests, or e-mail requests will be accepted.

Is my information protected and secure?

It is the policy of the University to manage and protect the privacy and Personally Identifiable Information of all students, consistent with federal and state privacy laws. Personally Identifiable Information is protected by federal laws including but not limited to the Gramm-Leach-Bliley Act ("GLBA") for the safeguarding of non-public information, the Family Educational Rights and Privacy Act ("FERPA") for the protection of information contained in student records, and, to the extent applicable.

General Graduation Requirements

All students, irrespective of major, must earn a passing letter grade of "C" in ENGL 111 or a similar course, and a "C" or better letter grade in each course needed to meet degree major area requirements. A grade of "C" or higher is required to complete the communication writing requirements.

1. **Grade Point Average (GPA):** Earned a minimum overall GPA of 2.00 (C).
2. **Semester Hours:** Earn at least 120 semester hours distributed in the following manner:
 1. Earned at least 40 credit hours must be earned from a senior (4-year) institution.

2. At least 40 must be earned in upper-division (300 and 400 level courses) from a senior (4-year) institution.
3. At least 30 must be earned from LU (at least 16 must be upper-division).
3. **Writing Competency:** Demonstrated ability to use baccalaureate-level skills in Communications. (See University General Education Requirements.)
4. **Graduation Application:** The application for graduation must be on file in the Office of the Registrar by the following deadlines: For the end of Fall semester - September 1; For the end of Spring semester - February 1; and for the end of the Summer session - July 1.
5. **Financial Obligations:** The student is expected to have cleared all financial obligations to the University before proof of degree will be provided.

Undergraduate Degree Requirements

It is the student's responsibility to complete all requirements established for their degree by the University, school, and department. The student's responsibility is to learn program requirements; a student's Academic Navigator may not assume that responsibility.

Any substitutions, exemptions, or waivers from any established departmental or school requirement or academic standard may be accomplished only with the student's dean's approval. Exceptions to University requirements, including the general education CORE requirements, will be authorized only with the student's dean's approval and the Office of Academic Affairs.

A minimum of 120 semester credit hours of coursework is required for the baccalaureate degree with a minimum GPA of 2.000. However, credit hours beyond the 120 semester hours may be required depending on if the student met program requirements in the major field of study. Students are urged to review the particular requirements for their bachelor's or Associates's degree in their programs with their faculty advisors or Academic Navigator.

Unit Credit (Credit Hours)

Leighton's calendar consists of semester-length terms, and the unit of credit is the semester hour. Course descriptions include the number of semester hours that may be earned for a specific course. Transfer credits earned in quarter hours will be evaluated based on a formula in which one-quarter hour equals two-thirds semester hours. (Example: a five-quarter-hour course would equal to 3.3 semester hours).

Credit earned at Leighton University are of Semester credit hours as measured by the Carnegie unit. The Carnegie unit is calculated as one hour of classroom instruction and two hours of assignments outside the classroom for eight (8) weeks for each unit (credit).

Internship and Placement

Internships, graded Pass/Fail, are structured, supervised work experiences that enable students to gain practical, professional exposure to particular career fields. No more than six internship credits may count toward the minimum number of credits required in a major. No more than six credits in academic internship experiences may be counted toward the credit hours required for graduation. It should be understood that internship credits are based on the academic component and work assignment, and time commitment. Time commitment alone does not determine the number of credit hours awarded. A grade of I (Incomplete) will be assigned in cases when an extension period is requested and granted. This grade is reflected on the student's transcript. Each credit hour of internship in an 8-week Term requires at least 15 clock hours and 45 minutes of work, per week, at the internship site as outlined on the chart below:

Number of Credits	Onsite Time Commitment
1	42 clock hours
2	84 clock hours
3	126 clock hours
4	168 clock hours
5	210 clock hours
6	252 clock hours

University Grading Computation

The acceptable grades and the corresponding points for GPA computations are as follows. All grades except CS, I, S, UAD, W and WA are used in calculating GPAs.

Grade	Points	Percentage
A	4.00 (Excellent)	93-100
A-	3.70	90-92
B+	3.30	87-90
B	3.00 (Good)	83-86
B-	2.70	80-82

Grade Points	Percentage
C+ 2.30	77-79
C 2.00 (Satisfactory)	73-76
C- 1.70	70-72
D+ 1.30	67-69
D 1.00	65-66
F 0.00 (Fail)	BELOW 65
FN 0.00	Fail for Non-Attendance
CS Not Calculated	Continued Study
I Not Calculated	Incomplete
IP Non Calculated	In Progress
S Not Calculated	Pass
TR Not Calculated	Transfer Credit
UAD Not Calculated	Audit
W Not Calculated	Withdrawn
WA Not Calculated	Administratively Withdrawn

Satisfactory/D/Fail (S/D/F) Option

The Satisfactory/D/fail - (S/D/F) - option is intended to encourage exploration and experimentation in curricular areas where the student may have had little or no previous experience. A student may revoke the S/D/F election and opt for a regular letter grade until the course's 4th week.

Each undergraduate student may elect S/D/F grading in no more than four courses in his/her bachelor's degree program and no more than two courses for the associate's degree plan.

A student may choose only one S/F course per semester.

Any course for the major or the minor must be taken for a letter grade except if the course is offered only on a pass/fail basis. A required course is specified by number and title or selected to fulfill a specified number of department credits in this context.

To use the S/D/F option, a student must complete the S/D/F option form. This S/D/F Option Form must be presented to the Office of the Registrar before the end of the 2nd week of classes in the Term where the S/D/F credit is being taken.

- A student is allowed to rescind the S/D/F election and opt for a regular letter grade in the course until the end of the 4th week of classes (the same deadline for withdrawing from a course).
- Any student registered for S/D/F and earn a grade below C- at the end of the course will have that grade (D+, D, D-, or F) calculated into their GPA. Grades of S are not computed into the cumulative GPA.
- A student intending to transfer to another school or department or enter a graduate or professional school is reminded that his/her admission may be affected by S/D/F coursework.

Grade Changes

When filed with the Registrar Office, all grades are final except where an error of judgment has occurred, or an error has been made in computation or transcription. Any changes to the academic report must be completed no later than two weeks from the date when classes begin in the successive Term (Fall or Spring); hence, each student is advised to review each Term's record carefully and promptly. Prior to making changes to the record, the Office of the Registrar must receive a fully signed Change of Grade Form endorsed by the faculty member and the Dean of the School in which the course is offered.

Policy on Grade Disputes

Disputed grades should be resolved directly between the individual faculty member and the student. If that is not possible, the department's chair and/or Dean of the School may intervene for mediation purposes. Failing resolution of the matter at the university level, the student may petition the Senior Vice President for Academic Affairs as described under "Students' Right to Petition." The Senior Vice President for Academic Affairs will make the final resolution of the dispute. As a general rule, the authority to change a grade rests with the individual faculty member in charge of the course. Exceptions made by the Senior Vice President for Academic Affairs occur only for the most compelling reasons.

Withdrawals

The student is responsible for withdrawing from class when appropriate. Withdrawals prior to the published deadline for each Term may be made without grade penalty. The notation W is recorded. The signature of the instructor of the course is required.

Students in the Undergraduate Program may Withdraw Without Record from a course until the last day of week 2 of a 6-week session. If a student withdraws by this date, the course does not appear on the student's official transcript. In the case of undergraduate courses of other lengths, the last withdrawal date will be set at the corresponding point of the term, when the course is approximately 45% complete. Withdrawal from a course after the last day of withdrawal without record will be noted as a W on a student's transcript, and the deadline will be listed in the schedule.

Only when written evidence such as a doctor's statement, military orders, or other reasonable justifying documentation for post-deadline withdrawal will approval be granted.

Withdrawals by Instructor

The instructor may withdraw students who miss to log on to a course in two consecutive weeks of the missed class (prior to the withdrawal deadline). Tuition refunds are processed when students initiate their withdrawal and only during the withdrawal period and per the appropriate schedule.

A student needs to withdraw from a course; written permission must be obtained from the instructor to re-enroll in a class where the student has been withdrawn.

Withdrawals from the University

Regular Withdrawal Period

The completion of the withdrawal request from the University must be initiated through your Academic Navigator at the Academic Success Center and the Office of the Vice President for Student Affairs. An exit interview with the Vice President of Student Affairs is required. Withdrawal from the university becomes official after the student has submits a completed Leighton University's Withdrawal Form (signed by appropriate personnel) to the Academic Success Center. A grade of "W" is entered into the student's official academic transcript.

Students in Developmental Courses

Students enrolled in a developmental course (ENGL, MATH, or READ course) are expected to complete them prior to registering in completing a degree earning courses in ENGL, MATH course. Withdrawals will be permitted only for serious reasons and with the Vice President for Academic Affairs" approval.

Withdrawal After Regular Withdrawals Closes

A student intending to withdraw from the University before the end of a Term must complete a course Cancellation/Withdrawal Form. Questions regarding the withdrawal process may be directed to the Student Academic Navigator or the Student Record Office.

Ordinarily, the last day a student may withdraw their Term registration (beyond the Add/Drop period), with a withdrawal-with-record ("W") is in effect through week five 6-Term or the six of 8-Term.. After that time, a student should actively continue with classes to completion. An exception to this rule is where a student may have their registration withdrawn without grades but with a "W" for cause (major physical or mental illness or other significant incapacities). This course of action must have a recommendation supported by the student's Academic Navigator and the Vice President for

Enrollment and Student Affairs. Please note: Each of the courses in which the student was enrolled for the Term will be considered when assessing the student's satisfactory progress for institutional Scholarship purposes.

Withdrawal Without Filing

Where a student leaves the University without officially withdrawing, an "F" is assigned to all courses.

Satisfactory Progress to Graduation

Leighton University is committed to fostering conditions that enable students to complete their degrees and help students achieve this goal. Following Leighton's policy and to maintain satisfactory academic progress toward completion of a degree, all Leighton students shall:

- Complete **ENGL111** or **ENGL112** (English Composition – Category 1) within their first year at Leighton University;
- Complete or qualify for a waiver of **LIBR 150** within their first year at Leighton University;
- Complete all requirements for Enrichment course work in mathematics or reading, as determined by Leighton's assessment process, within their first year at Leighton;
- Complete one course from Mathematics (Category 3) within their first year at Leighton; and
- Complete and file a Degree Completion Plan (DCP) by the point they have earned 45 units. For students who have transferred to Leighton University with more than 45 credit hours, the DCP shall be filed no later than the end of their first Term of enrollment at Leighton. This plan:
 - Includes the remaining course requirements and the other standard graduation requirements that a student must complete for a degree;
 - Include a chronological order of the courses to be taken; and,
 - Be reviewed and approved by the University Academic Navigator before final submission.
- Details on where and how to file your DCP will be available to students through their primary Academic Navigator.

Course Numbering

The number by which a course is designated is intended to indicate the relative level of the course. A student will generally choose courses within his/her classification but may be elective courses of one rank above or below his/her classification upon the guidance of his/her academic advisor. The following numbering system should be useful to students in planning their respective programs:

Lower-Division Courses:

The Freshman year represents courses numbered from 100 to 199.

The sophomore year represents courses numbered from 200 to 299.

Upper-Division Courses:

The junior year represents courses that are numbered from 300 to 399.

The senior year represents courses that are numbered from 400 to 499.

Courses that are numbered lower than 100, e.g., MATH 098, MATH 011E, or READ 095, do not count toward degree programs or graduation credit hours. Unless approved by the academic advisor, students pursuing an associate's degree are not authorized to enroll in upper-division courses.

A count of at least 45 semester credit hours of upper-division credits is required for the bachelor's degree.

Non-Degree and Visiting Students

Students without formal admission who are interested in enrolling in one or more courses at Leighton University may be eligible to take classes as non-degree seeking or "visiting" students. Students who wish to take Leighton's courses but are not currently admitted to a degree program at the University are classified as "nondegree-seeking students." An individual applying as a non-degree student must have completed a high school diploma or a high school equivalency credential. A student may remain as a nondegree-seeking student for no more than 12 credit hours. Upon which the student must convert their status to degree-seeking student. Non-degree applicants under the age of 22 currently not enrolled in high school must meet criteria similar to first-year students entering the University. To determine eligibility to apply as a nondegree-seeking student, applicants must submit an unofficial copy of their high school transcripts and ACT/SAT scores. Admission as a non-degree student does not guarantee future access to

any degree program. Nondegree-seeking students may also enroll for courses on a pass/fail basis. Courses completed with pass/fail are counted toward credit hour as permitted by the rules of the University, and they achieve degree status once the student decides to pursue a degree program.

As a non-degree student, you will receive Leighton University course credit and a grade. If you decide to enroll at Leighton as a degree-seeking student at a later date, earned credits may be applied to your plan of study, depending on the degree program in which you are enrolled. Grades earned as a non-degree are included in your permanent Leighton GPA.

Once admitted, you should contact the Office of the Registrar for your Registration PIN, which will allow you to register for classes online. The Office of the Registrar can also provide additional information, such as course prerequisites, withdrawing, etc. Some courses are closed to non-degree students. As a non-degree student, you will receive Leighton University course credit and a grade. If you decide to enroll at Leighton as a degree-seeking student at a later date, earned credits may be applied to your plan of study, depending on the degree program in which you are enrolled. Grades earned as a non-degree are included in your permanent Leighton GPA.

HEGIS Codes

HEGIS [High Education General Information Survey] Discipline Codes

DISCIPLINE	CODES
Anthropology	ANTH
Biology	BIOL
Business	BUSI
Chemistry	CHEM
Computer Science	COSI
Criminal Justices	CRJS
Education	CUIN
Economics	ECON
English	ENGL
Environmental Science	ENVN
Geography	GEOG
Health Education	HEED
History	HIST
Humanities	HUMA
Liberal Studies	LIBS
Management	MNGT
Marketing	MATK
Mathematics	MATH
Music	MUSC
Paralegal	PALE
Philosophy	PHIL
Physical Science	PHYS
Political Science	POLI
Psychology	PSCY
Sociology	SOCI
University Studies	LIBS

University Schools

School of Arts & Sciences

The School of Arts and Sciences provides most of the academic components fundamental to the core curriculum and traditional liberal arts degree. It comprises humanities and fine arts, social and behavioral sciences, and the natural sciences. Courses in the humanities include Arts and Music, philosophy, English, and history. Courses in the social sciences include anthropology, political science, psychology, sociology, and criminology among others. Courses in the natural sciences include the sciences of biology, chemistry, environmental science, and physical science. Also, offered in by the School are courses in technology and mathematics.

The organizational structure of the School of Arts and Sciences includes the following programs:

- Criminal Justice - BS degree | AS degree | Minor
- Liberal Studies - BS degree | AS degree
- Paralegal Studies - BS degree | AS degree | Minor

In addition to the Institutional Learning Outcomes [ILO], the School of Arts & Sciences expects students who complete any of its degree program to meet the following broad expectations prior to graduation.

- **Human Relationship Skills:** The ability to apply values, collaboration and communications skills; also standards, and ethical judgment is required for personal and professional interaction.
- **Critical Thinking Skills:** The ability to analyze, synthesize and evaluate information logically and coherently.
- **Global Perspectives Skills:** The ability to examine concepts in their contexts and from perspectives other than one's own.
- **Investigative Skills:** The ability to apply of strategies, resources, and attitudes to find solutions and gain knowledge.

School of Business & Economics

Open the door to success in the real business world with your degree from Leighton University. Suppose you are banking on a future in accounting, finance, marketing, sales management, or financial planning. In that case, Leighton University will give you the tools necessary to achieve success in every aspect of the real business world. Leighton University takes an innovative approach

to prepare traditional and working adults for the modern business world's challenges. Leighton's dynamic curricula focus on developing skills that envelop and transcend business so that program graduates have multi-dimensional abilities and contribute on many levels. Leighton educates leaders capable of anticipating, initiating, and transforming by infusing the spirit of innovation into our academic programs.

Economics BS | AS degrees

Business Administration -Marketing BS | AS degrees

Business Administration - Management BS | AS degrees

Leighton University takes an innovative approach to prepare traditional and working adults for the modern business world's challenges. Leighton's dynamic curricula focus on developing skills that envelop and transcend business so that program graduates have a skill set to call for multidimensional abilities and allow our graduates to contribute at various levels. Leighton prepares leaders capable of anticipating, initiating, and transforming their settings by infusing the spirit of innovation into academic programs. Thus, it is an expectation for the program completer to have acquired a set of tools necessary to be competitive and achieve success in various aspects of the real business world.

Business students receive a broad base of business knowledge and specific leadership, presentation, and management skills. The university focuses on preparing our graduates for success in tomorrow's world, whether seeking meaningful employment or pursuing a graduate degree program. Majors in Business Administration may select to earn a Bachelor of Science in Business Administration with a focus in Management or Marketing. The Department's goal is to provide a high-quality educational experience that will professionally prepare students for business careers using online technology.

Business students receive a broad base of business knowledge and specific leadership, presentation, and management skills. Leighton's programs focus on preparing students who will succeed in tomorrow's world, whether they seek meaningful employment or a graduate degree program. Business majors can earn an Associate or a Bachelor of Science in Business Administration with a major in Management or Marketing. The programs' overarching goals are to provide a high-quality educational experience that will professionally prepare students for careers in business using online technology.

The School of Business & Economics also offers programs at two-degree levels in Economics - a bachelor

of science and an associate of science. We also offer a program leading minor in Economics that is open to students who are pursuing degrees in other areas. Leighton University considers the field of Economics as both disciplines that consider the practical and theoretical science that focuses on production and distribution of wealth given consideration to systems that evolve around production, buying, and selling goods and services (ECON 260).

Irrespective of the major's level, graduates of the program gain versatile skills such as analytical and critical problem solving (BUSI 300), observation and inference from data (ACCT 201), and written and oral communication (ENGL 111, BUSI 110). These skills open up employment possibilities in many industries such as banking, energy, government, consulting, healthcare, education, and agriculture.

Library Resources

The University Library <http://www.leightonlibrary.us>

The University Library provides an extensive collection of full-text articles from a collective inventory of tens of hundreds of scholarly **e**ournals, **d**atabases, **e**books, and **a**udio/**v**isual media collection accessible 24/7 instruction and resources for researching all our programs. Please take some time to browse the Library's site and familiarize yourself with our resource and services. We hope you'll enjoy researching our online space.

Mission

The Library supports and extends the University's mission to focus on meeting students through accessible, student-centered delivery of quality resources and innovative services to promote creativity, intellectual curiosity, and lifelong learning and research the communities we serve.

Vision

Leighton's Library is an essential component of the academic and intellectual life of the University purposed to supports the University's values of Student Success, Academic Excellence, Integrity, Inclusivity, Innovation, Engagement, Technology space to collect, preserve, and provide access to high-quality resources and services that support our constituents' needs.

Library Services

Students who can find, evaluate, and use information are more successful in their classes and will be more successful at life-long learning after graduation. The University Library is here to boost your confidence as a proficient information seeker and user, enabling you to work independently. Leighton Library makes readily available library materials that will meet all students, staff, and faculty informational, educational, and recreational needs. The growing collections at the Library reflects the strengths of the University across disciplines.

Remote Access

No Matter Where You Go, Leighton's Library Goes with You! Leighton University will always be there to provide you with Library access of digital academic resources, developing your research skills, as well as answering your questions by chat, email, and phone. Every Leighton University student - anywhere in the world, at any time - can find eournals, ebooks, databases, and much more.

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Faculty of the University

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Degrees Business

Associates of Science in Business Administration - Management

Program Length: 62 credit hours

Accepted Transfer Credits: 45 Credit hours

The management curriculum is designed to provide a valuable academic background for entry-level jobs and long-range management positions. These can be in specialized institutions such as advertising agencies, marketing research firms, management consultants, service organizations, retailing, wholesaling, and manufacturing companies.

The management program is conceived to provide a background that would be useful for entry-level jobs and long-range management positions. The Associate of Science in Business Administration (A.S.) degree from Leighton University will open many types of employment opportunities for you. The Associate in Business Administration (Management) is designed to enable a student to transfer to a four-year college/university. This degree emphasizes student completion of 34 hours of general education, 24 hours in an area of concentration, and 15 hours of electives. With Leighton University's emphasis on communication and ethics, you will be ready to approach that profession confidently to choose to start a new career or take your work in the business field to the next level.

Program Learning Outcomes

- Demonstrate the capability to evaluate and understand risk, management theories, effective decision making, returns, planning, critical thinking, and measuring profitability through case studies, projects, and other assignments.
- Demonstrate the capability to understand the uses of technology concepts by managers, including hands-on learning techniques.
- Demonstrate the capability to understand ethical behavior and social responsibility in the workplace and satisfy stakeholders' interests.
- Demonstrate the capacity to use effective communication skills, both written and oral, through business plans, case studies, and/or oral presentations and research papers.
- Demonstrate an acceptable level of learning competencies across business disciplines (i.e., courses) encompassing each core business curriculum's functional area.

- Demonstrate adequate skills and abilities in doing business across international boundaries and discuss the impact of global competitiveness on multinational organizations through internships, research, and/or presentations.

Type: Associate of Science

Associates of Science Program of Study Curriculum

To satisfy the program's requirements, you will need 62 credits hours that sufficiently cover the designated program's components. These may be earned through a combination of the general education courses, content, and electives requirements. Required courses may vary based on transferable credits. Specifically, the students must submit proof of successful completion of a minimum of 62 semester hours of credit, which includes the following:

- Successful completion of the General Education Requirements (34 credit hours) occurs when the student begins continuous enrollment.
- Successful completion of 24 credit hours of discipline-related courses.
- Successful completion of 12 credit hours of electives.
- Successful completion of the required University Studies of the 1 credit LIBR 150.

Note:

- At least 15 credit total credit hours for the associate degree must be completed at Leighton University.
- A minimum grade point average of C (2.0) on all Leighton credits and a grade of at least C in all discipline-related courses.
- Course prerequisites must be observed. If the student anticipates pursuing a bachelor's degree, courses should be selected to advance that degree goal.

University CORE Program

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (6 Credits)	6
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Foundational (3 Courses)

MGNT 201 and 250 Required

Code #	Title	Credits
ACCT 150	Financial Accounting	3
ECON 203	Introduction to Business	3
MGNT 201	Risk Management	3
MGNT 250	Principles of Management	3

Core Distribution (5 Courses)

MAKT 210, MGN 260, MGNT 280 are required.

Code #	Title	Credits
BUSI 110	Fundamentals of Business Communication	3
ECON 202	Analysis of Economic Issues	3
ECON 206	Policy in the Global Economy	3
MAKT 210	Introduction to Supply Chain Management	3
MAKT 201	Principles of Marketing	3
MGNT 260	Customer Relationship Management	3
MGNT 280	Management and Organizational Behavior	3

Electives

Any 3-credit hour course.

University Requirement

Code #	Title	Credits
LIBR 150	Library Research	1
	Total credits:	62

Associates of Science in Business Administration - Marketing

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their academic advisor to discuss their individual plan of study.

Program Length: 62 credit hours

Accepted Transfer Credits: 45 Credit hours

Marketing is often considered as the intermediary function between product development and increasing brand awareness. The Marketing program completers are prepared to play a role in developing marketing strategies for an organization. Majors develop an understanding of product pricing strategies, product life cycles, consumer behavior, professional selling, and product/business promotion.

Program Goals and Objectives

Marketing students will be able to:

- Develop in-depth knowledge on identifying, attracting, and evaluating customers
- Learn and utilize information technology tools for customer research and strategic performance.
- Create and manage a safe learning environment that prepares all students for the workplace, advanced training, and continued education.
- Model personal and professional qualities, attributes, and leadership skills reflect productive life and work roles and device and manage collaborative partnerships with students, colleagues, community, business, industry, and families that maximize resources and promote student self-sufficiency.
- Evaluate marketing options and alternatives and commit to a course of action, using financial, organizational, environmental, and ethical criteria to guide decision-making.
- Reveal workplace competencies in keyboarding and digital input, information technology clusters, information systems management, information processing applications, technical communications, principles of entrepreneurship, business management, accounting & computation, economics & finance, international business, and business law;

The number of credit hours required to complete an academic major varies according to the academic program. At least half the credits hours earned within the major must be upper-division (i.e., earned in courses numbered in the 300 and 400) and must be earned through Leighton University. A course grade may not be lower than a C grade. Specific coursework is prescribed for the major and is described under each program.

Type: Associate of Science

University CORE Program

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (6 Credits)	6
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Foundational (3 Courses)

Code #	Title	Credits
ECON 203	Introduction to Business	3
ACCT 150	Financial Accounting	3
MAKT 155	Introduction to Marketing	3
MAKT 201	Principles of Marketing	3

Core Distribution (5 Courses)

Code #	Title	Credits
ACCT 201	Principles of Accounting I	3
BUSI 200	Business Statistics	3
MAKT 205	Ethical Decision Making in Business	3
MAKT 210	Introduction to Supply Chain Management	3
MAKT 281	Digital Marketing	3

Free Electives (1 Course)

Any 3 credit hour course.

University Requirement

Code #	Title	Credits
LIBR 150	Library Research	1
	Total credits:	62

Bachelor of Science in Business Administration - Management

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their academic advisor to discuss their individual plan of study.

Program Length: 120 credit hours

Accepted Transfer Credits: Up to 90 Credit hours

The bachelor of science in business administration/management degree will open many employment opportunities for you. The Business Administration Management curriculum provides valuable background for entry-level jobs and long-range management positions. These can be in specialized institutions such as advertising agencies, marketing research firms, management consultants, service organizations, retailing, wholesaling, and manufacturing companies. With Leighton University's emphasis on communication and ethics, you will have the confidence to choose to begin a new career or take your work in the business field to the next level.

Additionally, the program empowers graduates to cultivate their unique potential and talents and promote mastery of the knowledge, skills, and aptitudes necessary for effective leadership. Specialization in business management can help students prepare to pursue options in dynamic business environments where they may have a tangible impact on planning and organizing day-to-day operations.

Program Learning Outcomes

- Demonstrate the capacity to appraise and understand returns, effective decision making, risk, returns, management theories, planning, critical thinking, and measuring profitability through case studies, projects, and other assignments.
- Demonstrate the capacity to understand the uses of technology concepts by managers, including hands-on learning techniques.
- Demonstrate the capacity to understand ethical behavior and social responsibility in the workplace and satisfy stakeholders' interests.
- Demonstrate the capacity to use effective communication skills - both written and oral - through business plans, case studies, and/or oral presentations and research papers.
- Demonstrate an appropriate level of learning competencies across business disciplines (i.e., courses) encompassing each core business curriculum's functional area.
- Demonstrate satisfactory skills and aptitudes in doing business across international boundaries and discuss the impact of global competitiveness.

Overall Degree Requirements

In addition to the University's CORE requirements, the major, the minor, and elective requirements must meet the set of the overall requirements listed below:

1. Students must complete a minimum of 120 credits.

2. Students must maintain a minimum satisfactory GPA of 2.0 (C) overall program with no grade lower than a C in a course designated as a major in Economics.
3. Within the 120 credits required, the following coursework must be taken at Leighton University:
 - For transfer-in students, at the minimum, the last 30 credits of the degree program.
 - At least 50% of courses listed within the major of the required number of credits in the major.
 - At least 50% of credits earned for courses numbered 300 to 499 in the minor.
4. At least 45 credits hours of the 120 credits to meet the degree requirements must be upper level (300-499).

Business Management Program Structure

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their Academic Navigator to discuss their individual plan of study.

Type: Bachelor of Science

University CORE Program (13 Courses)

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (12 Credits)	12
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Foundational (8 Courses)

ECON 103 & MGNT 250 are required courses.

Code #	Title	Credits
ECON 203	Introduction to Business	3
MGNT 201	Risk Management	3
MGNT 250	Principles of Management	3
MGNT 260	Customer Relationship Management	3
MGNT 280	Management and Organizational Behavior	3
MGNT 295	Business Innovation	3

Major Core Distribution (8 Courses)

Code #	Title	Credits
MGNT 302	Small Business Management	3
MGNT 315	Management Theories	3
MGNT 322	Organizational Behavior	3
MGNT 360	Strategic Management and Business Policy	3
MGNT 389	Human Resource Management	3
MGNT 425	Global Business Issues	3
MGNT 435	Operations Management	3
MGNT 441	Sales Management	3
MGNT 490	Internship in Management	4-6

Free Electives (4 Courses)

Minor/Additional Electives (6 Courses)

University Requirement

Code #	Title	Credits
LIBR 150	Library Research	1
Total credits:		120

Bachelor of Science in Business Administration - Marketing

Program Length: 120 credit hours

Accepted Transfer Credits: Up to 90 Credit hours

Students earning a bachelor's degree in business administration with a Marketing concentration will have acquired a broad liberal arts background and a vital professional education. This Marketing degree program prepares students for a wide range of careers in business marketing, including Brand/Product Management; Direct Marketing; Sales Management; Personal Selling; Sales Promotion; Advertising; International Marketing;

Public Relations; Retailing; and Marketing Research, as well in preparation for further studies at the graduate level. Each of these areas offers professional career opportunities for the graduate.

Our primary goal is to support student success through quality education and successful programs. Additionally, The curriculum reflects Leighton's emphasis on providing students with a rigorous education encompassing a solid foundation in the arts and sciences and a firm grounding in business's basic principles.

This program will provide the student with a comprehensive knowledge of marketing along with the skills necessary for effective decision-making in a business environment that is diverse, global, and highly competitive. A major in marketing will have the skills to open the door to career opportunities in many places: advertising and retailing to market research and public relations.

Program Learner Outcomes

Marketing students will be able to:

- Develop in-depth knowledge on identifying, attracting, and evaluating customers
- Learn and use information technology tools for customer research and strategic performance
- Create and sustain safe learning environments that prepare diverse students for the workplace, advanced training and continued education;
- Model personal and professional attributes and leadership skills that reflect productive life and work roles as well as implement and maintain collaborative partnerships with students, colleagues, community, business, industry and families that maximize resources and promote student self-sufficiency;
- Evaluate marketing alternatives and commit to a course of action, using financial, organizational, environmental and ethical criteria to guide decision-making
- Demonstrate workplace competencies in keyboarding and digital input, information technology clusters, information systems management, information processing applications, technical communications, principles of entrepreneurship, business management, accounting & computation, economics & finance, international business and business law;
- Apply marketing skills, doing client-based projects, company internships, community service, and managing student organizations.

Overall Degree Requirements

In addition to the University's CORE requirements, the major, the minor, and elective requirements must meet the set of the overall requirements listed below:

1. Students must complete a minimum of 120 credits.
2. Students must maintain a minimum satisfactory GPA of 2.0 (C) overall program with no grade lower than a C in a course designated as a major in Economics.
3. Within the 120 credits required, the following coursework must be taken at Leighton University:
 - At the minimum, the last 30 credits of the degree program.
 - At least 50% of courses listed within the major of the required number of credits in the major.
 - At least 50% of credits earned for courses numbered 300 to 499 in the minor.
4. At least 45 credits hours of the 120 credits to meet the degree requirements must be upper level (300-499).

B.S. Business Marketing Program Structure

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their Academic Navigator to discuss their individual plan of study.

Type: Bachelor of Science

University CORE Program (13 Courses)

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (12 Credits)	12
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Foundational (5 Courses)

MAKT 155 and MAKT 289 are required courses.

Code #	Title	Credits
ACCT 150	Financial Accounting	3
MAKT 155	Introduction to Marketing	3
MAKT 201	Principles of Marketing	3
MAKT 205	Ethical Decision Making in Business	3
MAKT 210	Introduction to Supply Chain Management	3
MAKT 281	Digital Marketing	3
MAKT 289	Understanding the Customer	3

Core Distribution (8 Courses)

MAKT 302, MAKT 314, and MAKT 441 are required courses.

MAKT 490 requires a minimum of two additional upper-division courses (6 credit hours) instead of an internship.

Code #	Title	Credits
MAKT 302	Consumer Behavior	3
MAKT 314	Advertising/Sales Promotion	3
MAKT 332	Retailing Fundamentals	3
MAKT 341	Consultative Selling	3
MAKT 362	Global Logistics Management	3
MAKT 365	Service Operations Management	3
MAKT 404	Marketing Research	3
MAKT 430	Services Marketing	3
MAKT 440	Relationship Marketing	3
MAKT 441	Sales Management	3
MAKT 451	International Marketing	3
MAKT 490	Internship in Marketing	1-6

Free Electives (8 Courses)

These courses may include an additional course in ECON.

Minor/Additional Electives (6 Courses)

These courses may include an additional course in ECON.

University Requirement

Code #	Title	Credits
LIBR 150	Library Research	1
Total credits:		120

Minor in Business Administration - Management

No matter your major, the knowledge, skills, and behaviors you will acquire through the Business Administration minor will enhance your standing in your job search and your ability to succeed in your career field.

The 18-credit Business Administration in Management minor is open to students from any program except for majors in Business Administration in Management. Throughout your minor, you will gain foundational knowledge and skills in microeconomics, financial accounting, financial management, and marketing, as well as management and organizational behavior. All Business Administration/Management minor requirements must be completed with a grade equivalent of 2.00 or higher.

The Minor in Business Management will be posted on the student's academic record and transcript. However, it will not be published the diploma. The following academic requirements must be met for the completion of the minor:

- Credits earned in one minor may not be used to meet the requirements in another minor program.
- At least two of the required foundation must be completed at Leighton.
- At least one upper-division credit applied to the minor must be taken at Leighton University.
- No course with a grade below "C-" may count towards a general business minor.

Type: Minor

Curriculum Requirements

No more than four of the following to total 12 credit hours:

Code #	Title	Credits
ACCT 150	Financial Accounting	3
MGNT 201	Risk Management	3
MGNT 250	Principles of Management	3
MGNT 260	Customer Relationship Management	3
MGNT 280	Management and Organizational Behavior	3

At least two of the following to total at least six credit hours:

Code #	Title	Credits
MGNT 302	Small Business Management	3
MGNT 322	Organizational Behavior	3
MGNT 389	Human Resource Management	3
MGNT 425	Global Business Issues	3
Total credits:		18

Minor in Business Administration - Marketing

Students can balance their major area of interest with an essential skill set to gain insight into a business's external functions with a minor in marketing. Students who have a background in marketing will have an idea of what it means to work as a team member and will be able to help companies become more leading players in the changing atmosphere in society. The minor in Business Administration/Marketing is available only to students majoring outside of the Marketing major.

This minor requires at least 18 semester hours, of which 12 credits must be taken at Leighton. No matter what the student's major is, the knowledge and skills acquired through the Business Administration minor will serve the graduates well upon graduation, helping them in their job search and their ability to hold a successful career.

Leighton's 18-credit Business Administration/Marketing minor is open to students from any program except for business administration/management majors. Program participants will gain the foundational fluency in basic business terminologies, concepts, and current business practices; financial accounting; the concept of the supply changing and its management are covered in the course from product-level development, sourcing, production, and logistics, as well as the information systems needed to coordinate these activities. Other areas covered include marketing and concepts in management and effectiveness of the advertisement enterprises, retailing, and consumer behavior.

Program Requirements

The Business Administration/ Marketing Minor will be posted on a student's academic transcript but not on the diploma. The requirements below must be met for the completion of the minor in Marketing:

- The minor requires fewer than 18 academic credits, with at least nine credits at the upper level (300- or 400-level courses).
- No courses completed in one minor may be used to satisfy the requirements in another minor.

- At least two of the required foundation courses (or six credits) must be taken at Leighton.
- At least one upper-division credits applied to the minor must be taken at Leighton University.
- Course grades below "C-" do not count towards a the minor.

Type: Minor

Lower Division Program Courses

At least two course from the following to total 9 credit hours:

Code #	Title	Credits
ACCT 150	Financial Accounting	3
ECON 203	Introduction to Business	3
MAKT 210	Introduction to Supply Chain Management	3
MAKT 201	Principles of Marketing	3

Upper Division Program Courses

Select at least two from the following to satisfy six credit hours:

Code #	Title	Credits
MAKT 302	Consumer Behavior	3
MAKT 314	Advertising/Sales Promotion	3
MAKT 332	Retailing Fundamentals	3
MAKT 341	Consultative Selling	3
Total credits:		18

Minor in Business Administration [General]

A great way to start studying business without committing to a specialized major in business administration as a major. The minor in General Business is designed for students whose major is outside of the School of Business but wish to pursue a business collateral area. All Business students follow the CORE business curriculum through the sophomore year of study, so you would not fall behind on your graduation goal.

This plan allows the student to take the entry-level course in accounting, statistics, economics, management, marketing, and legal studies before deciding which major best suits your skills and career goals. You will have a much better feel for what you might excel in, plus the advantage of studying different majors and talking with faculty before you declare.

Type: Minor

Program Courses – Lower Division

No more than four of the following to total 12 credit hours:

Code #	Title	Credits
ACCT 150	Financial Accounting	3
ECON 202	Analysis of Economic Issues	3
ECON 203	Introduction to Business	3
ECON 212	Microeconomic Analysis	3
ECON 211	Macroeconomic Analysis	3
MAKT 201	Principles of Marketing	3
MGNT 250	Principles of Management	3

Program Courses – Lower Division

At least two of the following to total at least six credit hours:

Code #	Title	Credits
ECON 312	Managerial Economics	3
ECON 321	Money and Financial Institutions	3
MAKT 302	Consumer Behavior	3
MAKT 332	Retailing Fundamentals	3
MGNT 322	Organizational Behavior	3
PALE 410	Business Organizations and Transactions	3
Total credits:		18

Criminal Justice

Associates of Science in Criminal Justice

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their academic advisor to discuss their individual plan of study.

Program Length: 62 credit hours

Accepted Transfer Credits: Up to 45 Credit hours

The Associate's of Science in Criminal Justice curriculum covers law enforcement, courts, corrections, security, and crime scene investigation. Additionally, the program covers topics that include crime and criminal behavior. Attaining an associate's degree provides a solid foundation for further study and attaining a bachelor's degree or entry into various criminal justice professions. Your associate's degree in Criminal Justice can open up career opportunities in public safety, corrections, forensic science, investigation, and law enforcement.

The Associate's of Science degree program empowers students to cultivate their unique potential and talents

and promote their mastery of the knowledge, skills, and aptitudes necessary for effective leadership. Leighton University believes that this balance enables graduates to make a difference by creating new opportunities and providing workable solutions to current and future 21st-century dilemmas.

Program Goals and Objectives

Upon successful completion of the Associate's of Science in Criminal Justice, the graduate will have acquired the ability to:

- Evaluate state and federal constitutions and their respective criminal codes.
- Communicate effectively within the criminal justice system and with the public and routinely respond to various problems, many of which may not be criminal.
- Legally and with precision, enforce the laws which regulate public conduct.
- Accurately identify, collect, verify, and preserve evidence.
- Conduct preliminary traffic and criminal investigations, report findings, and testify effectively in court.
- Promote security through the appropriate application of standard patrol practices and police interventions.
- Understand and apply concepts of community-oriented policing.

Criminal Studies Program Curriculum

To satisfy the program's requirements, you will need 62 credits hours that sufficiently cover the designated program's course components. These may be earned through a combination of the general education CORE courses and any other University discipline area. Required courses may vary based on transferable credits. Specifically, the students must submit proof of successful completion of a minimum of 62 semester hours of credit, which includes the following:

- Successful completion of the General Education Requirements (34 credit hours) occurs when the student begins continuous enrollment.
- Successful completion of 24 credit hours of discipline-related courses.
- Successful completion of 12 credit hours of electives.
- Successful completion of LIBR 150 and an additional elective course

Note:

- At least 15 credit total credit hours for the associate degree must be completed at Leighton University.
- A minimum grade point average of C (2.0) on all Leighton credits and a grade of at least C in all discipline-related courses.
- Course prerequisites must be observed. If the student anticipates pursuing a bachelor's degree, courses should be selected to advance that degree goal.

Type: Associate of Science

University CORE Program (13 Courses)

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (6 Credits)	6
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Study Area I (4 Courses)

Code #	Title	Credits
CRJS 201	Introduction to Homeland Security	3
CRJS 220	Police Operations and Procedures	3
CRJS 219	Writing for Criminal Justice	3

Study Area II (4 Courses)

Code #	Title	Credits
CRJS 223	Community Relations	3
CRJS 225	Professional Ethics in Criminal Justice	3
CRJS 233	Criminal Law	3
CRJS 235	Criminal Procedures	3

Electives (3 Course)

University Requirement

Code #	Title	Credits
LIBR 150	Library Research	1
	Total credits:	62

Bachelor of Science in Criminal Justice

Program Length: 120 credit hours

Accepted Transfer Credits: Up to 90 Credit hours

Leighton University online Bachelor's of Science in Criminal Justice is designed for students already pursuing a career in criminal justice for those who have aspirations interested in criminal justice careers. The online programs are designed to provide students, primarily adults, who need flexibility in scheduling. As a criminal justice program student, you will be provided with a preparation that prepares you in all areas of the criminal justice system. The program's curriculum offers various opportunities for the student to examine various criminal justice system aspects. The program will also offer the student multiple opportunities to critically examine the major criminological theories on crime causation and prevention and apply them to Criminal Justice practice.

Program Goals and Objectives

Students who complete this program will be able to:

- Evaluate federal and state constitutions and their respective criminal codes.
- Apply fundamental theories of police operations and management.
- Demonstrate an appreciation of the major criminological theories and an ability to apply them to practical examples.
- Communicate efficiently within the criminal justice system.
- Effectively communicate with the public and respond to various concerns, many of which may not be criminal.
- Legally enforce the laws which regulate public conduct.
- Correctly identify, collect, and preserve evidence.
- Conduct preliminary traffic and criminal investigations, report findings, and testify effectively in court.
- Promote security through the appropriate application of standard patrol practices and police interventions.
- Demonstrate an understanding of class, race, and gender roles in the criminal justice system's workings.
- Understand and apply concepts of community-oriented policing.

Overall Degree Requirements

In addition to the University's CORE requirements, the major, the minor, and elective requirements must meet the set of the overall requirements listed below:

1. Students must complete a minimum of 120 credits.
2. Students must maintain a minimum satisfactory GPA of 2.0 (C) overall program with no grade lower than a C in a course designated as a major in Economics.
3. Within the 120 credits required, the following coursework must be taken at Leighton University:
 - At the minimum, the last 30 credits of the degree program.
 - At least 50% of courses listed within the major of the required number of credits in the major.
 - At least 50% of credits earned for courses numbered 300 to 499 in the minor.
4. At least 45 credits hours of the 120 credits to meet the degree requirements must be upper level (300-499).

B.S. Criminal Justice Program Structure

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their Academic Navigator to discuss their individual plan of study.

Minimum of 120 total credit hours required, including 45 senior level hours [300 - 499 level]

Type: Bachelor of Science

University CORE Program (13 Courses)

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (12 Credits)	12
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Foundational (6 Courses)

Code #	Title	Credits
CRJS 201	Introduction to Homeland Security	3
CRJS 219	Writing for Criminal Justice	3
CRJS 220	Police Operations and Procedures	3
CRJS 223	Community Relations	3
CRJS 225	Professional Ethics in Criminal Justice	3
CRJS 235	Criminal Procedures	3

Major Core Distribution (7 Courses)

Code #	Title	Credits
CRJS 303	Juvenile Justice System	3
CRJS 313	Organized and White Collar Crime	3
CRJS 323	Victimology	3
CRJS 333	Drug Recognition for Law Enforcement	3
CRJS 343	Management of Correctional Systems	3
CRJS 353	Crime Scene Investigation	3
CRJS 373	Prisons and Society	3
CRJS 423	Terrorism	3
CRJS 432	Law Enforcement	3
CRJS 433	Criminal Justice Administration	3
CRJS 443	Sexual Abuse and the Criminal Justice System	3
CRJS 453	Capital Sentence	3
CRJS 457	Comparative Criminal Justice System	3
CRJS 490	Internship in Criminal Justice	4-6

Electives (1 Course)

Free elective. Recommended 9 credit hours in at least upper-division courses.

Minor/ or Electives (6 Course)

University Requirement

Code #	Title	Credits
LIBR 150	Library Research	1
Total credits:		120

Minor in Criminal Justice

The Criminal Justice minor provides a basic grounding in the criminal justice discipline for students majoring in

other fields. This minor offers an exploration of the criminal justice system, including policing, corrections, and prosecution.

Program Requirements

The Minor in Criminal Justice will be published on a student's academic transcript, but not on the diploma. The following requirements must be met to satisfy the completion of the minor:

- The minor requires at least 18 academic credits, with six (6) credits at the upper level (300- or 400-level courses).
- Completing courses in one minor may not be used to meet requirements in a separate minor.
- Up to two of the required foundation courses (or six credits) may be taken at another institution other than the three of the four foundational courses transferred into Leighton may be used.
- At least two upper-division credits applied to the minor must be taken at Leighton University.
- All requirements for the criminal justice minor must be completed with a grade equivalent of 2.00 or higher.

Type: Minor

Program Courses in the Lower Division

No more than four (4) of the following courses may be taken to total 12 credit hours.

Code #	Title	Credits
CRJS 223	Community Relations	3
CRJS 233	Criminal Law	3
CRJS 220	Police Operations and Procedures	3
CRJS 225	Professional Ethics in Criminal Justice	3

Program Courses in the Upper Division

No more than 2 of the following to a total of six credit hours

Code #	Title	Credits
CRJS 303	Juvenile Justice System	3
CRJS 323	Victimology	3
CRJS 333	Drug Recognition for Law Enforcement	3
CRJS 353	Crime Scene Investigation	3
CRJS 373	Prisons and Society	3
Total credits:		18

Economics

Associate of Science in Economics

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their academic advisor to discuss their individual plan of study.

Program Length: 62 credit hours

Accepted Transfer Credits: Up to 45 credit hours

Economics examines markets' functioning, the determination of prices and income distribution, and the determination of the overall level of income and unemployment rates and inflation. Also, Economics deals with various social problems. As a discipline, the social sciences economics analyzes how society makes resource allocation choices through the production and distribution of goods and services.

The appeal of economics as a practice lies in applying theory and quantitative techniques in understanding contemporary problems. Many students conclude that it would be challenging to be informed citizens without a basic understanding of economics. As an academic area, Economics vastly differs from the study of business. Its scope is broader and more analytical while encompassing the firm, labor and capital markets, consumer choice, and government economic policy. Economics as an academic discipline is currently enjoying a nationwide surge in popularity as a major choice among college students. With today's rapidly changing workplace, most people will change jobs several times during their careers. At Leighton University, the major in Economics is designed to provide students with a liberal education with particular emphasis on society's economic aspects and develop the ability to think critically, conceptualize, and possess strong communication (written and oral) and computer skills to evaluate private and public policy issues. The major's goal is to provide students with a rational basis for understanding and evaluating American and other economies' operations and forming intelligent, informed, and critical judgments on relevant issues of public and private concern.

Program Goals and Objectives

- Demonstrate the skills to understand accounting information uses by managers, investors, and creditors, including hands-on learning techniques.
- Demonstrate the skills to appreciate accounting for manufacturing, including cost accumulation for inventory and income determination, pricing techniques, and capital budgeting decisions.

- Demonstrate the skills to evaluate and identify risk, returns, portfolio theory, capital budgeting, dividend policy, long-term financing decisions, liquidity, and concepts to plan and measure profitability.
- Demonstrate the skills to use accounting concepts and procedures essential to business enterprises' administration and accounting cycle and financial statement presentations.

Economics Program of Study

To satisfy the program's requirements, you will need 62 credits hours that sufficiently cover the designated program's components. These may be earned through a combination of the general education courses, content, and electives requirements. Required courses may vary based on transferable credits. Specifically, the students must submit proof of successful completion of a minimum of 62 semester hours of credit, which includes the following:

- Successful completion of the General Education Requirements (34 credit hours) occurs when the student engages in continuous enrollment.
- Successful completion of LIBR 150 - 1 credit hour
- Successful completion of 24 credit hours of discipline-related courses.
- Successful completion of 12 credit hours of discipline related electives.
- Successful completion of 3 credit hours of a free elective.

Note:

- At least 15 credit total credit hours for the associate degree must be completed at Leighton University.
- A minimum grade point average of C (2.0) on all Leighton credits and a grade of at least C in all discipline-related courses.
- Course prerequisites must be observed. If the student anticipates pursuing a bachelor's degree, courses should be selected to advance that degree goal.

The number of credit hours required to complete an academic major varies according to the academic program. At least half the credits hours earned within the major must be upper-division (i.e., earned in courses numbered in the 300 and 400) and must be earned through Leighton University. A course grade may not be lower than a C grade. Specific course work is prescribed for the major and is described under each program.

Type: Associate of Science

University CORE Program

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (6 Credits)	6
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Foundational (3 courses)

Code #	Title	Credits
ACCT 150	Financial Accounting	3
ECON 201	Personal Finance	3
ECON 202	Analysis of Economic Issues	3
ECON 203	Introduction to Business	3

Core Distribution (5 Course)

BUSI 200, ECON 211, & ECON 212 are required courses.

Code #	Title	Credits
ACCT 201	Principles of Accounting I	3
ACCT 204	Principles of Accounting II	3
ECON 206	Policy in the Global Economy	3
BUSI 200	Business Statistics	3
ECON 212	Microeconomic Analysis	3
ECON 211	Macroeconomic Analysis	3
ECON 260	Money, Banking, and Financial Markets	3

Free Electives (1 Course)

Any 3 credit hour course.

University Requirement

Code #	Title	Credits
LIBR 150	Library Research	1
Total credits:		62

Bachelor of Science in Economics

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their academic advisor to discuss their individual plan of study.

Program Length: 120 credit hours

Accepted Transfer Credits: Up to 90 Credit hours

Economics examines markets' functioning, the determination of prices and income distribution, and the determination of the overall level of income and unemployment rates and inflation. Also, Economics deals with various social problems. As a discipline, the social sciences economics analyzes how society makes resource allocation choices through the production and distribution of goods and services.

The appeal of economics as a practice lies in applying theory and quantitative techniques in understanding contemporary problems. Many students conclude that it would be challenging to be informed citizens without a basic understanding of economics. As an academic area, Economics vastly differs from the study of business. Its scope is broader and more analytical while encompassing the firm, labor and capital markets, consumer choice, and government economic policy. Economics as an academic discipline is currently enjoying a nationwide surge in popularity as a major choice among college students. With today's rapidly changing workplace, most people will change jobs several times during their careers. At Leighton University, the major in Economics is designed to provide students with a liberal education with particular emphasis on society's economic aspects and develop the ability to think critically, conceptualize, and possess strong communication (written and oral) and computer skills to evaluate private and public policy issues. The major's goal is to provide students with a rational basis for understanding and evaluating American and other economies' operations and forming intelligent, informed, and critical judgments on relevant issues of public and private concern.

A degree with a major in Economics requires the successful completion of at least 120 credits, including at least 40 credits for the CORE; 24 credits for the Foundational Course, and 25 credits hours to meet the major CORE distribution, 12 credit hours free electives, 18 credit hours to meet either a minor or could be used as additional free electives. All Leighton students are required to complete the one credit hour LIBR 150 to meet the University Studies requirement. Thus the student must complete all related required coursework, which may be applied to the CORE or electives requirements, as part of the 120 credits required for the degree. At least 17 credits in the major's electives must be earned in upper-level courses (numbered 300 or above).

If the student is a transfer, the number of credits expected to meet critical graduation requirements depends on the number of credit hours brought transferred. At admission to the University, the student is assigned an academic Navigator who will support the new students in selecting the remaining required courses.

You will learn and be able to:

- Demonstrate the competence to understand accounting information uses by managers, investors, and creditors, including hands-on learning techniques.
- Demonstrate the ability to use accounting models and techniques essential to business enterprises' administration and accounting cycle and financial statement presentations.
- Demonstrate the competence to understand accounting information uses by managers, investors, and creditors, including hands-on learning techniques.
- Demonstrate the competence to use accounting concepts and techniques essential to business enterprises' administration and accounting cycle and financial statement presentations.
- Demonstrate the competence to understand accounting for manufacturing, including cost accumulation for inventory and income determination, pricing techniques, and capital budgeting decisions.
- Demonstrate the ability to value and understand risk, returns, portfolio theory, capital budgeting, dividend policy, long-term financing decisions, liquidity, and concepts to plan and measure profitability.

Overall Degree Requirements

In addition to the University's CORE requirements, the major, the minor, and elective requirements must meet the set of the overall requirements listed below:

1. Students must complete a minimum of 120 credits.
2. Students must maintain a minimum satisfactory GPA of 2.0 (C) overall program with no grade lower than a C in a course designated as a major in Economics.
3. Within the 120 credits required, the following coursework must be taken at Leighton University:
 - At the minimum, the last 30 credits of the degree program.
 - At least 50% of courses listed within the major of the required number of credits in the major.
 - At least 50% of credits earned for courses numbered 300 to 499 in the minor.
4. At least 45 credits hours of the 120 credits to meet the degree requirements must be upper level (300-499).

B.S. Economics Program Structure

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their Academic Navigator to discuss their individual plan of study.

Minimum of 120 total credit hours required, including 45 senior level hours [300 - 499 level]

Type: Bachelor of Science

University CORE Program (13 Courses)

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (12 Credits)	12
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Foundational (5 Courses)

Code #	Title	Credits
ACCT 201	Principles of Accounting I	3
ECON 201	Personal Finance	3
ECON 202	Analysis of Economic Issues	3
ECON 203	Introduction to Business	3
ECON 206	Policy in the Global Economy	3
ECON 211	Macroeconomic Analysis	3
ECON 212	Microeconomic Analysis	3
ECON 206	Policy in the Global Economy	3

Major Core Distribution (8 Courses)

Code #	Title	Credits
ECON 301	Finance Management and Stewardship	3
ECON 312	Managerial Economics	3
ECON 321	Money and Financial Institutions	3
ECON 332	Saving and Investing	3
ECON 401	Health Care Market and Economics	3
ECON 403	International Trade and Finance	3
ECON 439	Law and Economics	3
ECON 441	Advanced Microeconomic Analysis	3
ECON 442	Advanced Macroeconomic Analysis	3
ECON 490	Internship in Economics	4-6

Free Electives (3 Courses)

These courses may include an additional course in ECON.

Minor/Additional Electives (6 Courses)

Require a minimum of two additional upper-division courses (6 Credit Hours)

University Requirement

Code #	Title	Credits
LIBR 150	Library Research	1
Total credits:		120

Minor in Economics

The minor program extends a foundation in economic analysis and decision-making that is especially valuable for students in any major at Leighton and students considering graduate work in law, public policy, or business administration. Regardless of the major, a minor in economics is sure to enhance your education by exposing you more to how people generally make choices and how any of those choices affect resources, markets, and wealth.

As an economics minor, you will study the working of markets and how income is distributed. Other areas that your classes will explore include the role and positive and negative effects of competitive markets and monopolies on the economy and unemployment and inflation problems.

Program Goals and Outcomes

Upon the successful completion of the Economics Minor:

- The student will understand economic theories and institutions in both microeconomics and macroeconomics.
- The student will have the ability and skills to find and interpret financial information and data.
- The student will have the ability and skills to analyze complex problems and arguments using economic models or reasoning.
- The student will have the ability and skills to communicate economic arguments in written form following economics's communication conventions.
- Students will demonstrate economic literacy by using economic terminology in everyday life.
- Students will acquire a body of fundamental knowledge and skills to critically evaluate economic/social issues and policies from various perspectives.

Curriculum Requirements

The Minor in Economics requires a minimum for which eighteen (18) credit hours in the discipline and nine (9) semester hours must be advanced upper-level courses (numbered 300 or above) and for which a minimum of nine (9) credit hours must be taken at Leighton.

The *Minor in Economics* will be posted on a student's academic transcript but not on the diploma. The following academic requirements must be met for the completion of the minor:

- Students may use up to six credits earned credit hours to satisfy both a major and a minor's requirements.
- Credits earned in one minor may not be used to meet the requirements in another minor program.
- At least one upper-division credit applied to the minor must be taken at Leighton University.
- No course with an earned grade below "C" grade may count towards a general business minor.
- **At least one upper-division credit applied to the minor must be taken at Leighton.**

No course with a grade below "C-" may count towards the Minor in Economics.

Type: Minor

Foundational Courses (9 Credits)

Any 9 credit hours from the list below.

Code #	Title	Credits
ACCT 150	Financial Accounting	3
ECON 203	Introduction to Business	3
ECON 202	Analysis of Economic Issues	3
ECON 212	Microeconomic Analysis	3
ECON 211	Macroeconomic Analysis	3

Upper-Level Courses (9 Credits)

Any nine credits hours from the following list.

Code #	Title	Credits
ECON 312	Managerial Economics	3
ECON 321	Money and Financial Institutions	3
ECON 301	Finance Management and Stewardship	3
ECON 403	International Trade and Finance	3
ECON 441	Advanced Microeconomic Analysis	3
ECON 442	Advanced Macroeconomic Analysis	3
Total credits:		18

Legal Studies

Associates of Science in Paralegal Studies

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their academic advisor to discuss their individual plan of study.

Program Length: 62 credit hours

Accepted Transfer Credits: Up to 45 Credit hours

Paralegals play a key role in the complex and exciting legal industry. While lawyers are ultimately responsible for legal work, many tasks are often delegated to paralegals. Suppose you are interested in training for a new career or advancing in the legal industry. In that case, the Associate of Science in Paralegal Studies from Leighton University can be the first step on the path to career success.

Typically, our students enroll in this program to pursue a career in a legal environment such as a private law firm, corporation, or government agency. This program offers courses in the basic understanding of the law and court systems' core areas to help you stand out in the competitive job market. The program also provides a

balance of legal-specialty courses, courses in particular topics, and general education CORE requirements that give students a base to communicate effectively with clients, the public, and people in the legal system. As a program student, you can learn to prepare for litigation, provide administrative support during courtroom proceedings, interview witnesses, and legal research issues.

Program Goals and Objectives

After the Associate of Arts degree program in Paralegal Studies is completed, the graduate should be able to do the following:

- To offer the students a background in the legal fundamentals, apt skills, and practical experience necessary for professional employment.
- The curriculum offers a wide variety of business, law, and liberal arts courses to provide students a broader range of employment prospects.
- Demonstrate skill sets to analyze data and information to assist clients throughout the legal process ethically.
- Demonstrate abilities to locate and analyze relevant primary and secondary legal sources in electronic and print media
- Demonstrate abilities to investigative techniques to gather information from witnesses and other sources
- Demonstrate abilities to use oral and written skills to communicate with participants throughout the legal process
- Demonstrate abilities to analyze legal documents and maintain legal schedules
- Demonstrate abilities to draft and organize legal documents and records
- Demonstrate abilities to organize pretrial documents and records
- Demonstrate abilities to prepare office documents and forms

Paralegal Studies Program Curriculum

To satisfy the program's requirements, you will need 62 credits hours that sufficiently cover the designated program's components. These credit hours may be earned by combining the CORE courses, content, and electives requirements. Required courses may vary based on transferable credits. Specifically, the students must submit proof of successful completion of a minimum of 62 semester hours of credit, which includes the following:

- Successful completion of the General Education Requirements (34 credit hours) occurs when the student begins continuous enrollment.

- Successful completion of 24 credit hours of discipline-related courses.
- Successful completion of 3 credit hours free elective.
- Successful completion of the 1 credit hour University Studies course - LIBR 150.

Note:

- At least 15 credit total credit hours for the associate degree must be completed at Leighton University.
- A minimum grade point average of C (2.0) on all Leighton credits and a grade of at least C in all discipline-related courses. Course prerequisites must be observed. If the student anticipates pursuing a bachelor's degree, courses should be selected to advance Draft and organize legal documents and records.

Type: Associate of Science

University CORE Program (13 Courses)

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (6 Credits)	6
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Foundational (4 Courses)

Code #	Title	Credits
CRJS 225	Professional Ethics in Criminal Justice	3
PALE 201	Fundamentals of Paralegalism	3
PALE 221	Tort and Personal Injury Law	3
PALE 222	Law Office Management	3
PALE 234	Arbitration	3
PALE 235	Trustees and Trust Administration	3

Core Distribution (4 Courses)

Code #	Title	Credits
CRJS 233	Criminal Law	3
PALE 240	Real Estate Law	3
PALE 250	Civil Procedures	3
PALE 260	Legal Research and Writing I	3
PALE 271	Administration of Wills, Trusts, and Estates	3
PALE 285	Courts and the Judicial Process	3

Free Electives (1 Course)

Any electives.

University Requirement

Code #	Title	Credits
LIBR 150	Library Research	1
Total credits:		62

Bachelor of Science in Paralegal Studies

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their academic advisor to discuss their individual plan of study.

Minimum Program Length: 120 credit hours

Accepted Transfer Credits: Up to 90 Credit hours

The Paralegal Studies Bachelor's of Science (B.S.) degree at Leighton University is a four-year program that prepares you to go directly into a specialized career as a paralegal. Paralegals work in various organizations, from law practices and corporate legal departments to government entities and insurance companies. At Leighton University, we can supply you with the knowledge needed to become a qualified paralegal. Choosing Leighton's Bachelor of Science in Paralegal Studies program is a concrete step toward a new career.

Typically, students enroll in this program to pursue a career in a legal environment such as a private law firm, corporation, or government agency. This program offers courses in the basic understanding of the law and court systems' core areas to help students stand out in the competitive job market. The program also provides a balance of legal-specialty courses, courses in particular topics, and general education requirements that give students a base to communicate effectively with clients, the public, and people in the legal system. As a program student, you can learn to prepare for litigation, provide administrative support during courtroom proceedings, interview witnesses, and legal research issues.

Leighton University has designed the Bachelor's of Science in Paralegal Studies degree program for traditional college students and working adult students who need the flexibility to accommodate work and school. Paralegal Studies has been designed for professionals and other adults in mind who wish to improve their knowledge and study in a flexible format.

Program Goals and Objectives

Graduates of the Paralegal Studies program will be able to:

- Apply communication and problem-solving skills to gauge and supply needed information to supervising attorneys, colleagues, and clients, and to assist the supervising attorney(s) with interviews, pre-trial preparation, depositions, trials, and the preparation of legal documents;
- Perform the duties of an entry-level paralegal in a law firm or other legal work setting.
- *Understand the ethical rules and concerns in the legal profession*
- Interpret and apply legal codes of ethics in a work environment.
- Perform legal research activities using both printed and electronic sources.

Overall Degree Requirements

In addition to the University's CORE requirements, the major, the minor, and elective requirements must meet the set of the overall requirements listed below:

1. Students must complete a minimum of 120 credits.
2. Students must maintain a minimum satisfactory GPA of 2.0 (C) overall program with no grade lower than a C in a course designated as a major in Economics.
3. Within the 120 credits required, the following coursework must be taken at Leighton University:
 - At the minimum, the last 30 credits of the degree program.
 - At least 50% of courses listed within the major of the required number of credits in the major.
 - At least 50% of credits earned for courses numbered 300 to 499 in the minor.
 - At least 45 credits hours of the 120 credits to meet the degree requirements must be upper level (300-499).

Paralegal Studies Program Structure

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their Academic Navigator to discuss their individual plan of study.

Minimum of 120 total credit hours required, including 45 senior level hours [300 - 499 level]

Type: Bachelor of Science

University CORE Program (13 courses)

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (12 Credits)	12
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Foundational (8 Courses)

CRJS 201, PALE 201 & PALE 222 are required courses.

Code #	Title	Credits
CRJS 201	Introduction to Homeland Security	3
CRJS 225	Professional Ethics in Criminal Justice	3
CRJS 233	Criminal Law	3
PALE 201	Fundamentals of Paralegalism	3
PALE 221	Tort and Personal Injury Law	3
PALE 222	Law Office Management	3
PALE 235	Trustees and Trust Administration	3
PALE 250	Civil Procedures	3
PALE 260	Legal Research and Writing I	3
PALE 271	Administration of Wills, Trusts, and Estates	3
PALE 285	Courts and the Judicial Process	3

Core Distribution (8 Courses)

CRJS 378 & PALE 490 -- Required

Code #	Title	Credits
CRJS 378	Evidence and Procedures	3
PALE 340	Healthcare Law and Compliance	3
PALE 350	Legal Environment of Business	3
PALE 365	Courts and Litigation	3
PALE 370	Commercial Law: Secured Transactions	3
PALE 380	Communication Law in America	3
PALE 400	Estate Planning and Probate	3
PALE 402	Arbitration	3
PALE 410	Business Organizations and Transactions	3
PALE 413	Employment Law	3
PALE 490	Internship in Paralegal Studies	4-6

Free Electives (4 Courses)

Minor/Additional Electives (6 Courses)

***Require a minimum of two additional upper-division courses (6 credit hours)

University Requirement

Code #	Title	Credits
LIBR 150	Library Research	1
Total credits:		120

Legal Studies

Minor in Paralegal Studies

The Paralegal Studies minor at Leighton is designed to expose students to the most common law areas encountered in a legal and business context. A paralegal is not a lawyer! Moreover, they may neither give legal advice nor accept cases. Further, a paralegal may neither argue in court nor set fees. Instead, a paralegal is often employed by a law office, corporate legal department, or public entity to perform substantive legal work under a lawyer's supervision. Paralegals conduct legal research utilizing various tools, maintaining and organizing files, and drafting legal documents. The paralegal classes provide excellent preparation for students wishing to further their education by attending law school.

Program Goals and Outcomes

Upon completion of a minor in Paralegal Studies, students will:

- Demonstrate sufficient legal knowledge and practical skills necessary to perform substantive legal work under an attorney's direction.
- Understand the ethical obligations in the legal profession.
- Read, analyze, and synthesize complex information in an organized and logical manner
- Effectively and communicate orally, in writing, and in interpersonal situations
- Demonstrate an awareness and understanding of the fundamental concepts and procedures of the American legal system.
- Demonstrate an awareness of the paralegal's role, value, and limitations in the American legal system.
- Demonstrate high standards of legal ethics and professional character and behavior.
- Demonstrate an ability to conduct legal research using formal and informal information retrieval methods and an ability to synthesize and summarize research.

Program Requirements

While it will not be published on the diploma, the Minor in Paralegal Studies will also be published on the student's transcript. Listed below are requirements that must be met for the successful completion of the minor:

- The minor requires at least 18 academic credits, with at least nine credits at the upper level (300- or 400-level courses).
- Courses completed in one minor may not be used to satisfy the requirements for another minor.
- At least twelve (12 cr. hrs.) of the required program courses must be taken at Leighton. No more than six credit hours transferred in may be used in satisfying program requirements.
- At least one upper-division credits applied to the minor must be taken at Leighton University.
- No course with an earned grade below "D+" or less may count towards a general business minor.

Type: Minor

Program Courses in the Lower Division

PALE 250 Required and any other two courses to a total of 9 credit hours.

Code #	Title	Credits
PALE 201	Fundamentals of Paralegalism	3
PALE 221	Tort and Personal Injury Law	3
PALE 235	Trustees and Trust Administration	3
PALE 250	Civil Procedures	3
PALE 234	Arbitration	3

Program Courses in the Upper Division

9 credit hours from the selection below. At least 2 courses (6 credit hours) must be completed at Leighton

Code #	Title	Credits
PALE 380	Communication Law in America	3
PALE 365	Courts and Litigation	3
PALE 410	Business Organizations and Transactions	3
PALE 340	Healthcare Law and Compliance	3
Total credits:		18

Liberal Studies

Associates of Science in Liberal Studies

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their academic advisor to discuss their individual plan of study.

Program Length: 62 credit hours

Accepted Transfer Credits: 45 Credit hours

For the Learner searching for a broad education rather than training in a particular occupation, the program in Liberal studies offers a rewarding degree program. A Liberal Studies degree prepares learners for many careers because it gives them the skills, knowledge, and perspectives needed to succeed. The program consists of two years of studies in the different Social Science, Humanities, and Fine Arts branches. After graduating with this degree, a learner is better prepared to enter the workforce or transfer into a bachelor's degree program for further studies.

The Associates of Science in Liberal Studies is the foundation for many college majors and a bachelor's degree. The value of a liberal studies areas of study is multi-faceted. It signals to employers that, as a degree holder, the learner has advanced communication skills, critical thinking skills, group dynamics and awareness skills, and an appreciation of other cultures. These qualities are vital to one's success in today's workplace. You will learn how to think, collaborate, create, problem-solve, communicate, and lead.

This degree emphasizes student completion of 34 credit hours of the CORE, 24 hours in two areas of concentration, three (3) additional credit hours in any other discipline, and one (1) credit hour the University Studies. Moreover, the associate's degree program

enables a student to progress into the bachelors program to complete a bachelor's degree. Learners interested in the Liberal Studies degree may choose to pursue one of three paths:

- **The Path for Interdisciplinary Opportunities** -These students passionately wish to seek accomplishment in more than one field simultaneously, with the idea that such diversity is mutually sustaining.
- **The Path of Focused Competencies** - Many of our students develop vital interests in a particular field within Liberal Studies.
- **The Path for Self Seekers** - Some of our students utilize the Liberal Studies major to develop a stronger sense of themselves to develop their further interests as they self-discovery.

The number of credit hours required to complete an academic major varies according to the academic program. No course grade may be lower than C. Specific coursework is prescribed for the major and is described under each program.

Type: Associate of Science

University CORE Program

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (6 Credits)	6
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Subject Area 1 (4 Courses)

Reviewed and approved by your Navigator.

Subject Area 2 (4 Courses)

Reviewed and approved by your Navigator.

Program Required (1 Course)

Code #	Title	Credits
LIBS 299	Liberal Studies I	3

University Studies (1 Course)

Code #	Title	Credits
LIBR 150	Library Research	1

Bachelor of Science in Liberal Studies

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their academic advisor to discuss their individual plan of study.

Program Length: 120 credit hours

Accepted Transfer Credits: 90 Credit hours

The B.S. in Liberal Studies is the most flexible degree to design your future. The Department of Liberal Studies attracts a wide variety of talented students whose diverse interests contribute to our stimulating intellectual environment. A Liberal Studies major can broaden your academic knowledge and equip you with various skills relevant for entry into many occupations. Employers value critical thinking, teamwork, and solid communication skills. They seek employees who can handle complex information and solve real-world problems. The Liberal Studies degree is customizable to meet your academic goals within the degree requirements and prerequisites.

For the student searching for a broad education rather than training in a particular occupation, the Department of Liberal Studies offers a rewarding degree program. This interdisciplinary degree program prepares students for many careers because it gives them the skills, knowledge, and perspectives needed to succeed. The program consists of two years of studies in the different Social Science, Humanities, and Fine Arts branches. After graduating with this degree, a student is better prepared to enter the workforce or transfer into a bachelor's degree program for further studies.

Moreover, the Bachelor's of Science degree program enables students to transfer to a four-year college/university. This degree emphasizes student completion of 40 credit hours of CORE program, 24 credit hours in one Area of Study, 21 credit hours in the second Area of Study, 12 credit hours of electives and of a 18 hours of a minor area or an equal number of credit hours as electives. In addition, the program requires the completion of 4 credit hours LIBS 490. Students interested in the Liberal Studies degree may choose to pursue one of three paths:

- **The Path for Interdisciplinary Opportunities** – These are students who passionately wish to seek

accomplishment in more than one field simultaneously, with the idea that such diversity is mutually sustaining.

- **The Path of Focused Competencies** – Many of our students develop vital interests in a particular field within Liberal Studies.
- **The Path for Self Seekers** – Some of our students utilize the Liberal Studies major to develop a stronger sense of themselves to develop their interests further as they self-discover.

Program Goals and Objectives

Students who complete the Bachelor's of Science in Liberal Studies, offered by the Department of Liberal Studies, will be able to:

- **Communication Skills:** The program computer will have the ability to express ideas and share knowledge orally and in writing in a clear, focused, and organized manner.
- **Critical Thinking** - The ability to analyze, synthesize, and evaluate information logically and coherently.
- **Global Perspectives** - The ability to examine a concept in contexts and from perspectives other than one's own.
- **Quantitative Reasoning** - The application of computational methods and numerical data interpretation to solve problems.
- **Scientific Processes** - The application of scientific methods to learn and examine physical and biological phenomena' laws, theories, and processes.
- **Technical Skills** - The theoretical and applied knowledge for career entry and continued professional development.
- **Investigative Skills** - The application of strategies, resources, and attitudes to find solutions and gain knowledge.

Overall Degree Requirements

In addition to the University's CORE requirements, the major, the minor, and elective requirements must meet the set of the overall requirements listed below:

1. Students must complete a minimum of 120 credits.

2. Students must maintain a minimum satisfactory GPA of 2.0 (C) overall program with no grade lower than a C in a course designated as a major in Economics.
3. Within the 120 credits required, the following coursework must be taken at Leighton University:
 - At the minimum, the last 30 credits of the degree program.
 - At least 50% of courses listed within the major of the required number of credits in the major.
 - At least 50% of credits earned for courses numbered 300 to 499 in the minor.
4. At least 45 credits hours of the 120 credits to meet the degree requirements must be upper level (300-499).

Liberal Studies Program Structure

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their Academic Navigator to discuss their individual plan of study.

Minimum of 120 total credit hours required, including 45 senior level hours [300 - 499 level]

Type: Bachelor of Science

University CORE Program (13 Courses)

Code #	Title	Credits
	Category 1 - Purposive Communications (9 Credits)	9
	Category 2 - Quantitative Skills (3 Credits)	3
	Category 3 - Behavioral/Social Understanding (12 Credits)	12
	Category 4 - Scientific Reasoning (7 Credits)	7
	Category 5: Humanities and Fine Arts (6 Credits)	6
	Category 6: Technology Fluency (3 Credits)	3

Discipline of Study I (8 Courses)

Any non-CORE courses.

Discipline of Study II (7 Courses)

Any single discipline.

Free Electives (4 Courses)

Minor/Electives (6 Courses)

In place of a minor 18 credit hours of guided electives are chosen in consultation with the student's academic advisor. Require a minimum of two additional upper-division courses (6 credit hours).

Program Required (1 course)

Code #	Title	Credits
LIBS 490	Liberal Studies Internship	3-6

University Studies (1 Course)

Code #	Title	Credits
LIBR 150	Library Research	1
Total credits:		120

Courses

Accounting

ACCT 150: Financial Accounting

This course introduces the learners to accounting concepts, principles, and procedures, emphasizing financial accounting statements for corporations and accounting processes for a service and merchandise enterprise. Learners will have opportunities to give focus on the development and control aspects of the balance sheet and income statement elements, including current, plant, and intangible assets, deferrals, accruals, current and long-term liabilities, and stock transactions. Also, the learners will gain familiarity with the ethics, accounting systems, and controls, as well as concepts in short and long-term securities.

Course Outcomes

- Describe the qualities of information contained in the financial statements and distinguish between accrual basis accounting and cash basis accounting.
- Discuss the nature of business operations and list the characteristics of the three general forms of ownership structure.
- Define the elements of the financial statements.
- Prepare financial statements from a given set of transactions that include accruals and deferrals.
- List and discuss the steps in the basic accounting cycle.
- Account for long-term assets including acquisition, depreciation, and disposal of long-term assets.
- Account for inventory and payables including how to value inventory using cost flow assumptions and how to determine the effect of inventory errors on the financial statements.
- Account for sales, cash and accounts receivable including the preparation of a bank reconciliation and accounting for uncollectible accounts.
- Record and report transactions associated with long-term debt including the application of present value and future value concepts.
- Account for transactions associated with equity financing including accounting for stock issuances, treasury stock, dividends, and retained earnings.
- Analyze and prepare the statement of cash flows using both the direct and indirect methods.
- Use horizontal analysis, vertical analysis, and ratio analysis to evaluate a company's performance.

Credits: 3

Prerequisites:

MATH 120

LIBR 150

Competency: Quantitative Reasoning

ACCT 201: Principles of Accounting I

Principles of Accounting I is designed to provide learners accounting techniques and theories relative to business organizations by understanding the accounting theory, concepts, and procedures. While the emphasis will focus on financial accounting, learners will be to measurements and reporting of assets, equity, and liabilities. Learners will acquire knowledge of journalizing and posting transactions, information processing, worksheets, financial statements, and accounting concepts and procedures essential to the accounting cycle. Learners will use Excel to complete the accounting spreadsheet applications.

Course Outcomes

- Define accounting terms related to accounting, business management and finance.
- Describe how accounting functions as a basis for careers, and the tasks associated with various accounting occupations.
- Describe importance of communication skills in reporting accounting information.
- Describe the importance of ethical business decisions in the workplace, and its' impact on consumers.
- Compare and contrast a service business organized as a proprietorship and a merchandising business.
- Relate accounting concepts and practices associated to a proprietorship and a merchandising business.
- Master the ability to apply the accounting cycle for different types of businesses.
- Classify accounts as assets, liabilities and equity, revenue and expenses.
- Analyze how transactions related to starting a proprietorship and merchandising business affect accounts in an accounting equation.
- Prepare financial statements for a proprietorship and merchandising business from accounting information.

Credits: 3

Prerequisites:

MATH 120

MATH 250

MATH 182

MATH 183

MATH 272

LIBR 150

Any one of the above courses.

Competency: Communications

ACCT 204: Principles of Accounting II

The course introduces learners to financial accounting concepts. Emphasis is on fundamental principles that undergird the preparation of financial accounting reports according to Generally Accepted Accounting Principles (GAAP). Learners will also be introduced to the accounting cycle and concepts and principles used in recording assets, stockholders' equity, liability, and revenues and expenses.

Course Outcomes

- Demonstrate an understanding of the importance of managerial accounting information for decision-making.
- Track the flow of costs through an organization using an accounting information system
- Explain the relationship between manufacturing costs, including changes in activity and the related effects on cash flow and income.
- Demonstrate skill in using the budgeting process to develop scenarios that affect planning and control.
- Identify and evaluate capital investment decisions using the factors of cost-volume-profit analysis and budgeting.

Credits: 3

Prerequisites:

ACCT 201

LIBR 150

ACCT 207: Managerial Accounting

Learners will examine the difference between manufacturing operations and service organizations/merchandisers. Learners will gain knowledge in use accounting information and models to make business decisions. Learners will gain skills in the use of accounting information for their decision-making, planning, and control responsibilities. Learners will explore topics that include cost behavior, capital budgets, the development of master, and product costing practices are examined through the use of problems and cases. Emphasis is given to managerial accounting concepts for external and internal analysis, reporting, and decision-making.

Course Outcomes

- Respond to questions around breaking even and generating profit margins through the use of cost-volume-profit analyses processes
- Describe a variety of costs and their graphical representation.
- Determine an informed course of action, given the financial impact, for a given management decision.
- Make a distinction between costs and benefits that are relevant from those that are irrelevant for a given management decision;
- Navigate financial and related information managers need to help them make decisions.
- Project and allocate overhead rates within activity-based and traditional cost allocation systems;
- Classify and analyze a variety and types of costs in a manufacturing enterprise

Credits: 3

Prerequisites:

MATH 120

ACCT 201

LIBR 150

Or any other MATH course. A grade of C or higher.

Anthropology

ANTH 217: Cultural Anthropology

Anthropology is the study of human beings and non-human primates across the globe both today and as they existed deep into the far reaches of the past. The discipline is holistic, so it aims to understand human beings across time and space. The primary objective of this course is to introduce learners to the four primary subfields of anthropology: biological anthropology, cultural anthropology, linguistic anthropology, and archaeology. Learners will also gain an understanding of medical and applied anthropology. All of the subfields each grapple with different, and many times overlapping, issues regarding what it means to be human.

Course Outcomes

- Demonstrate ability to critically utilize anthropological analysis through readings, assignments, viewings, and/or discussions-
- Demonstrate ability to communicate effectively in oral, written, visual media, and/or work collaboratively.
- Demonstrate ability to integrate information from multiple venues in readings, written work, lectures, self-reflection, and/or films.
- Demonstrate understanding of individual and social responsibility through identifying and envisioning a more equal and just society.
- Demonstrate ability to collaborate effectively in a context of diversity.
- Demonstrate basic knowledge of human biological evolution, archaeology, anthropological linguistics, sociocultural and the application of knowledge to real-world issues.
- Articulate a basic understanding of the economic, social, and political and environmental factors shaping human biological evolution and sociocultural systems.
- Demonstrate ability to connect individual experiences to institutional patterns in relation to race & ethnicity, gender & sexuality, class & caste, religion & worldviews.

Credits: 3

Prerequisites:

LIBR 150

ENGL 111

- May be taken concurrently.

Competency: Behavioral and Social Understanding

Biology

BIOL 110: General Biology I

This course introduces learners to the general concepts of biology, including the chemical and cellular organization of living things, metabolism, cell division, traditional and molecular genetics, evolution and ecology. Emphasis will be given to the cellular structure, function, metabolism, molecular form, life function, reproductive and genetic patterns. This is an introductory biology course designed for non-science majors.

Course Outcomes

- Demonstrate competency in scientific reasoning adheres to a self-correcting systematic inquiry system and relies on empirical evidence to describe, understand, predict, and control natural phenomena.
- To differentiate a scientific argument from a non-scientific argument; and reason by deduction, induction, and analogy.
- Briefly describe unifying themes that pervade the science of biology.
- Diagram the hierarchy of structural levels in biology.
- Explain how the properties of life emerge from complex organization.
- Demonstrate the ability to generate an empirically evidenced and logical argument;
- Distinguish between causal and correlational relationships; recognize inquiry methods that lead to scientific knowledge;
- Explain what is meant by “form follows function”.
- State eight elements essential to life that make up most of living matter.
- Explain the relationship between the polar nature of water and its ability to form hydrogen bonds.
- List 7 major organic compound functional groups, their names, and their general chemical properties.
- List four groups of organic compounds and describe their function in living systems.
- Explain the naming of carbohydrates as to arrangements of carbons and functional groups.
- Explain the general structure, chemical properties and functions of lipids.
- Explain how enzyme activity can be regulated or controlled by environmental conditions, cofactors, enzyme inhibitors and allosteric regulators.

Credits: 3

Prerequisites:

LIBR 150

Or taken concurrently.

BIOL 120: General Biology II

A continuation of **BIOL 110** emphasizes the Animal and Plant Kingdoms in tissue structure, life patterns, comparative morphology and physiology, and categorization. Learner will be introduced to unifying concepts that include chemical structure of living matter, structure and function of the eukaryotic cell, including characteristics of plant and animal cells, respiration, photosynthetic pathways, genetics, and microevolution. Consideration will be given to the evolutionary and ecological interrelatedness between these and all life forms. This course will afford laboratory experiences to learners that give focus to basic biology. This is an introductory biology course designed for non-science majors.

Course Outcomes

- List and explain the levels of animal classification between the taxa kingdom and phylum with regard to: levels of organization, types of body symmetry, and types of body cavities.
- Describe the anatomy and generalized life cycle of the tapeworm.
- Describe unique features of rotifers that distinguish them from other pseudocoelomates.
- Explain how the septate fluid-filled coelom is used by annelids for burrowing.
- Distinguish between causal and correlational relationships; recognize inquiry methods that lead to scientific knowledge;
- Describe and differentiate a scientific argument from a non-scientific argument; and reason by deduction, induction, and analogy.
- Describe advantages and disadvantages of an exoskeleton.
- Distinguish between hemocoel and coelom.
- Provide evidence of an evolutionary link between annelids and arthropods.
- Describe the structures and functions of the water vascular system of echinodermata including madreporite, stone canal, ring canal, radial canal, tube feet, ampulla, ampulacral groove.
- Describe the four unique characteristics of chordates.
- Distinguish between the three subphyla of chordates and give an example of each.
- Describe the specialized characteristics of vertebrates and explain how each is beneficial to survival.
- Provide an evolutionary plan for the vertebrate classes, provide majors characteristics of each class, and give examples of class members.
- Distinguish between monotreme, marsupial, and placenta mammals.

- Appraise the significance of the three most prominent misconceptions about human evolution.
- Explain how human have influenced the extinction rates of other organisms.

Credits: 4

Prerequisites:

BIOL 110

MATH 110

MATH 120

MATH 250

LIBR 150

Any one of the MATH courses. LIBR 250 may be taken concurrently.

Competency: Scientific Reasoning

BUSI 110: Fundamentals of Business Communication

The course is designed to study principles, elements, and practices underlying effective business communication. The course focuses on approaches for planning, creating, and transmitting business information within a variety of business situations found in the global marketplace.

Course Outcomes

- Demonstrate an increase in understanding of the communication process, theories, and concepts as applied to business communication through textbook readings and course assignments.
- Recognize and adopt written business communication skills through successful completion of professional e-mail messages, memos, business letters, and reports.
- Recognize and foster interpersonal and group communication skills through active participation in classroom group activities and assignments.
- Demonstrated skills and understanding of the professional uses of technology in business communication today.
- Demonstrate analytical skills in international and cross-cultural business communication and awareness of challenges required for successful communication in global organizations.
- Recognize and able to appreciate an ethical approach for roles as business communicators through case discussions of business dilemmas and problems.
- Practice and refine technical skills in areas such as grammar, mechanics, and the documentation of source materials.
- Analyze communication situations and audiences to make choices about the most effective and efficient way to communicate and deliver messages.
- Demonstrate through proofreading and editing an awareness of the difference between a working draft and a polished version of an essay while demonstrating an awareness of the ongoing nature of the writing process.
- Conduct research that includes the use of electronic library resources and the Internet; use the results of that research to complete written and oral reports
- Deliver effective business presentations in contexts that may require either extemporaneous or impromptu oral presentations

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

(LIBR 150 may be taken concurrently).

Competency: Communications

BUSI 200: Business Statistics

In this course learners will focus on statistical techniques for further study in business, economics, and finance. Learners will examine various quantitative techniques common to many introductory statistics courses are covered, but the emphasis is on understanding concepts such as uncertainty, inferences from sample data, and model formulation, and on utilizing these techniques as aids in decision-making. Learners will also on topics that given specific attention in the course include descriptive statistics, probability, binomial distribution, index numbers, discrete and continuous random variables, estimation, hypothesis testing, regression analysis confidence interval. Learners also explore selected statistics to solve management problems. This course is intended for learners in the Business majors.

Course Outcomes

- Apply fundamental statistical concepts and a wide variety of statistical methods to businesses.
- Analyze statistical information for businesses, organizing, managing and presenting the data.
- Understand sampling methods, distributions, and the Central Limit Theorem.
- Calculate and interpret common measures of central tendency and dispersion, and be able to determine the presence and direction of skew.
- Use probability and probability distributions to assess the likelihood of events.
- Estimate parameters of common discrete and continuous probability distributions.
- Calculate and interpret confidence intervals for population means and proportions.
- Perform hypothesis tests and understand the consequences of error in tests.

Credits: 3

Prerequisites:

Appropriate ACT/SAT Scores or MATH Placement Test.

BUSI 302: Business Law

In this course, learners will gain familiarity of the judicial system and the nature and sources of law affecting business. Examines legal aspects of property proprietorship, structures of business ownership, and agency relationships. Learners will be introduced and explore various aspects of contracts, sales contracts with an emphasis on Uniform Commercial Code Applications, remedies for breach of contract, criminal and tort liabilities (This course is cross-listed with **PALE 302**).

Course Outcomes

- Determine contractual rights and duties under third-party contracts and assignments.
- Determine whether a contractual obligation exists.
- Explain the study of law and how it governs conduct in business.
- Gain the knowledge and skills of draft a will
- Identify general principles of illegality, agreements related to public welfare, and the regulation of business.
- Identify the nature and classification of contracts.
- Identify written contracts, effects of non-compliance, and the construction and interpretation of contracts.
- Know the role of the paralegal in the area of trust and estate administration.

Know the fundamentals of estate planning.

Recognize and appreciate the laws governing trust and estate administration

Recognize legal and ethical issues when making business decisions.

Credits: 3

Prerequisites:

LIBR 150

ACCT 201

Chemistry

CHEM 109: Studies in Chemistry I

This course introduces the learners to chemistry's basic concepts. Atomic structure, the periodic table, ionic and covalent bonding, the metric system, nomenclature of chemical elements and compounds, states of matter, and solution concentrations, balancing chemical reactions, oxidation/reduction; some fundamental mathematical concepts crucial to chemistry are also covered. The course assumes that the learners do not have previous knowledge of chemistry and serves as an elective or a science elective for learners in non-science disciplines (3 credit hours of any MATH or **BUSI 300** required).

Course Outcomes

- Demonstrate the ability to generate an empirically evidenced and logical argument;
- Distinguish between causal and correlational relationships; recognize inquiry methods that lead to scientific knowledge;
- Differentiate a scientific argument from a non-scientific argument; and reason by deduction, induction, and analogy.
- Become aware of the relationship between chemistry and the world around you;
- Develop and utilize the “analytical process” to explore the world around you;
- Understand and apply some of the basic principles and models of chemistry to various questions and issues;
- Appreciate the relationship between mathematics and science and learn to apply appropriate mathematics skills to solve problems of a chemical nature; and
- Develop the critical thinking skills needed to solve problems or deal with various issues.

Credits: 3

Prerequisites:

MATH 110

MATH 120

MATH 182

MATH 183

MATH 250

BUSI 200

- 3 credit hours from any of the pre-requisites above in addition to **LIBR 150**.

Competency: Scientific Reasoning

CHEM 110: Studies in Chemistry II

A continuation of studying chemistry principles and their applications. The topics include solution properties, acids, bases, equilibrium, kinetics, descriptive chemistry of the elements, ionic equations, oxidation-reduction, nuclear chemistry, and an introduction to organic chemistry.

Course Outcomes

- demonstrate acquaintance with the principles of chemistry so that the student can appreciate the scientific method and the workings of chemistry as a science
- demonstrate scientific literacy which can enable the nonscientist to make reasoned judgments on those societal issues which are grounded in chemistry.
- develop an understanding of the steps required to solve complex quantitative problems involving chemical formulas and equations.
- demonstrate understanding of the structure of solids and intermolecular forces.
- demonstrate competency to investigate and understand that the phases of matter are explained by kinetic theory and forces of attraction between particles.
- demonstrate competency to investigate and understand that quantities in a chemical reaction are based on molar relationships.
- demonstrate competency to investigate and understand that the phases of matter are explained by kinetic theory and forces of attraction between particles.
- demonstrate competency investigate and understand how basic chemical principles relate to many areas of chemistry.

Credits: 4

Prerequisites:

CHEM 109

LIBR 150

Competency: Scientific Reasoning

Communications

SPCH 120: Speech Communications

Research, composition, organization, and delivery of speeches for various purposes and occasions with emphasis on listener analysis and informative and persuasive techniques. In addition, the course will place a special emphasis on content, organization, language, delivery, and critical evaluation of messages. Additional emphasis is placed on student performance stressing original thinking, effective organization, and direct communication of ideas. (Performance-based.)

Course Outcomes

- Demonstrates ability to apply critical thinking skills when listening, reading, thinking and speaking.
- Demonstrates skills to create, organize and support ideas for various types of oral presentations.
- Evaluate contexts, attitudes, values, and responses of different audiences.
- Identify, evaluate and apply different styles of presentation utilizing effective delivery techniques in public speaking.
- Demonstrate acceptable ethical standards in research and presentation of materials, including proper verbal citations.
- Demonstrate ability to interact with others using all communication forms, resulting in understanding and understanding.
- Organize, assimilate, develop, and present an idea formally as well as informally; use standard English;
- Demonstrate ability to use appropriate verbal and non-verbal responses in personal and interpersonal relations and group discussions.
- Demonstrate ability to use listening skills and recognize the role of culture in communication.
- Demonstrate effective written and oral skills for communicating with different audiences.
- Argue a position that includes a claim, position, or response and engages at some point with a textual, visual, or audio source.

Credits: 3

Competency: Communications

Computer Science

To satisfy the General Education Core requirements, learners may select any three (3) credit hour course from the list below. It should be understood that any course that has not been applied toward a general education requirement is considered a general education elective.

Credit applied to the general education requirements may not also be applied toward major, minor, or elective requirements. Courses used to satisfy general education requirements may not be taken on a pass/fail grade basis. Select any one **three (3) credit** hour course from the following to meet the *Technology Fluency Competence Category* for core requirements.

COSI 190: Computer Fluency

This course exposes the learners to selected important computer and digital technology concepts and skills necessary to succeed professionally and in life. Upon completion of the course, learners will have had opportunities to explore topics included range from computer literacy basics to today's popular technologies, to the information systems commonly used by businesses and organizations. Various computer applications – including operating systems, file managers, Internet browsers and search engines, email and other network applications, word processing, spreadsheet, database and presentation software. In addition, learners will gain knowledge and experience in the application of IT methodologies in high-level problem-solving through self-learning computer projects.

Course Outcomes

- demonstrate an understanding of how computer-based information systems are used to support the goals of a business, organization, and the general public
- demonstrate an understanding of how digital technology, various general purpose and special purpose computers, and software are applied to provide services and solve problems
- demonstrate an understanding of how telecommunications, wired and wireless networks, and the Internet and Web, are used to provide people with anywhere, anytime access to communications and information, for a variety of environments and uses
- demonstrate an understanding of the impact of digital technologies on the lives of individuals, society, and the world including identified ethical and professional issues
- demonstrate an understanding of how digital technologies assist people in creating, using, and enjoying music and other audio, photography graphic artwork,, video, and games
- demonstrate functional understanding of two of the following: presentation software, digital photography, digital video or audio production, Web 2.0 and rich Internet applications, or Web publishing
- demonstrate knowledge and understanding of basic computer concepts such as computer software, hardware, architecture, and networking
- demonstrate skills related to email use
- use a current operating system to run applications and efficiently manage computer files
- use a current spreadsheet application to analyze numeric data, generate charts, and perform more advanced spreadsheet operations

- use a current word processing application to create a college-level research paper
- work in a group using digital technologies to solve a problem for a business or organization

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently).

Competency: Technological Literacy

COSI 201: Survey of Technology & Information Processing

This course introduces learners to a historical perspective of computing, information systems, hardware, software, and human resources. It explores their integration and application in business and other social segments. Learners will be required to complete lab assignments using the PC's operating system and several commonly used applications, such as word processors, spreadsheets, Internet browsers and search engines, and graphics presentations applications. In addition, learners demonstrate knowledge and abilities to utilize system software (e.g. Windows operating systems) and applications software (Microsoft Office 360) such as word processing, spreadsheets, graphics presentations, database management systems, and Internet browsers to solve business-related problems.

Course Outcomes

- Describe and apply concepts associated with computer hardware and computer software
- Utilize system software (Windows Vista) and applications software (Microsoft Office 2007) such as word processing, spreadsheets, graphics presentations, database management systems, and Internet browsers to solve business-related problems.
- Discuss and apply basic computer networking concepts
- Examine the Systems Development Life Cycle to understand the process of designing and developing information systems
- Identify issues relevant to living and working in an "information society."

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently).

Competency: Technological Literacy

COSI 211: Workplace Technology

This course introduces learners to the selection and use of computer-based media, multi-media, and conventional media, in the preparation of materials for instructional purposes. Special attention is given to computer hardware and software involved in computer-based media production, digital formatting technology, and multimedia production processes. Learners will have the fluency to discuss the characteristics, advantages, limitations, and applications of each of the media and technologies discussed in the course.

Course Outcomes

- Select and use media and technologies on the basis of a consistent, coherent rationale in which media effectively support learning.
- Justify instructional media decisions in terms of philosophical, psychological, and pedagogical principles.
- Analyze instructional situations in terms of the media and methods that would be most appropriate for different types of learners and learning tasks.
- Specify instructional objectives clearly.
- Integrate media and technologies into instruction systematically (e.g. design lessons using accepted instructional design models and pedagogical theory).
- Describe the characteristics, advantages, limitations, and applications of each of the media and technologies discussed in the course.
- Use appropriate information sources to identify and evaluate materials.

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently).

Competency: Technological Literacy

Criminal Justice

CRJS 201: Introduction to Homeland Security

The course offers a comprehensive overview and understanding of Homeland Security (HLS), emphasizing the Department of Homeland Security (DHS) and its relevance to policing. In this course, the learner will explore case studies of past domestic and international terrorism attacks. The learner benefit from reviews the internal strengths and weaknesses for defensive and preventative management actions and disaster preparedness. The course will also expose the learner to an in-depth analysis of past and current HLS and relevant policing, models, practices, policies, and programs and an examination of the the overall restructuring of the federal government agencies that now makes up the DHS.

Course Outcomes

- The basic environment and foundations of Homeland Security.
- Identifying key terms and concepts for external opportunities or threats for terrorists.
- Identifying internal strengths and weaknesses for defensive and preventative management actions and disaster preparedness.
- The role of decision making in shaping Homeland Security Management.
- Basic operational plans and strategic plans.
- Basic formulation of organizational structure in DHS

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 219: Writing for Criminal Justice

This course will support learners in developing reading, writing, and critical thinking skills in criminal justice. Learners will be introduced to fundamental academic research and writing, emphasizing professional writing in criminal justice. Other topics covered in the course will include when "why and how" of police report writing with exceptional guidance on how to write accurately and concisely at the same time. Learners will also gain experience in both writing and interpret literature in criminal justice. In addition to gaining skills in the basics of criminal justice research and use of the APA style, learners will be taught to take notes effectively write reports, social histories; learners will also gain skills in writing concisely, proper formatting, and specific report writing and approaches to include agency and court narratives.

Course Outcomes

- Understand the questions that make a useful report while differentiating facts, inferences, and opinions
- Demonstrate mastery of professional vocabulary in Criminal Justice
- Distinguish between well-written statements and poorly written statements
- Evaluate research a by a set criteria
- Categorize steps to take in report writing
- Demonstrate oral communications skills
- Discover how to take notes
- Prove when to use the first person, active voice
- Recognize and verify how to eliminate unnecessary words in a police report
- Demonstrate writing proficiency.

Credits: 3

Prerequisites:

ENGL 111

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 220: Police Operations and Procedures

Learners in this course acquire an understanding of general police patrol functions emphasizing the uniformed officer's responsibilities, personnel distribution theories, community and problem-oriented policing strategies, police ethics and accountability, and the relationship between the officer and the community. The learners will broadly explore the history and foundations of policing in the United States, to include local, state, federal, and private law enforcement agencies. Other topics that will received coverage in this course will challenges involved in police work, including discretions, ethics, professionalism, and as well as the use of force.

Course Outcomes

- Explain the history of American policing.
- Explain the police role.
- Explain the organization of policing.
- Recognize and describe the recruitment, selection and training of law enforcement officers.
- Describe the skills for the successful police officer.
- Explain and understand police behavior, attitudes, and stress.
- Describe the components of police integrity.

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 223: Community Relations

Strong relationships of mutual trust between police agencies and the communities they serve are critical to maintaining public safety and effective policing. In this course learners will examine the critical consideration of the American criminal justice system's capacity to deal with crime and criminals, as well as its relationship to the citizenry. Other topics that learners will study include law enforcement goals is the maintenance of law and order, reduction of crime, and the protection of the community. Emphasis will be given to programs and their effectiveness in providing effective community relations.

Course Outcomes

- Demonstrate his knowledge of the evolution of community policing, its objectives, role expectations, and trends through written presentation and examination.
- Develop an awareness of the need for community support in crime deterrence.
- Demonstrate his knowledge of crime prevention programs such as DARE, SANE, TABS, by researching an assigned program and providing a final written presentation.
- Recognize significant negative incidents in the history of law enforcement and identify the causal factors that led to these events. Competency in this area may be demonstrated by written presentation or essay examination.
- Appreciation of personnel selection, education, training, and professionalism in the administration of justice system. Competency in this area will be demonstrated through class participation and individual research projects.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 225: Professional Ethics in Criminal Justice

This course is designed to provide students who are interested in a criminal justice career with a basis for ethical decision-making in the areas of law enforcement and the courts. The study of ethical decision-making will be approached through case studies to enable students to develop an awareness and understanding of the ethical dilemma faced in the police service, the judiciary, and the correctional system and the checks and balances established to preserve the integrity of the criminal justice system.

Course Outcomes

- Students will demonstrate an understanding of how a society establishes the moral and ethical standards for which it will require compliance.
- Students will be able to identify the ethical challenges faced by each of the major components of the criminal justice system; law enforcement; the courts; and corrections.
- Students will be able to analyze the ethical challenges facing the agencies that are required to enforce society's standards.
- The student will be able to identify the code of conduct common in criminal justice organizations and analyze how this code impacts the ethical standards established by the individual agency.

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 233: Criminal Law

This course examines substantive criminal law and its implementation procedures. It will concentrate on the historical developments and contemporary forms of criminal definitions. This course will also deal with the more abstract concepts of responsibility and limitations on the prosecution. Also, the course will provide a review of criminal law. The administration of justice as it exists in the municipalities under state statutes. The rights and privileges of the accused and the jurisdiction of violators, in general, will also be covered.

Course Outcomes

- Define the concepts of law, crime and jurisdiction.
- Distinguish between misdemeanor and felony crime classifications.
- Explain the difference between common and statutory law.
- Explain the difference between civil and criminal acts.
- Relate the concepts of morality and law.
- Explain the concepts of intent, proximate cause, and “states of mind.”
- Describe the legal system in the United States.
- Describe the major ethical philosophies and recognize ethical issues related to law in business.
- Describe issues concerning how the Constitution and administrative regulations affects business and apply constitutional principles to determine if a statutes or regulation is constitutional.
- Identify and define the elements of business torts & crimes, and contract.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 235: Criminal Procedures

An examination of constitutional case law decided by the U.S. Supreme Court. The focus is on the criminal justice system and its relation to government powers and citizens' constitutional rights.

Course Outcomes

- Describe the legal system and the role that the U.S. Supreme Court plays in affecting the judicial system.
- Know how to research the law and find significant federal and state decisions affecting the criminal justice system.
- Identify from fact patterns what possible constitutional issues may be involved in determining the validity of a successful prosecution.
- Describe and identify the significant constitutional and statutory rules that may affect the civil rights and civil liberties of citizens including the meaning of First Amendments freedom of speech and freedom of association and the second amendments right to bear arms

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 303: Juvenile Justice System

Components of the juvenile justice system and the juvenile's processing through the system; the juvenile's rights; criminological theories relevant to juvenile delinquency and criminal behaviors. This course provides competencies to meet the program outcome to understand each individual's basic rights by state and federal constitutions and laws.

Course Outcomes

- Define juvenile delinquency from a legal and sociological perspective and create and document a history of delinquency in America
- Distinguish between the theories of sexual deviance.
- Differentiate between the various theories of delinquency and discuss how culture, diversity, social stratification, families, schools, neighborhoods, and peers may play a role in delinquent behavior.
- Discuss classical and contemporary research on the etiology of juvenile delinquency, with reference to original sources.
- Explain the roles of the police and correctional institutions within the juvenile justice system.
- Critically evaluate the impact of juvenile justice policy, including strategies to deal with such issues as violence, gangs, drugs, and firearms.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 313: Organized and White Collar Crime

A study of organized and white-collar crime strategies, including standard techniques used to combat them.

Course Outcomes

- Demonstrate an understanding of the types of white collar crime, the historical development of the term, current status and perspectives, critical issues and limitations.
- Demonstrate an understanding of the theoretical and methodological issues involved in the current concern with white collar crime: the definitions, meanings, methods of reporting, assessing its costs, etc.
- Develop a critical understanding and analysis of the patterns of corporate, political and other white collar and computer crimes; in our societal context.
- Develop a limited understanding of the social control mechanisms and societal responses to the different; types of non-traditional crime.
- Knowledge of Field: Student understands theories of white collar crime and corporate criminal liability; understands issues presented in the investigation, prosecution and sentencing of white collar offenders; and understands common forms of white collar crimes.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

CRJS 323: Victimology

Comprehensive study of the analysis of contemporary victim-assistance and victim compensation programs and related research; victimization; review of the historical importance of victim restitution as a basis for punitive criminal law.

Course Outcomes

- Recognize that crime victims make up half the crime equation
- Understand and integrate major theoretical explanations of criminal victimization
- Develop an awareness of the history and development of the crime victims' rights movement in the United States
- Enhance sensitivity as to the impact of criminal victimization on primary victims, secondary victims and the larger community
- Provide a preparatory overview of crime victim services for those seeking a career in criminal justice and / or crime victim services
- Integrate reading material, outside assignments and in-class discussion with course material
- Contribute to the classroom learning experience by preparation and participation

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 333: Drug Recognition for Law Enforcement

The course will provide the student with the fundamentals of the most common controlled substances a law enforcement officer will encounter. The student will learn classifications of, identification of, and effects of 'street drugs.'

Course Outcomes

- The classifications of "street drugs".
- How to identify "street drugs" by; color, odor, texture and methods of use.
- How to identify the effects of a person abusing "street drugs".
- The long-term effects of "street drugs" and how "street drugs" stay in the body.
- What to expect, and what to look for when encountering a substance abuser i.e.; behaviors, slang names of "street drugs" and symbols.
- How to identify a possible overdose.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 343: Management of Correctional Systems

The management of correctional systems, public and private. The course includes organizational theory supervision, planning, management styles, public relations, security issues, information systems, and liability of correctional agencies.

Course Outcomes

- The nature, organization and purposes of the correctional system.
- The history and laws of the correctional system.
- Practices, management and programs within each of the components of the correctional system including, prison, jails, probation, intermediate sanctions, parole and release.
- The issues, trends, perspectives and dilemmas in the correctional system and their impact on the community and the larger society.
- The correctional practices including probation, incarceration, intermediate sanctions and community corrections. (interprets & communicates information)

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 353: Crime Scene Investigation

This course will examine the processes of crime scene investigations, including interviewing, evaluating, photographing, sketching, and processing a scene. The processes will include preserving, collecting, documenting, and preparing evidence for the courtroom. Identification of a suspect is emphasized in the course through the use of digital and genetic fingerprinting. Analysis of evidence will assist the student in developing conclusions of a crime scene. The hands-on application approach will be utilized to assist the student in understanding the crime scene investigation process.

Course Outcomes

- Apply the rules of evidence to different evidentiary scenarios.
- Be able to define and explain pretrial identification procedures.
- Define what constitutes a proper arrest.
- Demonstrate an understanding of the overall operation and function of the judicial system.
- Demonstrate the knowledge of the U.S. Constitution and individual rights under the Constitution.
- Describe admissions and confessions and what the legal rights of defendants are.
- Describe the search warrant procedures that must be followed to meet legal requirements.
- Describe the stages of a criminal trial.
- Determine the relationship of the U.S. Constitution and the Bill of Rights to the criminal justice system.
- Develop an understanding of the basic rules of evidence applicable in criminal proceedings.
- Develop an understanding of the rationale for various evidentiary rules.
- Explain the importance of appellate court decisions related to proof/evidence.
- Identify ethical dilemmas encountered during the criminal procedure process.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 373: Prisons and Society

The course explores the far-reaching impacts of prisons on the community and society. The course explores the consequences of mass incarceration in the United States, not only for convicts currently in jail but also for ex-prisoners and families and communities who have committed no crimes. The course further considers the impact of mass imprisonment on democracy and whether incarceration's social costs have produced society's benefits in quality of life, safety, or justice.

Course Outcomes

- Consider impacts of imprisonment on prisoners and ex-prisoners, in access to education, housing, welfare benefits, job training, employment opportunities, and basic human dignity.
- Examine a range of issues concerning the effects of mass imprisonment on families and communities, such as the financial burden of maintaining family ties with a loved one in prison, the loss to communities deprived of the potential contributions of family supporting men and women, and the social impact of a whole generation of children whose parents are imprisoned.
- Explore the impact of mass imprisonment on democracy through an examination of such polices as disenfranchisement for convicted felons.
- Consider whether the social costs associated with mass incarceration have produced any benefit to society in quality of life, safety or justice.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 423: Terrorism

An analysis of terrorism and how the American criminal justice system deals with this problem at national and international arenas. Other areas included in the course are causes, definition, structure, methods, treatment/prevention of terrorism, and coping with hostage situations.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 432: Law Enforcement

An examination of important and controversial criminal justice topics involving law enforcement agencies, primarily the police; clarifying, interpreting, and identifying the role of discretion in the system. This course provides competencies to meet the program outcome to understand the fundamental rights guaranteed to each individual by state and federal constitutions and laws.

Course Outcomes

- Identify and interpret the various federal, state and local law enforcement agencies in the United States.
- Predict police behavior and their response to crime and other social issues.
- Comprehend the ethical and moral decision making process of law enforcement officers.
- Identify police stressors and their consequences.
- Enter the recruitment and screening process unique to criminal justice agencies.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 433: Criminal Justice Administration

The administration of criminal justice agencies. Includes organizational theory, planning, supervision, personnel policies, public relations, management styles, and budgeting in law enforcement, judicial and corrections agencies.

Course Outcomes

- Explain the process of developing paradigms—thinking outside the box.
- Describe and participate in the process of analyzing organizational and procedural problems.
- Make use of goal setting and assist in the development of objectives.
- Describe and work within the process used in criminal justice project plan development and implementation.
- Discuss and apply the issues involved in developing complex criminal justice policies.
- Work with others in diverse group projects.
- Demonstrate the ability to self-motivate and assist others in accomplishing goals.
- Demonstrate the ability to use multitasking and time management.
- Demonstrate a high degree of interdependent accountability

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 443: Sexual Abuse and the Criminal Justice System

An critical examination of the common problems of sexual abuse and its treatment by the penal system /criminal justice system. Sexual abuse issues, including legal definition, causes, identification, prevention/ treatment for victims and perpetrators, types, and how the criminal justice system responds.

Course Outcomes

- Identify behaviors associated with sex crimes.
- Distinguish between the theories of sexual deviance.
- Review the history of sex.
- Differentiate the nuisances of sexual behavior.
- Define aspects of incest.
- Discuss pedophilia.
- Recognize child pornography, and sex and the internet.
- Identify dangerous sex crimes.
- Examine sexually motivated homicides.
- Evaluate treatment of sex offenders.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 453: Capital Sentence

This course will examine issues, concerns, and problems related to the death penalty in the United States, including important Supreme Court decisions as well as how the various jurisdictions that include state, federal and military, deal with the capital cases, the history of capital punishment. The will also examine comparative costs of incarceration and execution, miscarriages of justice in capital cases, and how the criminal justice responds to these issues.

Course Outcomes

- Explain the trends and patterns of capital punishment in the U.S.
- Describe the historical development of punishment and corrections.
- Identify and discuss the relationships between sentencing policy and corrections.
- Identify the key issues of jails and other short-term detention facilities.
- Distinguish how community based correctional practices fit into the larger picture of punishment and correction.
- Define and describe the key issues faced by prison administrators, prisoners, and the entire correctional system.
- Discuss the impact of major Supreme Court cases with respect to capital punishment
- Explain issues and problems surrounding the contemporary use of capital punishment

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 457: Comparative Criminal Justice System

A comparative study of selected criminal justice systems existing globally. The student gains skills to identify, analyze, and compare the U.S. criminal justice systems with other countries. The course gives coverage to the basic worldwide philosophies of law and justice, the methods of dealing with convicted offenders throughout the world, and the arrangements for crime prevention and law enforcement,

Course Outcomes

- Analyze the international value of comparing systems and issues of criminal justice systems.
- Examine globalization and its effect on crime and criminal justice.
- Identify the primary sources of international crime statistics.
- Compare the unique crime problems and solutions in different countries.
- Define the functions of modern, worldwide, police forces.
- Identify mechanisms to deal with issues of human rights and international crimes and criminals.
- Examine the stages of the criminal process in different countries.
- Compare similarities and differences that occur in court structures and procedures in multiple countries.
- Analyze unique correctional practices in different countries.
- Understand and appreciate the comparative issues, processes, diversity and differences among world criminal justice systems.
- Understand the comparative structures, approaches and limitations upon selected world criminal justice systems.
- Expand upon the comparative roles served by law enforcement, the courts and corrections in selected world criminal justice systems.
- Compare assorted methods, procedures and theories employed by other countries to the American Criminal Justice system.

Credits: 3

Prerequisites:

CRJS 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 43.0104

CRJS 490: Internship in Criminal Justice

Criminal Justice majors may complete an approved internship during their junior or senior year at an approved agency. It is recommended that the internship be completed during the junior year. The primary purpose of the internship is to enhance the students academic experience through a planned and supervised program of observation, study, and work in a selected criminal justice agency or related agencies.

The learner is responsible for seeking out and securing an internship position with a criminal justice or closely related agency or organization. With the approval of the Department Chair, two criminal justice courses may substitute for the internship, if placement is not possible, or the learner is an in-service officer who already possesses the required job experience and, therefore, should take two criminal justice courses (of 3 credit hours each) in lieu of the internship. The internship experience attracts 6 credit hours.

Course Outcomes

- Explain the history and development of agency.
- Identify internal and external factors influencing agency function and role.
- Assess agencies strengths and weaknesses.
- Explain how placement has shaped student's understanding of public safety or justice system.
- Relate experience in experience in agency to organizational theory.
- Apply, integrate, and analyze the criminal justice information received based on theories and other knowledge and apply them to related problems and changing fact situations.
- Demonstrate ability to write a paper describing and evaluating the overall internship experience.

Credits: 4-6

Prerequisites:

CRJS 201

LIBR 150

(Must be a Criminal Studies Major with at least 24 cr. hr. in CRJS)

CIP Code: 43.0104

Economics

ECON 201: Personal Finance

An introduction to personal economics decision-making emphasizing individuals' financial choices in building and managing net worth. Topics covered include education and experience, earning and spending, savings and debt, taxes and inflation, insurance, investments, and contracts.

Course Outcomes

- Familiarity with appropriate information, data, and knowledge-gathering techniques and research skills in the discipline.
- Use appropriate critical thinking skills and problem-solving strategies in a variety of contexts.
- Learn the importance, and have a basic understanding of planning techniques.
- Develop and identify analytical skills to facilitate effective financial decision-making, including informed decisions regarding budgets, investment, insurance, retirement, and estate planning.
- Develop the ability to make appropriate financial decisions, both personal and business.

Credits: 3

Prerequisites:

LIBR 150

(May be taken concurrently)

CIP Code: 45.0601

ECON 202: Analysis of Economic Issues

Introduction to the theory of supply and demand, and application of this theory to economic issues such as social security, crime, medical care, poverty, higher education, economic systems, pollution, big business, free trade, the U.S. national debt, and economic growth.

Course Outcomes

- Analysis of the US banking system and its role in economic activities
- An analysis of the determinants of the aggregate level of economic activity.
- Analysis of economic issues related to international trade and finance
- An Introduction to the economic nature and characteristics of the American Economy

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

(May be taken concurrently).

CIP Code: 45.0601

ECON 203: Introduction to Business

Introduces the evolution of business and entrepreneurship. Course topics provides an opportunity to analyze global, explore the human side of business and examine the functional approach to information technology, ethical and legal environments of business, human resource management, marketing, operations management and finance. Included in the course is a view of the contemporary business and management world, the rise of international business management, the significance of small businesses management, the growth of the service sector, and the role of ethics and product quality.

Course Outcomes

- Compare and contrast the roles, relationships, and effects of small and large businesses on society and the environment.
- Assess local, national, and global regulatory and competitive environments and develop operational strategies.
- Compare start-up and growth strategies for the management of human, financial, and operational resources.
- Demonstrate an understanding of the forces that shape the business and economic structure of the United States of America.
- Demonstrate an understanding of the major functions of business, including Management, Accounting/Finance, Marketing, Investments, and Information Technology.
- Explain why business ethics is an integral part of every business organization

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MATH 120

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 45.0601

ECON 206: Policy in the Global Economy

This course introduces basic facts about the operation of the world economy, with particular focus on current issues confronting economies of various countries. The course explores the role of international organizations such as the World Bank and the International Monetary Fund, and will give special attention on major challenges facing policy makers, such as global income inequality, financial crises, environmental challenges, the transition to a market economy, and currency unions.

Course Outcomes

- Analyze economic amalgamation of the global economy with special attention to the position of the USA in the world.
- Explore the philosophical, theoretical and policy-oriented intricacies of present issues in the key areas of economic globalization.
- Develop a fundamental understanding of values and concepts of free market capitalism (*laissez-faire*), and also Social Justice.
- Critically examine the effects of the new global economy on the poorest peoples and societies of the world through an explicitly articulated social justice lens.
- Complete formal research demonstrating critical thinking skills, integration and synthesis. To construct and defend written and oral arguments and conclusions related to that research.

Credits: 3

Prerequisites:

ECON 211

ECON 203

LIBR 150

LIBR 150 may be taken concurrently.

CIP Code: 45.0601

ECON 211: Macroeconomic Analysis

A study and application of macroeconomic analysis; includes the gross national product, national income, consumption, investment, inflation, economic growth and development, and international applications.

Course Outcomes

- An understanding of the core principles of macroeconomics and the application of these principles to explaining aggregate economic outcomes and human behavior in everyday situations.
- An understanding of the economic way of thinking and the ability to apply the economic way of thinking to everyday decisions.
- An understanding of the methodology of economics and its limitations.
- An understanding of what makes economies grow over time and how this leads to increases in the standard of living for individuals.
- An understanding of the role of diversity in macroeconomics as well as the differences in the impact of policies and outcomes based on genders, races and socioeconomic status.

Credits: 3

Prerequisites:

ENGL 111

ECON 203

LIBR 150

(LIBR 150 may be taken concurrently)

CIP Code: 45.0601

ECON 212: Microeconomic Analysis

A study and application of microeconomic analysis; includes supply, demand, pricing, consumer choice, and international concerns. Learners will explore the determinants of supply and demand, the characteristics of market equilibrium, the concept of social welfare, and the consequences of price controls, taxation, and externalities on social welfare. Other areas explore include microeconomic theories and concepts used for welfare analysis. The course will also discuss decision making under uncertainty.

Course Outcomes

- Understand and utilize the axioms of consumer rationality.
- Understand the relationship between preference orderings, utility functions, and choice functions.
- Solve consumer optimization problems.
- Describe and exemplify how different assumptions on utility- and profit maximization and cost minimization affects the functional form of the supply function.
- Define and understand duality theory as it applies to consumer theory. This includes Walrasian demand and indirect utility and Hicksian demand and the expenditure function.
- Read and comprehend formal mathematical presentations of games and microeconomic theory.

Credits: 3

Prerequisites:

ECON 211

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 260: Money, Banking, and Financial Markets

This course provides a solid foundation for further study or employment in the financial services industry to introduce the student to money, financial markets, financial institutions, and monetary policy in the economy. Further, the course examines the economic theory and institutions of banking and other forms of financial intermediation markets that channel savings into investment, the economics of financial crises, and the government's interaction with the financial system.

Course Outcomes

- Identify the various functions of money and how money is associated to interest rates;
- Understand how interest rates are determined, as well as the behavior of interest rates, and the risk and term structures of interest rates.
- Demonstrate the value of financial markets and financial institutions in the domestic and international economies; identify the essential operations of depository institutions; justify why they are heavily regulated.
- Explain how a nation's money supply is established; know the various tools of monetary policy, the role of central banks and the Federal Reserve System, and the conduct of monetary policy.
- Apply principles, theories and models to critically analyze and explain economic situations faced in the real world that involve money, financial markets and institutions, financial crisis, and actions assumed by central banks in the development and implementation of monetary policy.

Credits: 3

Prerequisites:

ECON 211

LIBR 150

(LIBR 150 may be taken concurrently).

ECON 301: Finance Management and Stewardship

A study and application of planning and organizing personal finances. Topics covered include education and experience, earning and spending, savings and debt, taxes and insurance, and social responsiveness. The class will also discuss how students manage and address the challenges of becoming good stewards of their gifts, talents, time, and resources.

Course Outcomes

- Demonstrate an understanding of core financial concepts such as interest, present value, risk, diversification, and insurance.
- Demonstrate an understanding of the major types of financial instruments, including stocks, bonds, mutual funds, and investments in real estate.
- Demonstrate the skills to develop short-run and long-run personal finance goals.
- Demonstrate an understanding of how to improve their skills in using spreadsheets and other tools in common use for analyzing financial information.
- Demonstrate the ability to identify different types of taxes and calculate tax implications of different types of income and investment strategies.
- Demonstrate an understanding of social and economic influences on personal financial goals and decisions.
- Demonstrate knowledge of financial planning techniques.
- Demonstrate an ability to develop and identify analytical skills by lecture and class discussion to facilitate effective financial decision-making, including informed decisions regarding budgets, investment, insurance, retirement, and estate planning.
- Demonstrate the ability to have a working knowledge of the materials covered in the course, thereby providing the student with the ability to make – and, if necessary, access, sources – for making appropriate financial decisions, both personal and business.

Credits: 3

Prerequisites:

ECON 211

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 312: Managerial Economics

An application of microeconomics tools to decision-making by managers. The course includes the study of the internal and external economic environments of firms for managerial decision-making. Topics include supply and demand, quantitative demand, analysis, production and costs, market structures, game theory, pricing strategies, organization of firms, and social perspectives on managerial decision making.

Course Outcomes

- Analyze mainstream microeconomic theory – particularly demand, cost, and production
- theory – and apply it to the decision-making process of the modern business firm.
- Apply the tools of higher mathematics to the solving of optimization problems.
- Apply the tools of economic statistics to the estimation and forecasting of demand, cost, and production theory.
- Evaluate the impact of time and uncertainty on economic decision-making.
- Analyze specific microeconomic/macroeconomic issues and/or policies.
- Analyze the microeconomic/macroeconomic news items in the media and evaluate them in light of the theories and relationships learned in class

Credits: 3

Prerequisites:

ECON 212

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 321: Money and Financial Institutions

A study of monetary economics: fluctuations of money, determinants on money supply and demand, the study of financial institutions, determinants of interest rates, principles and practice of banking and financial intermediaries, the formation of monetary policy, the Federal Reserve System, and international monetary forces.

Course Outcomes

- Understand the flow of funds within each type of financial market Describe the role of interest rates in financial market.
- Describe the evolution of money in the U.S. economy and discuss the functions money play in an economy.
- Explain what is meant by cyberbanking and the impact of e-money on the banking industry and monetary policy.
- Identify the key financial instruments of the money and capital markets.
- Describe the main types of financial institutions and explain why financial intermediaries exist.
- Explain how interest rates are determined in an economy.
- Define the term structure of interest rates.
- Discuss the relationship among various interest rates in an economy.
- Explain the efficient markets hypothesis and discuss how it impacts financial markets.
- Identify the various types of non-depository financial institutions in an economy.
- Describe the major assets and liabilities of depository financial institutions.
- Explain the workings of banks including the sources and uses of their funds and the determination of loan and deposit interest rates.
- Discuss the basic principles of bank management and performance evaluation.

Credits: 3

Prerequisites:

ECON 212

ECON 312

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 332: Saving and Investing

An introduction to the economics of life-saving and investing decisions. Includes an introduction to financial institutions involved in saving and investing, operation and properties of stock, bond, and real estate markets, the role of tax laws and practices in life-saving and consumption decisions, time value of money principles, saving to achieve personal goals, rate of return and risks of alternative investments.

Course Outcomes

- Know how to take a life-cycle approach to income planning.
- Appreciate the role of personal choice in financial well-being.
- Understand the tax consequences of individual decisions.
- Understand how consumer credit is awarded and how it should be used.
- Know the role of health and disability insurance.
- Understand the different types of life insurance.
- Be knowledgeable about personal-retirement saving.
- Have a basic understanding of estate planning.
- Think critically about public policies that affect individual financial behavior,

Credits: 3

Prerequisites:

ECON 212

ECON 312

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 344: Contemporary Labor Economics

This course introduces the field by applying economic principles and analysis to labor markets. There is a shared focus on theoretical foundations and practical applications. Topics will include: demand for labor, the supply of labor, human capital, compensating wage differentials, productivity, public policy related to labor market outcomes, unions, and unemployment

Course Outcomes

- Understand the market process of wage determination through the interaction of labor supply and labor demand,
- Analyze the impact of labor market imperfections and various government policies on wages and incentives to work.
- Understand and appreciate implications of various political and economic institutions on wages and employment.
- Be able to differentiate between labor economic and labor relation issues.
- Apply microeconomic theories to explain household and firm decisions for the labor market.
- Understand the impacts of public policies on household and firm decisions in the labor market.

Credits: 3

Prerequisites:

ECON 212

ECON 312

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 401: Health Care Market and Economics

Unique health care as economic good, health care market, and its participants, including hospitals, patients, physicians, and financing and delivery of personal health care in the United States other countries.

Course Outcomes

- Make you more aware of various economic issues pertaining to the health care industry;
- Provide you with various microeconomic concepts and tools that can be used to better understand some health care problems;
- Be able to understand basic microeconomic tools, apply these techniques to issues related to the production and distribution of medical services, and understand what health economists think is different about health care markets as compared to other markets;
- Be able to understand the role of economic incentives, competition (or lack thereof), and regulation on the functioning of the medical care system and should be able to use this information to assess the economic efficiency and equity aspects of the current system;
- Be able to conduct basic analysis of health care related industries;
- Have a global perspective and a broad understanding of institutional changes going on currently in the healthcare system and be able to analyze the economic aspects of medical care policy issues and reform proposals. Identify economic issues relevant to the health care policy debate.
- Discuss health policy related concepts involving efficiency and equality.
- Evaluate policies from an economic perspective.
- Evaluate the health care market place from a “systems” perspective Discuss the likely consequences of government regulation and market competition on the operation and performance of the health care industry.

Credits: 3

Prerequisites:

ECON 212

ECON 312

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 403: International Trade and Finance

A survey of international trade and finance theory and practice worldwide. Includes an examination of problems of developed and less developed countries in the world economy, globalization, international comparison of standards of living, theories of international exchange, currency markets, balances of international payments, trade policies, transitions from socialism, international economic institutions, regional economic integration, and international economic crisis.

Course Outcomes

- Understand the key facts about international trade
- Identify and describe the gravity model of world trade.
- Understand and describe the concept of Comparative Advantage and its determinants.
- Understand the application of the Ricardian and Heckscher-Ohlin models of international trade.
- Identify the gains from trade.
- Understand the standard trade model and how trade patterns are established by both demand and supply side factors.
- Understand the implications of introducing imperfect competition and
- Evaluate the costs and benefits of trade protection policies.
- Explain how international trade agreements have promoted trade.
- Understand the issues raised by preferential trade arrangements.
- Identify the causes of labor mobility between nations and theories that explain the existence of multinational firms.

Credits: 3

Prerequisites:

ECON 212

ECON 312

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 439: Law and Economics

Introduces economic analysis to evaluate the impact of alternative legal rules. Particular emphasis is given to public policy implications of using economic efficiency as the criterion by choosing between potential rules in the traditional common-law areas of property law, contract law, and tort law.

Course Outcomes

- Identify the Coase theorem.
- Use the Coase theorem to evaluate the effect of law on economic efficiency.
- Explain the economic model of precaution.
- Use the economic model of precaution to evaluate the efficiency effects of alternative liability and negligence rules.
- Identify the elements of a valid contract.
- Explain the economic model of efficient breach.
- Apply the economic model of efficient breach to evaluate the efficiency effects of alternative damages and performance rules.
- Identify the elements of property rights necessary for efficient exchange.
- Evaluate the efficiency effects of alternative remedies for breach of property rights.
- Identify alternative compensation rules under eminent domain.
- Evaluate the efficiency effects of alternative compensation rules under eminent domain.

[Return to Course Inventory](#)

Credits: 3

Prerequisites:

ECON 312

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 441: Advanced Microeconomic Analysis

A study of Advanced economics related to the firm and other individual decision-making units in the economy. Students will explore pricing policy, supply and demand issues, and economic drivers of consumer decision processes. Students will discuss the topics in the context of practical business settings.

Course Outcomes

- The student should be able to understand and utilize the axioms of consumer rationality.
- The student should be able to understand the relationship between preference orderings, utility functions, and choice functions.
- The student should be able to solve consumer optimization problems.
- The student should be able to define and understand duality theory as it applies to consumer theory. This includes Walrasian demand and indirect utility and Hicksian demand and the expenditure function.
- The student should be able to read and comprehend formal mathematical presentations of games and microeconomic theory.
- The student should distinguish between normal and extensive forms of games.
- The student should be able to define and solve for the Nash equilibria of games.
- The student should be able to define and solve for various refinements to the equilibria of games.

[Return to Course Inventory](#)

Credits: 3

Prerequisites:

ECON 312

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 442: Advanced Macroeconomic Analysis

A study of Advanced economic issues related to the economy as a whole. Topics include gross national product, national income, consumption, investment, inflation, and economic growth. Students will examine the issues in the context of current domestic and global economic policies.

Course Outcomes

- An understanding of the core principles of macroeconomics and the application of these principles to explaining aggregate economic outcomes and human behavior in everyday situations.
- An understanding of the economic way of thinking and the ability to apply the economic way of thinking to everyday decisions..
- An understanding of the methodology of economics and its limitations.
- An understanding of what makes economies grow over time and how this leads to increases in the standard of living for individuals
- An understanding of the role of diversity in macroeconomics as well as the differences in the impact of policies and outcomes based on genders, races and socioeconomic status.

Credits: 3

Prerequisites:

ECON 312

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 45.0601

ECON 490: Internship in Economics

An internship is a directed internship in law, business, government, economic consulting, or the non-profit sector to obtain practical and applied business experience. While completing an internship is not a graduation requirement with a major in economics, gaining practical experience through the completion of an internship in an approved work-place is highly recommended. The course is available each 8-Week Term.

Course Outcomes

- Understand and become aware of the industry and organizational structures, culture, and ethics.
- Demonstrate understanding of these discipline's principles as they apply to the goals and issues facing an organization.
- With a critical eye, evaluate the use of economic analysis and methods in the organization and their limitations.
- Demonstrate professional dispositions appropriate to the internship setting.
- Develop awareness and appreciation of self, others, and social responsibility in work, career, and global context.
- Demonstrate ability to apply economics knowledge and tools and the structure and function of the workplace, thereby developing and expanding their career options.

Credits: 4-6

Prerequisites:

ECON 212

ECON 439

LIBR 150

CIP Code: 45.0601

ENGL 011E : Enrichment Composition & Grammar

This course is designed to prepare learners for ENGL 111E (and enhancement ENGL 111 course) and addresses grammar, punctuation rules, and essay writing. This course is designed to offer instruction, practice, and feedback on writing strategies for compositions ranging from a single paragraph to four pages in length and for all writing stages. In addition, the course provides a rudimentary review of English grammar, focusing on spelling, correct word choice, punctuation, and various types of sentence construction, and covers major errors, such as fragments, run-on sentences, subject-verb agreement, and pronoun errors. The course will also address any problems learners have in terms of word choice and sentence structure, offering individual guidance to help each student progress.

Learners who earn a 70% or better in the coursework will be assigned a "P" grade and qualified to take the final exam. Those students not eligible will earn a grade of "CS" in ENGL 011E and must retake the course at Leighton University along with ENGL 111E. Learners meeting the 70% threshold or better in course work, together with the final essay, will receive the earned grade. Learners who receive a "CS" (Continued Study) must register again in May, in certain conditions, receive and "i" in ENGL 111E. These learners must remove both the "CS" and the "I" by the end of the next regular Term. Credit hours received for ENGL 011E may count toward removal of provisional status, but may not be used to satisfy any institutional degree requirements.

Course Outcomes

- Engage in writing as a process.
- Access the Library's resources and make use of online resources (including databases) for research.
- Analyze and evaluate writing for effectiveness in communicating ideas and grammar and mechanics.
- Identify the basic structural elements of a simple and compound sentence (subject, object, verb, etc).
- Gain the skills to edit their own writing to avoid errors in such things as verb tense, possessives, plurals, word order, word forms, etc.
- Develop coherent essays by employing transitional devices to guide the reader.
- Develop cohesive body paragraphs using sensory detail and specific examples, and use different strategies for organizing body paragraphs.
- Identify audience and purpose as vital in defining tone, content, and vocabulary.
- Write essays with an obvious lead-in, and develop a thesis statement, using an essay map when appropriate.

- Write simple, compound, complex, and compound-complex sentences.

Credits: 3

Prerequisites:

Placement through the University placement procedures.

Co-Requisites:

Learners must enroll concurrently with ENGL 111E. The purpose of corequisite support courses is to give enrichment support and extra help English Composition learners to be successful in the college level math course. In the corequisite support course, the instructor may review prerequisite Writing and Reading skills, provide additional instruction, lead guided homework practice, conduct virtual one-on-one or small group tutoring, discuss general learning and study skills, and any additional topics that could aid and improve learner success.

NOTE:

1. ENGL 011E and ENGL 111E sections are only offered in 8-Week Terms.
2. As ENGL 011E is linked with ENGL 111E, when a learner registers for one class in the corequisite pair, the other class in the pair will **automatically be added** to their class schedule.
3. Once enrolled in a pair of corequisite courses, learners are expected to complete **BOTH** courses within the **SAME TERM** in corequisite courses withdraws or drops from one course in the corequisite pair, then he/she will be dropped from the other linked course.
4. The courses run concurrently for the entire 8-week Term, and in many instances both classes are taught by the same instructor.
5. Where a passing grade is assigned to ENGL 111E, a P grade is assigned to ENGL 011E.

ENGL 081: Communication Enrichment I

Provides combined and cohesive reading and writing instruction for learners who require extensive preparation to succeed in college-level English courses. Reading skills will center on the process for literal and critical comprehension and the development of vocabulary skills. Writing skills will focus on effective writing, including generating ideas, drafting, organizing, revising, and editing to produce thoughtful essays using standard written English. Learners will enroll in this course based on placement test scores. Upon successful completion, learner will move into **ENGL 090** or **ENGL 011E** along with **ENGL 111E** (if the learner requires additional preparation) or into **ENGL 111** (as advised by retesting through the Writing Exam). Credit is not applicable toward graduation.

Credits: 3

Prerequisites:

As informed by the Writing Exam /Placement Exam

ENGL 090: Communication Enrichment II

This course is designed for learners requiring in-depth skill review, emphasizing the writing process and sentence-level competencies. In preparation for **ENGL 111**, the learners will engage in intensive study of grammar, sentence construction, punctuation, and paragraph/essay development within various contexts, including their writing. Upon successful completion, learners will move into **ENGL 111** (Credit is not applicable toward graduation).

Course Outcomes

- Engage in writing as a process.
- Access the Library's resources and make us online resources (including databases) for research.
- Analyze and evaluate writing for effectiveness in communicating ideas and grammar and mechanics.
- Identify the basic structural elements of a simple and compound sentence (subject, object, verb, etc).
- Gain the skills to edit their own writing to avoid errors in such things as verb tense, possessives, , plurals, word order, word forms, etc.
- Develop coherent essays by employing transitional devices to guide the reader.
- Develop cohesive body paragraphs using sensory detail and specific examples, and use different strategies for organizing body paragraphs.
- Identify audience and purpose as vital in defining tone, content, and vocabulary.
- Write essays with an obvious lead-in, and develop a thesis statement, using an essay map when appropriate.
- Write simple, compound, complex, and compound-complex sentences.

Credits: 3

Prerequisites:

Informed by the Writing Test/Placement Test.

ENGL 111: English Composition I

Introduces students to effective written communication and critical reading principles. Course engagement offers students opportunities to develop critical reading, writing, and thinking skills. Students in the course engage fully in the writing process, develop persuasive rhetorical arguments, compose academic essays supporting the thesis statement, and increase their stylistic writing control.

Course Outcomes

- Argue a position that includes a claim, position, or response and engages at some point with a textual, visual, or audio source.
- Construct valid arguments based on a variety of evidence (facts, expert opinions, representative samples, statistics, and personal testimony).
- Craft thesis statements that make a point or a claim.
- Demonstrate the ability to understand and interpret complex materials.
- Develop reflective learning habits that result in a greater awareness of your writing skills.
- Develop, interpret, and express ideas and information through written, oral and visual communication that is adapted to purpose, structure, audience, and medium.
- Discover topics for academic essays using critical reading skills.
- Organize ideas to foster clarity and coherence and conduct academic research on a topic.
- Organize, assimilate, develop, and present an idea formally as well as informally; use standard English.
- Write and clear and complete sentences without errors that impede meaning.
- Write at least one research-based academic essay, following MLA or APA documentation style.
- Write texts that demonstrate awareness of audience, purpose, and genre across multiple communities and contexts.

Credits: 3

Prerequisites:

ENGL 090

or appropriate score on writing placement test.

Competency: Communications

ENGL 111E: English Composition I

Introduces Learners to effective written communication and critical reading principles. Course engagement offers students opportunities to develop critical reading, writing, and thinking skills. Learners in the course engage fully in the writing process, develop persuasive rhetorical arguments, compose academic essays supporting the thesis statement, and increase their stylistic writing control.

Course Outcomes

- Discover topics for academic essays using critical reading skills
- Craft thesis statements that make a point or a claim
- Construct valid arguments based on a variety of evidence (facts, expert opinions, representative samples, statistics, and personal testimony)
- Write about a topic for a specific audience and with a clear purpose
- Organize ideas to foster clarity and coherence
- Conduct academic research on a topic
- Write at least one research-based academic essay, following MLA or APA documentation style
- Write and clear and complete sentences without errors that impede meaning
- Develop reflective learning habits that result in a greater awareness of your writing skills.

Credits: 3

Co-Requisites:

Must enroll concurrently with **ENGL 011E**. The purpose of corequisite support courses is to give enrichment support and extra help English Composition learners to be successful in the college level math course. In the corequisite support course, the instructor may review prerequisite Writing and Reading skills, provide additional instruction, lead guided homework practice, conduct virtual one-on-one or small group tutoring, discuss general learning and study skills, and any additional topics that could aid and improve learner success.

NOTE:

1. ENGL 011E and **ENGL 111E** sections are only offered in 8-Week Terms.
2. As ENGL 111E is linked with ENGL 011E, when a learner registers for one class in the corequisite pair, the other class in the pair will **automatically be added** to their class schedule.
3. Once enrolled in a pair of corequisite courses, learners are expected to complete **BOTH** courses within the **SAME TERM** in corequisite courses

withdraws or drops from one course in the corequisite pair, then he/she will be dropped from the other linked course.

4. The courses run concurrently for the entire 8-week Term, and in many instances both classes are taught by the same instructor.
5. Where a passing grade is assigned to ENGL 111E, a P grade is assigned to ENGL 011E.

Competency: Communications

ENGL 112 : English Composition II

The course offers the learner opportunities to develop critical thinking, reading, and writing abilities. Areas accentuated include language awareness, critical reading, analysis persuasion, and evidence to support assertions and add complexity to the discourse. An extensive research project is required, including evaluating and selecting various sources and writing a narrowly focused essay supporting the learner's own positions.

Course Outcomes

- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- Demonstrate knowledge of individual and collaborative research processes.
- Develop ideas and synthesize primary and secondary sources within focused
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Recognize and avoid plagiarism in a research paper
- Write analytically about literature and essays
- Evaluate sources of information and determine relative value and credibility
- Distinguish between gathering and synthesizing information and design and write a research paper that is either argumentative or problem-solution.
- Construct and defend a research thesis.
- Apply the conventions of style manuals for specific academic disciplines, APA, CMS, MLA, or other style manuals.

Credits: 3

Prerequisites:

ENGL 111

Competency: Communications

ENGL 204: World Literature

This course provides an engaging and informative introduction to some of the most culturally, historically. Artistically significant literary works were created worldwide from the earliest days of written language through the Renaissance. Reading, discussion, and analysis of verse, prose, and dramatic works will focus on their themes, literary qualities, and literary, historical, and cultural contexts. Special attention will be paid to how the literature of different civilizations, regions, and periods may be seen to reflect similarities and differences among and between peoples.

Course Outcomes

- Demonstrate an understanding of the historical development of literature in relation to the diverse cultural milieu which produced it.
- Demonstrate an understanding of the literary genres and styles from the periods covered in the course.
- Demonstrate the ability to write an analysis and interpretation of the literature of different periods and genres.
- Be exposed to and/or participate in cultural activities, events or presentations.
- Have an overview of chronological developments in World literature
- Have knowledge of works of World literature and their historical and cultural contexts
- Be able to analyze a work of literature, considering both its formal qualities and its various contexts
- Be able to devise approaches to teaching a similar course on the high school level
- Be able to write effective literary essays
- Have gained an appreciation of literature and of the connections to be made among literary works (and, via the study of literature, among cultures).

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

ENGL 262: Introduction to Literature: Genre

This course introduces students to the study of significant works of literature in selected genres: poetry, drama, and prose. It thus involves selected readings, arranged by types. Emphasis is on discussion of and writing about characteristics and themes of the works.

Course Outcomes

- Exhibit knowledge about selected writers and their characteristic themes and techniques
- Delineate the periods of English literary history.
- Identify major and some minor authors of these periods.
- Define and distinguish literary genres of the period.
- Articulate themes and influences for selected works.
- Apply the terminology of literary study to interpret selected works.
- Respond to a work of literature as an expression of a culture's values and compare those values with the student's own.
- Enjoy a more creative, enlightened, and fulfilled life through an appreciation of literature's social, cultural, political, and philosophical significance
- Use concepts and terminology particular to literary study to analyze and interpret imaginative literary works orally and in writing

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently).

Competency: Behavioral and Social Understanding

READ 085: Integrated Reading and Writing

This course is designed to offer a review of academic reading and writing skills necessary for success in collegiate-level courses. Topics include the purpose and tone of the author, main idea(s), supporting details, contextual fact and opinion, relationships, organizational patterns, vocabulary in context, inference and conclusions, reasoning and argument. Based on assessment of student's reviewed needs, instruction includes vocabulary building, comprehensions and use of library reference materials and an introduction to analysis of literature.

Students who place in this course are unable to enroll in the following courses: **BIOL 110, CHEM 109, ECON 103, HIST 220, HIST 223, HUMA 210, POLI 201, and PSYC 224.**

Course Outcomes

- Analyze the relationship among ideas in written material and draw conclusions inductively and deductively from information stated or implied in a text.
- Apply study skills to written assignments.
- Identify and discuss written major and minor details that support or explain the main idea of topic sentence.
- Discuss the location of the topic sentence, main ideas or arguments in written text.
- Determine the meanings of words and phrases.
- Gain skill in use of dictionary.
- Identify new vocabulary words using context clues, references and be able to discuss their definitions.
- Identify ideas that are not stated directly.
- Identify the point of an argument and the support of that point.
- Identify the main idea in a paragraph or passage.

Credits: 3

Prerequisites:

Informed by Writing Test/Placement Test.

Environmental Science

ENVN 110: Environment Science I

This Interdisciplinary study of current environmental issues evaluates how integrating biological, chemical, geological, and physical principles are vital for identifying and understanding environmental issues and shaping policies for practical solutions. Discussions will focus on global environmental problems, energy consumption, including global warming, air and water quality, urbanization, human population growth, biodiversity waste, and other environmental changes occurring on a global scale.

Course Outcomes

- Understand and define commonly used terminology environmental science;
- Describe and summarize and global, regional, and landscape-scale ecological processes and systems;
- Describe common and adverse human impacts on biotic communities, soil, water, and air quality and suggest sustainable strategies to mitigate these impacts;
- Critically evaluate presented information and data using scientific principles and concepts, synthesize popular media reports/articles discussing environmental issues.
- Apply learned information to postulated environmental scenarios to predict potential outcomes.
- Understand the influence of social and cultural context on sustainable resource management.
- Understand the role of uncertainty in environmental science and management.
- Understand the standard ways of collecting and interpreting data about biological, chemical, and physical processes that influence the biosphere.
- Understand how fundamental scientific principles inform environmental policy.
- Explain the interactions between humans and other organisms within environmental issues

Credits: 3

Prerequisites:

ENGL 111

Competency: Scientific Reasoning

ENVN 120: Environment Science II

A continued Interdisciplinary study of both natural (biology, chemistry, geology) and social (economics, politics, ethics) sciences as they apply to the environment. Focus on energy issues, global warming, ozone loss, land use, conservation and management of resources, the impact of deforestation on biodiversity, waste, and sustainable practices. Emphasis is placed on a holistic approach to environmental science using laboratory exercises, environmental surveys, and class discussions to reinforce scientific principles.

Course Outcomes

- Apply principles of evolution, genetics, biodiversity, and ecology;
- Demonstrate sufficient background and experience to continue in more advanced science courses if desired successfully.
- Demonstrate the primary use of selected biological and marine equipment and laboratory procedures;
- Describe specific characteristics of environmental problems and their relationships to the sustainability of life;
- Evaluate the implication of personal and cultural experiences in determining attitudes toward environmental issues.
- Explain the basic principles of science, biogeochemical systems, and their role in ecosystems;
- Explain the cycling of matter and the movement of energy through various ecosystems.
- Explain the structures and functions of marine, aquatic, food, soil, mineral, and energy resources;
- List and analyze the organizational roles of living organisms in ecosystems and how ecosystems change through time.

Credits: 4

Prerequisites:

ENVN 110

MATH 120

LIBR 150

or any MATH above Enrichments; LIBR 150 may be taken concurrently with course.

Competency: Scientific Reasoning

Geography

ENVN 180: Survey of Environmental Science

An interdisciplinary course intended for non-science majors, the course explores how our planet works and how humans depend upon and influence it. The goal of the course is to increase your awareness of our roles on Earth and to explore ways and how we can be good stewards of the world we depend upon. As an introduction to environmental science, we will emphasize the interactions between humans and the natural world. Topics include; the structure and function of ecosystems; population growth; minerals, water, food and energy resources, waste management, and pollution. Local and global environmental issues are discussed.

Course Outcomes

- Understand the scientific principles of a long-term sustainable society
- Define the Law of Conservation of Matter.
- Describe the levels of organization of matter in nature studied by ecologists (organisms, populations, communities, and ecosystems).
- Define trophic levels and how energy is transferred between each level. Discuss the major components of the earth's biodiversity.
- Describe the processes of speciation and extinction and identify how they affect the earth's biodiversity.
- Describe the factors that influence the size of the human population.
- Discuss how age structure is affecting the populations of developed and developing countries
- Describe the population shift from rural to urban areas in the U.S.
- Describe how climate affects the nature and location of earth's biomes.
- Distinguish between the major types of aquatic ecosystems.
- Describe the obstacles to attaining food security in the developing world.

Credits: 3

Prerequisites:

ENGL 111

Competency: Scientific Reasoning

GEOG 104: World Geography

Introduction to the basic concepts of geography and the diverse human activities within different world regions. Emphasis is placed on the geographic factors that have influenced the development of nations.

Course Outcomes

- Recognize in in-class discussion and written work the significance of the regional concept in geographic enquiry. The student should be able to identify the relevance of both the physical and human environment in regional classification systems at all scales of enquiry.
- Explain in written format and through discussion the intricate interplay of peoples within their immediate physical and cultural surroundings. Students will be able to recognize how physical features affect economic development, for instance the location of coal reserves on the economic resource base of a region.
- Demonstrate in short essays and discussion the dynamic nature of regional geography and will be able to identify and assess how the characteristics of a region change over time, for example the evolving political map of the Balkan region, in Europe.
- Demonstrate a comprehensive knowledge of place locations through mapwork exercises that will familiarize the student with the location of major physical and cultural features of regions studied during the course.
- Explain in short essays and annotated mapwork key concepts as they relate to regions studied; models of urban structure and core-periphery relationships, for example, as well as locational advantage and models of migration will be identified within the regional frameworks under review.
- Identify in written format the relevance of geographic variables in the decision-making processes that effect both physical and cultural environments at all scales of enquiry, for example, the use of non-governmental initiatives in the work of the Grameen Bank in Bangladesh to the multinational programs implicit in the operations of the World Trade Organization.
- Recognize through short essays and class discussion that whilst it is possible to divide the world into regions, there exists a commonality amongst the peoples of the Earth. The student will be able to identify through written work and mapwork the ever-increasing degrees of contact that societies enjoy between one another. Students will be able to recognize that it is in the removal of cultural and/or physical barriers that humankind

stands its best chance of development and will identify the role that modes of geographic enquiry play in the evaluation of spatial phenomena.

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently).

GEOG 203: World Regional Geography

This course is a study of major world regions with emphasis on prevailing conditions and developments, including emerging conditions and trends, and the awareness of the diversity of ideas and practices to be found in those regions.

Course Outcomes

- Define and apply the five themes of geography.
- Construct and use maps, charts and other geographic tools to understand and interpret spatial information about people, places and environments on the earth's surface.
- Analyze how economic, political and cultural processes interact to shape patterns of human population, migration, settlement, interdependence, cooperation and conflict.
- Identify and interpret examples of current world events and how they impact the us and the rest of the world.
- Analyze and interpret a variety of materials, place concepts in a larger context and make a case for his/her interpretation.
- Produce clear, correct and coherent communication appropriate to the purpose, occasion and audience.
- Analyze and interpret various forms of communication, formulate a thoughtful response based on the ideas and information presented and understand complex instructions.
- Think and analyze at a critical level, relying on reason, evidence and objectivity.
- Use a variety of technological tools to communicate, solve problems and acquire information.

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently).

Competency: Behavioral and Social Understanding

Health Education

HEED 101: Principles of Health

This course studies aspects of physical, intellectual, social, emotional, spiritual and environmental health. Emphasis is placed on the development of attitudes and practices of a preventive lifestyle for healthy living and optimal wellness. Specific instructional areas include chronic diseases, physical activity, nutrition, weight management, birth control methods, human sexuality, alcohol, tobacco, illicit drug abuse, stress, and factors that contribute to wellness and longevity. Experience in personal health assessment and the changing of health behaviors is also stressed.

Course Outcomes

- Explain the importance of a healthy lifestyle in preventing premature disease and in promoting wellness.
- Identify one's personal responsibility to reduce health risks associated with the leading causes of death and disability by recognizing high-risk behaviors and their impact on current and future health.
- Understanding the importance of a global perspective on health, and recognize how gender, racial, and cultural background influence disparities in health status, research and risk.
- Identify the key components of personal fitness and describe the benefits of regular physical activity and healthy diet.
- Demonstrate through performance on exams, projects, class discussions and written assessments, evidence of ability to understand and use the concepts of this class.

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently).

History

HIST 220: History of the United States to 1876

surveys American History from colonial times through Reconstruction. It focuses on the major political, diplomatic, economic, and social developments, paying particular attention to the interaction of white, red, and black cultures, the development of democracy, territorial expansion, and the Civil War-era changes.

Course Outcomes

- Summarize and explain the major events of the years from 1877 to the present, in order to show clear, concise understanding of how they changed America
- Communicate orally, by discussing original documents and key issues in American History from 1877 to the present
- Demonstrate informational literacy; i.e. know when there is a need for information, and to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand
- Express themselves in formal writing, by authoring papers such as essays, analyses, book reviews, or bibliographies that offer a clear and supported position on a complex historical subject or event
- Think critically, from analyzing the successes and failures of the past and explaining and predicting how people with values and mindsets different from our own handle similar circumstances.
- Make historical connections by recognizing contemporary behaviors, actions, and policies that demonstrate how people fail to learn lessons from those past successes and failures

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

Competency: Behavioral and Social Understanding

HIST 222: History of the United States from 1876

This course surveys American History from the end of the Reconstruction period to the present day. Emphasis will be placed upon the significant economic, political, diplomatic, and social developments, paying particular attention to changes in cultural relations, the role of government, racial and the nation's place and responsibilities in a more interconnected world.

Course Outcomes

- Summarize and explain the major events of the years from Colonial Times to 1876, in order to show clear, concise understanding of how they changed America.
- Communicate orally, by discussing original documents and key issues in American History from Colonial Times to 1876.
- Demonstrate informational literacy; i.e. know when there is a need for information, and to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.
- Express themselves in formal writing, by authoring papers such as essays, analyses, book reviews, or bibliographies that offer a clear and supported position on a complex historical subject or event.
- Think critically, from analyzing the successes and failures of the past and explaining and predicting how people with values and mindsets different from our own handle similar circumstances.
- Make historical connections by recognizing contemporary behaviors, actions, and policies that demonstrate how people fail to learn lessons from those past successes and failures.

Credits: 3

Prerequisites:

ENGL 111

Competency: Behavioral and Social Understanding

HIST 223: Western Civilization I

A survey of World Civilization to 1500. This course examines ancient and medieval civilizations to deepen understanding of World history's political, social, economic, and cultural dimensions. Emphasis is given to comparative themes, the study of causal relationships and patterns of change and continuity over time, and the social significance of race, gender, ethnicity, and class in historical events and studies.

Course Outcomes

- Analyze the political, economic, cultural, and social developments in Western civilization between early civilizations to 1500.
- Compare and contrast different perspectives and opinions on critical historical developments, and distinguish disciplined historical thinking from fable and antiquarianism.
- Critically analyze both primary and secondary sources as historical evidence.
- Demonstrate critical, independent thinking and informed judgment by analyzing historical events and concepts using various primary and secondary sources.
- Evaluate and describe the causes and effects of historical events.
- Identify and analyze the interrelationships among identified world civilizations and their unique contributions to the Western tradition, and assess their continuing influence today.
- Locate on maps the geographical locations of centers of historical development since before 1500.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

Competency: Behavioral and Social Understanding

HIST 224: Western Civilization II

World Civilizations since 1500 is an introductory survey of the world's major civilizations from the age of global expansion in the sixteenth century. The distinctive histories and cultural values shaped major regions and cross-cultural contacts between those regions in the early modern and modern eras. Students will learn how early modern societies adapted their environments, organized their political economies, shared technology and ideas, and were drawn into conflict with one another. The course provides a historical overview of global changes over time.

Course Outcomes

- Analyze and synthesize relevant information; i.e., interpret historical facts
- Demonstrate an understanding of the basic facts and framework of Western Civilization from the Renaissance/Reformation era through the end of the Cold War.
- Demonstrate an understanding of the social, cultural, and political impact of the Scientific Revolution and Enlightenment on Western Civilization.
- Explain the cause and impact of the late 18th century revolutions in politics, industry, and culture on the course of Western history;
- Identify major modern ideologies, such as Nationalism, Conservatism, and Liberalism, and their impact on society, culture, and politics.
- Think critically and make informed judgments.

Credits: 3

Prerequisites:

HIST 223

LIBR 150

Competency: Behavioral and Social Understanding

Humanities

HUMA 210: Survey in the Humanities I

Course explores the philosophic and artistic heritage of humanity expressed through a historical perspective on visual arts, music, and literature. This initial course will cover the ancient and medieval periods of western (European) civilization, with modest attempts at comparison with modern and non-western works. The course will provide insight into people and society. Other topics covered in the course include historical and cultural developments; contributions of the humanities; and research project.

Course Outcomes

- Identify and discuss selected works of visual art, music, philosophy, and literature of the Ancient period.
- Identify and discuss selected works of visual art, music, philosophy, and literature of the Classical period.
- Identify and discuss selected works of visual art, music, philosophy, and literature of the Medieval period.
- Identify and discuss selected works of visual art, music, philosophy, and literature of the Renaissance period.
- Identify and discuss selected works of visual art, music, philosophy, and literature of the Baroque period.
- Identify and discuss selected works of visual art, music, philosophy, and literature of the Revolutionary period.
- Identify and discuss selected works of visual art, music, philosophy, and literature of the Modern period.
- Recognize the significance of the humanities in the thought and technology of the historical-cultural periods.
- Identify the influence of the humanities on contemporary and future thought and technology.
- Utilize print and electronic reference materials to complete a research project on a topic in the humanities.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

(LIBR 150 may be taken concurrently).

Competency: Humanities and Fine Arts

HUMA 220: Survey in the Humanities II

This course is expected to introduce students to the American National Government's fundamentals. The course examines basic American political principles and practices, the Constitution, significant institutions, and civil liberties. The central goal of the course is to acquaint students with the complexities of the American political system.

Course Outcomes

- Have acquired the tools to be a good citizen. Course gives a focus on the role of government in the lives of ordinary citizens. The specific goals of the course are to provide the following:
- *Basic knowledge about the functions of government.* Emphasize is given to the Constitution, the interrelationship between the three branches of government, the electoral process, and the roles of parties, media, public opinion and interest groups.
- *Analytical skills to evaluate political arguments.* Learner engage in a discussion on how different definitions of freedom inform the four basic arguments in American politics — liberal, conservative, libertarian and populist. Citizens presuppose different definitions of freedom when choosing between competing social goals (economic equality or economic liberty, social order or personal freedom).
- *Opportunities to develop your own understanding of politics.* Learner get numerous opportunities to choose between those competing social goals in class. For example, students will sit on a speech code committee to decide whether a particular act deserves expulsion from school; you will attempt to pass a balanced budget for the country, and you will rule on various judicial cases.

Credits: 3

Prerequisites:

HUMA 210

ENGL 111

LIBR 150

(LIBR 150 may be taken concurrently).

Competency: Humanities and Fine Arts

HUMA 230: Western Civilization

This course will survey the history of Western Civilization from the beginnings of human civilization in the Near East to the Reformation in Europe. Students will be introduced to the political, economic, social, and cultural foundations of Western Civilization events including, but not limited to, the Protestant Reformation, exploration and colonization in the Americas, the Scientific Revolution, the Age of Enlightenment, political revolutions, the rise of industrialization, both World Wars, the Cold War, and the emergence of globalization.

Course Outcomes

- Recognize the status of Europe at the time of the Scientific Revolution and subsequent impact of the Enlightenment.
- Outline the origins, events and results of the First World War and the unstable peace which followed.
- Analyze the causes of the Great Depression and its worldwide impact.
- Correlate the connections between the American and French revolutions.
- Discuss the political, industrial and economic climate and changes in western civilization from the eighteenth to the twenty-first century.
- Identify the basic teachings of liberalism, nationalism, conservatism, Communism, and Socialism in the nineteenth and twentieth century west.
- Explain the rise of totalitarianism which led to the Second World War and the Cold War.
- Describe how the fall of the Iron Curtain offers new opportunities and challenges to the west and its position in world events

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

(LIBR 150 may be taken concurrently)

Competency: Humanities and Fine Arts

HUMA 232: Arts Appreciation

This is an introductory course which provides a comprehensive overview of the world of visual arts. It serves to enhance understanding and appreciation for a broad range of imagery, media, artists, movements and periods in history. This course illustrates the place of art in social and cultural life and encourages students to develop judgment in art analysis and criticism. Students familiarized with this basic core of information, thought, and experience have the opportunity to become more confident in their visual literacy.

Course Outcomes

- Acquired a basic vocabulary of visual art theory and practice, and provided opportunities using this vocabulary to more articulately discuss art.
- Appreciate history of visual art.
- Recognize ways in which visual art might be part of our collective and personal spiritual journey.
- Identify and discuss the ways in which visual art embodies many belief systems, and how this makes for complex relationships between faith, art and audience.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

(LIBR 150 may be taken concurrently)

Competency: Humanities and Fine Arts

Legal Studies

PALE 201: Fundamentals of Paralegalism

This course is designed to offer the learners a basic understanding of the various functions of the legal assistant and his/her engagement in the American legal system and to build a foundation of basic knowledge and skill development which is necessary for someone seeking a career in the paralegal/legal assistant field.

Course Outcomes

- Organization and operation of the legal system.
- Functions of a paralegal in the practice of law and of the various specialty areas of the law, as well as the types of law practices.
- Legal and ethical responsibilities of a paralegal and of attorneys.
- Use and location of resources for legal research purposes.
- Necessary fundamental skills and techniques to assist an attorney in the daily practice of law and in drafting legal documents.
- Law office procedures involving gathering of factual information, investigative techniques, interviewing skills, assembly and summarizing information for the purpose of document preparation, claim settlement and trial.
- Procedures involved in civil litigation and criminal trials.
- How to locate relevant statutory and case law.
- Legal environment; the courts, law libraries, law offices and the computer equipment and software available and in use.
- Practice practical applications of the skills developed.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 221: Tort and Personal Injury Law

An introductory course in the substantive law governing compensation for injuries to property and the person. Intentional wrongs, negligence, malpractice, product liability, and strict liability; invasions of personal integrity and emotional well-being; injury to tangible and intangible rights in property; liability insurance and alternatives; and damages. Other risk-bearing alternatives are considered and contrasted with the traditional common law theories (*May substitute for PALE 320*)

Course Outcomes

- Describe and explain the duties, responsibilities, and relationships of the paralegal.
- Understand, discuss, and identify the basic and in depth composition of various types of tort actions.
- Demonstrate knowledge and understanding of the ethical guidelines for legal assistants.
- Demonstrate basic analytical skills in interviewing and investigation.
- Complete project requiring basic knowledge in legal research, legal writing, and computer literacy.
- Gain experience in and understand of litigation support.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

PALE 201

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 222: Law Office Management

Approaches to the organization with focus on the efficient operation of the law office, management problems in the law office, hiring, scheduling, office structures and systems, accounting and billing procedures, the management of non-attorney personnel, forms libraries, information storage, and retrieval systems, office equipment, management of the law office library, purchasing of law office supplies, client relations.

Course Outcomes

- The structure and organization of law offices
- Comprehensive and realistic view of how a law office functions
- Development of essential skills necessary to work efficiently in a law office
- Timekeeping
- Billing and financial management
- Docket control systems
- File and records management
- Law library organization and management
- Appreciation for maintaining ethical boundaries in the context of paralegal-client interaction

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 234: Arbitration

This course provides an introduction to international commercial arbitration and dispute resolution. Learners will gain an understanding of contract grievances and arbitration procedures. Additional topics include the recognition and enforcement of arbitral awards; the international conventions, national laws, and institutional arbitration rules that govern the arbitral process and the enforcement of arbitration agreements and awards; and the strategic issues that arise in the course of international arbitration proceedings. Other areas considered include discipline and discharge, wage and benefit issues, subcontracting and work preservation disputes, seniority rights, and the role of past practice in establishing binding conditions of employment and in interpreting contract language. Emphasis will be given to the principles arbitrators have developed and applied to resolve disputes involving provisions commonly found in contracts.

Course Outcomes

- Understand the historical and the international context in which the legal regulation of the arbitration of commercial disputes are established and now operates;
- Able to identify and understand the fundamental principles which underpin the law regulating international commercial arbitration;
- Demonstrate fluency in analyzing those basic principles critically, especially in the light of the industry and economic contexts for international law operates;
- Demonstrate an understanding of and an ability to apply the principles and law relevant to the settlement through arbitration of commercial disputes, by participation in online tutorials and discussion boards, and to access appropriate resources and regulation on the internet;
- Present argument, both orally and in writing, concerning the arbitration of commercial disputes; and develop the skills through role-playing to apply legal principles in hypothetical scenarios involving the arbitration of commercial disputes.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 235: Trustees and Trust Administration

This course will examine the fiduciary responsibilities that govern the trustee's duties in carrying out the trust provisions' provisions dictated by the trust instrument. The course will survey the myriad of situations the trustee may encounter in balancing the various beneficiaries' often competing interests. The course will intentionally examine some of the recent cases, state statutes, and instructive legal trends in this area. The course will also review the regulatory authority in this area. The course will also review the regulatory authority that governs the unique investment considerations that impact trustees in managing trust assets.

Course Outcomes

- Assess the strengths and weaknesses of estate planning options.
- Calculate the intestacy shares for a spouse, descendants, and collateral heirs.
- Explain the requirements for preparing a valid will and trust.
- Identify and distinguish probate and non-probate assets.
- Identify the benefits and reasons for creating a revocable trust vs. an irrevocable trust.
- Identify the responsibilities and duties of the trustee.
- The difference between the parties involved in a revocable trust and an irrevocable trust.
- The distinction between a revocable trust vs. an irrevocable trust.
- Understand the client interview process to prepare a will, power of attorney, and advance medical directive.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

PALE 201

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 240: Real Estate Law

This course is intended to cover many of the basic legal concepts relevant to, and inherent in, the real estate business. While many traditional real property law concepts will be covered in the course, the course is intended to introduce the student to the transactional legal aspects of the real estate business, including acquisition, disposition, development, investment, management, leasing and workouts, including tax implications. At the conclusion of the course, the student is expected to have acquired a basic understanding of these principles so that the student will have the ability to function with respect to these matters in many of the various aspects of the real estate business. In order to facilitate this process, examples and cases will be utilized in order to illustrate the principles being covered.

Course Outcomes

- Discuss the basic principles and theories of real property law at both the federal and state level.
- Apply the theories and laws to current real estate practices.
- Contrast the differences between statutory and case law.
- Use the records that are contained in the local courthouse to search the title to real property.
- Describe title standards and title insurance.
- Draft the documents necessary to transfer an interest in real estate.
- Create and compile the necessary closing documents.
- Discuss the ethical issues that arise in a real estate practice.

Credits: 3

Prerequisites:

PALE 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 250: Civil Procedures

This introductory course examines the civil litigation process from start to finish. Students discuss litigation stages, including inception, pleadings, discovery, trial, judgment, and appeal. Participants explore topics such as venue, jurisdiction, and jury selection. This course also explores common problems in civil litigation and the use of alternative dispute resolution systems.

Course Outcomes

- Recite, orally and/or in writing, specific laws related to the course.
- Identify and explain underlying public policy and jurisprudential concerns related to specific laws.
- Demonstrate the ability to analyze cases and/or statutes.
- Demonstrate the ability to apply the law to new factual contexts using the traditional IRAC format.
- Devise and explain problem solving strategies to address specific legal and/or analytical problems.
- Demonstrate the ability to communicate orally and/or in writing for various professional purposes.
- Identify and explain appropriate professional responsibilities concerning matters of ethics, practice skills, and problem resolution skills

Credits: 3

Prerequisites:

PALE 201

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 260: Legal Research and Writing I

Students review writing basics, including punctuation, capitalization, grammar, correct correspondence, and formatting legal documents. The course incorporates fundamentals of legal writing and analysis of cases. Students learn to prepare professional legal correspondence, legal case briefs, and other written legal documents.

Course Outcomes

- Distinguish between and use the various manual legal research resources.
- Brief a moderately complex legal case.
- Know the basic components of a reported case and related terminology, as well as the relationship between the headnotes and the various digests.
- Know other basic terminology, including annotation, slip law, advance sheets, parallel cite, and official and unofficial reporters.
- Know how to read a case and how precedence works with respect to case law.
- Understand how to frame issues in terms of fact and analyze a case.
- Define and compare pertinent evidentiary concepts, e.g., relevant and material, direct and circumstantial, competent and credible, opinion and hearsay, and admission of party opponent and declaration against interest.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 271: Administration of Wills, Trusts, and Estates

This course introduces the learner to laws relating to estate planning, estates' administration (both testate and intestate), and the establishment and administration of trusts. Emphasis will be placed on estate law's practicalities, including interview techniques, preparation of wills, trusts and administrative documents, and filing requirements and procedures.

Course Outcomes

- Know role of the paralegal in the area of trust and estate administration.
- Recognize and appreciate the laws governing trust and estate administration.
- Gain the knowledge and skills of draft a will.
- Know the fundamentals of estate planning.
- Understand the fundamentals of probate and estate administration with emphasis on court and filing requirements.
- Train the student in the requirements of estate tax returns.
- Gain and understanding of trusts with emphasis on the formality.

Credits: 3

Prerequisites:

PALE 260

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 285: Courts and the Judicial Process

Examines legal aspects of investigative and arrest as well as rules governing the admissibility of evidence in court. It focuses primarily on police and disciplinary due process, applying the law, and civil liability concerns. Topics include search and seizure, arrest and interrogation, revocation and probation and parole, probable cause, and other timely issues.

Course Outcomes

- Have gained an understanding of the functions of the American court system and how it processes cases by examining the history, the various court systems, and current issues facing the judicial system. .
- Identify the various roles of courts within the judicial system in the United States.
- Recognize the legal families that form the foundation for the American Judicial System; identify the origins of each.
- Differentiate between private and public law.
- Identify the branches of public law and list specific characteristics of each.
- Compare and contrast substantive and procedural law.
- Identify Common misperceptions about the court process as discussed in class.

Credits: 3

Prerequisites:

PALE 260

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 302: Business Law

In this course, learners will gain familiarity of the judicial system and the nature and sources of law affecting business. Examines legal aspects of property proprietorship, structures of business ownership, and agency relationships. Learners will be introduced and explore various aspects of contracts, sales contracts with an emphasis on Uniform Commercial Code Applications, remedies for breach of contract, criminal and tort liabilities (This course is cross-listed with **BUSI 302**).

Course Outcomes

- Determine contractual exclusive rights and duties under third-party contracts and assignments.
- Determine whether a contractual obligation exists.
- Explain the study of law and how it governs conduct in business.
- Gain the knowledge and skills of the draft a will.
- Identify various principles of illegality, regulations of business, and agreements related to public welfare.
- Identify the nature and classification of contracts.
- Identify written contracts, effects of non-compliance, and the construction and interpretation of contracts.
- Know the role of the paralegal in the area of trust and estate administration
- Know the fundamentals of estate planning.
- Recognize and appreciate the laws governing trust and estate administration.
- Recognize pertinent legal and ethical issues when making business decisions.

Credits: 3

Prerequisites:

LIBR 150

PALE 260

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 340: Healthcare Law and Compliance

This course provides paralegals with the skills necessary to assist lawyers who practice in the healthcare field. Healthcare law and compliance cover diverse areas: contracts, tax, antitrust, civil litigation, criminal law, and administrative law.

Course Outcomes

- Understand basic healthcare terminology
- Understand the legal/regulatory environment of healthcare
- Enhance legal research skills
- Perform legal research of federal regulations
- Enhance legal writing skills
- Recognize legal issues confronting physicians and healthcare organizations
- Identify potential ethical conflicts in the healthcare area, and
- Manage multiple projects simultaneously

Credits: 3

Prerequisites:

PALE 250

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 350: Legal Environment of Business

The Learner is introduced to the legal process and environment in which businesses operate. The course covers various sources of law and the application of law to business. Areas examined include antitrust law, business crimes, contracts (under common law and the Uniform Commercial Code), sales torts (including product liability), administrative, environmental, and consumer protection laws, among others.

Course Outcomes

- Examine the interaction between ethics and law in business;
- Demonstrate an understanding of the fundamental concepts, principles, and the rule of law that apply to both the individual and business;
- Distinguish the functions and operations of the American court system and governmental administrative agencies and the effect of their actions on both individuals and business;
- Identify and apply legal basics concerning civil law, torts, constitutional law, administrative law, contracts, product liability law, principal/agent law, employment law, antitrust law, securities law, unfair and deceptive trade practices law, landowner liability, and international law.
- Explain the interrelationships between the legal and social systems within which we exist and the need to carry individual ethics and social responsibility into the business environment;
- Focusing on the evolution of jurisdiction and tort law, develop a perspective on how the law adapts to social, economic, political, and technological change
- Gain an appreciation for the intellectual property law (patents, copyrights, trademarks, and trade secrets);
- Recognize that in a diverse society, differences of opinion as to beliefs and facts are commonplace and that the legal system evolves and the ever-changing needs of society.

Credits: 3

Prerequisites:

LIBR 150

CIP Code: 22.0302

PALE 365: Courts and Litigation

This course is designed to introduce the student to the federal and state court system while offering instruction in civil litigation procedures commencing from the initial client interview through file organization to the trial any subsequent appeals. The course will also include instruction on procedures authorized under the civil procedure code. Emphasis will be placed on the content and preparation of documents prepared for civil lawsuits.

Course Outcomes

- Give the student an understanding of the jurisdiction of state and federal trial and appellate courts, venue, and the role of lawyers, paralegals and the court system in the resolution of disputes
- Introduce the student to the most common causes of action filed in the court system
- Instruct the student on how to conduct initial client interviews, identify and prepare pleadings, and assist in motion practice
- Instruct the student in the tools and methods used in the discovery process
- Introduce the student to the rules of evidence
- Introduce the student to methods of alternative dispute resolution

Credits: 3

Prerequisites:

PALE 250

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 370: Commercial Law: Secured Transactions

The Learner is introduced to commercial law and bankruptcy principles and concepts and their interplay. It is intended to provide a solid conceptual and practical grounding in all of the primary commercial and bankruptcy law issues you will likely encounter in your practice. The nature of topics explored in the course will expose students to real-life commercial transactions, including problem-solving and strategy decisions practitioners must make in litigating and structuring these business arrangements.

Course Outcomes

- Articulate the different remedies available to unsecured and secured creditors.
- Discuss the fundamental differences between real property secured lending and personal property secured lending.
- Use Article 9 as an example to illustrate how to approach, work with and interpret an unfamiliar statute.
- Discuss and become familiar with many common forms of business transactions and how such transactions work, including loan agreements and other financing arrangements.

Credits: 3

Prerequisites:

LIBR 150

CIP Code: 22.0302

PALE 380: Communication Law in America

After exploring competing views of the place of free expression in a Western democracy, students are exposed to major case law in such areas as libel, invasion of privacy, copyright, trademark, broadcast, and cable regulation, advertising, access to information, obscenity, and source confidentiality.

Course Outcomes

- Develop the ability to recognize and articulate the legal and ethical aspects of managerial decisions
- Assess the impact of particular policies as well as to suggest policy reform
- Explain legal rights and duties of the media communication professionals and business leaders
- Demonstrate an understanding of complex rules and regulations affecting integration between content and distribution of mass media entities (FC, digital transmission – TV/Video, media ownership and control, marketing communication holding companies)
- Understand systemic causes and consequences of unethical or illegal professional conduct

Credits: 3

Prerequisites:

PALE 250

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 400: Estate Planning and Probate

A study of the various devices used to plan an estate, including wills, trusts, joint ownership, and insurance governing the disposition of property upon death. The course considers multiple plans in light of family situations and estate objectives. Other topics explored in the study include principles of law governing other legal issues associated with aging, death, and dying. The focus will be given to practices involving the administration of an estate, including taxes and preparation of forms.

Course Outcomes

1. Analyze estate planning facts, rules, laws, and cases and describe the remedies in specific cases.
2. Apply cases and laws to specific sets of factual information and distinguish between fact and opinion.
3. Compute intestate and elective shares, family allowances, probate, and estate taxes.
4. Describe the paralegal's role in the specialized law office, which concentrates on estate planning, wills, trusts, and probate procedure.
5. Describe the process of administering a decedent's estate.
6. Evaluate common estate planning tools, including wills, trusts, life insurance, joint tenancy with survivorship, and advance health care directives.
7. Explain the roles, responsibilities, and ethical standards governing paralegals and attorneys involved in the planning and administration of wills, trusts, and estates.
8. Identify and formulate problems, and propose and evaluate solutions to estate planning and related questions.
9. Understand the law governing property transfers upon death and the procedures used to administer a decedent's estate.
10. Distinction between powers of attorney and conservatorship/guardianship proceedings.

Credits: 3

Prerequisites:

LIBR 150

CIP Code: 22.0302

PALE 402: Arbitration

This course examines critical areas in arbitration practice, the responsibilities of an arbitrator, and the variety of contexts in which arbitration plays a role. The law related to arbitration, such as judicial review, the role of contract law, and enforcement of arbitral awards, arbitrability, is an important topic of study.

Course Outcomes

- Knowledge and understanding of guiding substantive and procedural law;
- Apply appropriate problem-solving strategies, legal analysis and reasoning, legal research, and written and oral communication in the legal context;
- Exercise of sound and proper professional and ethical responsibilities to clients and the legal system;
- Other fundamental professional skills needed for competent and ethical participation as a member of the legal profession;
- Using the law to solve real-world problems.

Credits: 3

Prerequisites:

PALE 260

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 410: Business Organizations and Transactions

Students are introduced to the Law of Contracts to understand the interrelationships among concepts and the tools required in drafting good contracts. Students learn to choose and organize business organizations such as sole proprietorships, partnerships, limited liability entities, and corporations.

Course Outcomes

- Engage in critical thinking by reading, writing and explaining the law of contracts and business organizations.
- Describe the methods and tools of drafting and interpreting contracts and organizing business entities.
- Demonstrate communication skills by organizing and presenting ideas in a logical order, actively listening, responding to and building on ideas from readings as well as those generated in class.
- Collect information to develop contract documents and forms as well as organize business entities based on the use of laws, cases and regulations.
- Engage in critical thinking with respect to objective and subjective viewpoints
- Use logic, reason and critical thinking skills to evaluate different forms and procedures in order to successfully support law office and litigation professionals.
- Recognize moral and ethical dilemmas, and evaluate solutions.
- Distinguish between fact and opinion, recognize legal issues, and draw reasonable conclusions from the application of law to facts.

Credits: 3

Prerequisites:

PALE 250

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 413: Employment Law

This course will give the student a comprehensive overview of employment law's most important facets. The course will cover a broad range of issues relating to employment. Students will review the historical background of employment law that provides the legal and conceptual basis for the modern statutory approach to regulating employment relationships. Specific attention will be given to the concept of discrimination in the workplace and the two statutes that form the basis of much of the current litigation in the field of employment law: the Civil Rights Act of 1964, as amended, and the Age Discrimination Act.

Course Outcomes

- Describe the specific forms of workplace discrimination prohibited under current statutory and case law
- Identify the classes of people protected by current employment law
- Compare and contrast the various theories underlying workplace protection
- Define the contract and tort rights of employees and corresponding obligations and defenses of employers
- List the federal government agencies that regulate each of the areas of employment law covered and explain how they implement the relevant law and policy
- Develop and discuss preemptive management strategies that respond to the legal constraints of the current workplace environment.

Credits: 3

Prerequisites:

PALE 260

LIBR 150

(LIBR 150 may be taken concurrently).

CIP Code: 22.0302

PALE 490: Internship in Paralegal Studies

A 160- 320 clock hours on-site internship where the student will work in a law office or other legal environment on a supervised special project which relates directly to the student's career goals. The internship experience is critical to preparing students for law-related work, and benefits the internship partner by both easing workload and introducing an excellent, entry-level paralegal candidate (***Alternatively, student may fulfill credit hour requirements by enrolling in two additional upper level courses - 6 credit hours.***)

Course Outcomes

- Discuss the paralegal's role in internship office.
- Demonstrate research skills by finding law applicable to assignment.
- Demonstrate effective computer use in legal environments.
- Explain the various types of employment for paralegals.
- Perform typical duties of the paralegal.
- Demonstrate the characteristics of an effective paralegal.
- Appreciate the critical importance of honesty and integrity in the legal environment.
- Apply the knowledge and skills learned in the classroom to actual paralegal tasks in a law office.
- Exercise the ethical responsibilities of a paralegal as set forth under the Code of Professional Responsibility and applicable laws.
- Reflect upon and personally evaluate the internship experience so that the student is better informed when choosing future employment.

Credits: 4-6

Prerequisites:

Senior status - Completed a minimum of 90 credit hours in the major.

CIP Code: 22.0302

Liberal Studies

LIBS 299: Liberal Studies I

This course is designed for Liberal Studies majors pursuing the Associate of Science program to explore "ways of knowing" in the academy, focusing on social scientific thought, the humanities, and the arts. Students will consider how liberal studies can provide new perspectives about relevant contemporary issues.

Students design a project, which establishes connections, theory, and practice outside the classroom. Students will write for various purposes in the course: to respond to discussion questions, take guided notes over an interdisciplinary text, and write an analysis paper.

Only offered in an 8-week Term.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

Intended as a final capstone, to be taken in a learner's last 15 credits.

LIBS 490: Liberal Studies Internship

Offer the opportunity for the practical application course for students matriculating through the Liberal Studies program. The expectation is to apply skills and concepts learned in the workplace settings, designed to connect academic work to the employer's expectations. Internships provide students with opportunities to integrate program acquired knowledge, skills, and methods with professional roles, responsibilities, and activities in supervised settings. The internship has a web-based component designed to complement your internship experience through guided reflection, critical analysis, synthesis, and discussion. This course is offered for academic credit, graded on a pass/fail basis, and fulfills upper-division elective credit requirements. Students can only earn credit for LIBS 490 during the term they are participating in the internship. In most cases, students cannot start their hours early, finish them late, or register for the course during one term and complete their hours during a different period.

Course Outcomes

- Incorporate a research component that deepens your knowledge.
- Use academic skills (e.g., writing, analysis, technical literacies, public speaking).
- Successfully engage in assignments that include progressively challenging tasks/assignments.
- Develop intellectual abilities and practical skills that define critical thinkers and life-long learners.
- Demonstrate a culture of teamwork and collaboration.
- Make autonomous decision-making and production.
- Synthesizing knowledge and information.

Credits: 3-6

Prerequisites:

ENGL 111, Intended as a final capstone for majors, to be taken in a learner's last 15 credits.

Management

MGNT 201: Risk Management

Assessing potential risks to your water utility, reducing exposure to those risks, and acquiring the necessary insurance protection, are essential elements to protect your utility against disastrous losses. This course gives focus on the basic principles of risk management and insurance types common to water utilities. Upon completing the course, participants should understand the importance of periodical risk assessments and manage risk through retention, reduction, and transfer.

Course Outcomes

- Define risk and risk management.
- List the three steps of an effective risk management model.
- Discuss the three methods to manage risks.
- Name two lines of insurance common to water utilities.
- List the three types of peril coverage.
- Explain four types of property insurance.
- Differentiate between actual cash value and replacement cost coverage.
- Differentiate between occurrence and claims made coverage.
- Explain the five main types of liability insurance.
- Analyze personal risk and determine methods of mitigating this risk
- Evaluate various forms of life insurance and their benefits and costs
- Prepare personal information for appropriate insurance quotes –
- Evaluate three quotes for property insurance
- Evaluate the differences in risk between three or more health insurance packages
- Analyze risk management case studies
- Articulate the resources available under Medicare and Medicaid

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 250: Principles of Management

The emphasis of the course will be on the skills and knowledge needed to successfully manage an organization. This course is especially useful for those newly promoted to supervisory and managerial positions within the private, public, or federal sector. The course emphasizes not only the planning, organizing, staffing, directing, and controlling functions of management, but also includes such factors as effective communications and relationships, motivation, and managing for change.

Course Outcomes

- Develop an understanding of how modern management theory evolved.
- Examine and understand modern management theory and practice.
- Recognize the role of management in modern organizations
- Understand the importance of organizational goal setting
- Understand the types of decisions made in business, and be familiar with the steps in the decision-making process.
- Be familiar with the human resource management activities involved in attracting, developing, and maintaining an effective work force.
- Analyze and discuss planning, organizing, controlling, decision making, communication, motivation, leadership, human resource development, information systems, social responsibility and management of the future.
- Explain the role of planning, organizing, staffing, leading and controlling in management
- Understand the importance of effective leadership for the success of the organization
- Promote group interaction through class discussion.
- Develop oral and written communication skills, to articulate and defend one's position.
- Synthesize all the above into a coherent picture from which to forecast the future directions and challenges for management in the 1990s and beyond.
- Understand the ethical issues within the field of management

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 260: Customer Relationship Management

This course examines customer relationship management (CRM) as a critical strategic process for organizations. Essential strategies necessary to maintain high-quality relationships with customers in a challenging, competitive, and complex environment are developed. Significant trends in the industry will be reviewed, and students will develop the ability to interpret these trends. They will develop the skills necessary to achieve excellence in managing customer relationships in a dynamic marketplace.

Course Outcomes

- Develop an understanding of how modern management theory evolved.
- Examine and understand modern management theory and practice.
- Recognize the role of management in modern organizations
- Understand the importance of organizational goal setting
- Understand the types of decisions made in business, and be familiar with the steps in the decision-making process.
- Be familiar with the human resource management activities involved in attracting, developing, and maintaining an effective work force.
- Analyze and discuss planning, organizing, controlling, decision making, communication, motivation, leadership, human resource development, information systems, social responsibility and management of the future.
- Explain the role of planning, organizing, staffing, leading and controlling in management.
- Understand the importance of effective leadership for the success of the organization.
- Promote group interaction through class discussion.
- Develop oral and written communication skills, to articulate and defend one's position.
- Synthesize all the above into a coherent picture from which to forecast the future directions and challenges for management in the 1990s and beyond.
- Understand the ethical issues within the field of management.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MGNT 250

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 280: Management and Organizational Behavior

This course introduces the student to management principles and practices, including studying human behavior within organizations. Topics include multicultural organizations, strategic leadership, self-management, customer relationship management, entrepreneurship, teamwork, reengineering, performance-based rewards, communication and interpersonal skills, and other planning, organizing, directing, and leading management functions. After the course, you will be familiar with modern managers' knowledge, roles, responsibilities, and skills required.

Course Outcomes

- Determine the differences and interrelationships between organizational behavior, management, and leadership.
- Identify the major principles and theories of management and organizational behavior and relate them to an ongoing business.
- Identify and understand strategic, tactical, and operational approaches appropriate to the achievement of organizational goals.
- Cite and discuss issues of ethics and integrity relevant to present day management and organizations.
- Explain how diversity relates to organizational performance.
- Define the global nature of contemporary business organizations and the risks, opportunities, and threats of "going-global."
- Interpret basic management principles and concepts and relate them to different situations (e.g. in class exercises).
- Utilize knowledge and comprehension of specific business facts and principles to develop new relationships or explanations of more broad based business phenomena (e.g. essay questions and case analysis).
- Demonstrate: to show evidence of ability to perform managerial related assignments.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MGNT 250

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 295: Business Innovation

An investigation into current methodologies and practices using technological innovation to develop new businesses and modify existing organizations. An iterative approach to combining technical and human resources to provide customer value will be used to analyze potential business models.

Course Outcomes

- Identify areas where circular economy principles can be applied in the context of the built environment
- Evidence a broad awareness of the impact of globalization on business operations,
- To understand the fundamentals, types, and categories of innovation
- Identify the variety of forms of creation through case studies
- different types of research associated with innovation and new development.
- Outline a business case for a new product concept including concept statement, technology evaluation, financials, risk assessment, and customer and organizational value components.

Credits: 3

Prerequisites:

MGNT 302

LIBR 150

CIP Code: 52.1401

MGNT 302 : Small Business Management

The course will develop the students' understanding of the economic and social environment in which small businesses function and the critical role of entrepreneurship cultivates business growth and development. The processes involved in starting new ventures are discussed. Focuses on the operations, marketing, financial, human resources, strategic management, and the small firm's legal and governmental relations. Additionally, detailed treatment of the problems involved in managing specific fields of small businesses in both service and manufacturing will be included.

Course Outcomes

- Describe how small business owners and entrepreneurs draw business plans.
- Describe how small business owners can successfully manage their operations through sound delegation practices and oversight.
- Describe the merits and demerits of purchasing an existing small business.
- Describe ways to provide superior customer service.
- Discuss global trade opportunities for small businesses.
- Discuss the advantages and disadvantages of franchising.
- Discuss the crucial levers in small business financial management, including the pivotal role of predictable cash flow.
- Discuss the differences between entrepreneurial and small business approaches.
- Explain the business lifecycle and its relevance to small businesses.
- Explore the merits and demerits of starting a small business.
- Identify processes and procedures for handling ethical issues confronted by small businesses.
- Identify key legal issues for small businesses.
- Identify success influences for small business operators.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MGNT 250

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 322: Organizational Behavior

Organizational Behavior is the study of human behavior within organizational settings. This encompasses micro level (interpersonal and small group) and macro level (inter-organizational) interactions. This course will examine the current theories and research within the field of organizational behavior and simulations. Focus will be on the application of these theories and empirical findings through case analyses.

Course Outcomes

- Upon successful completion of this course, students will have:
- Understand and recognize the problems and opportunities in organizational behavior which confront managers.
- Knowledge of those techniques which have been demonstrated to be effective.
- Choose and apply effective and validated techniques to solve these problems
- Ability to identify and explain the basic theories and concepts of leadership critically by applying the leadership theories and concepts to specific problem and case situations through critical thinking.
- An ability to demonstrate leadership skill development (e.g., use of reinforcement theory, managing conflict, goal setting) through participation in business simulations and role-play exercises.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MGNT 250

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 353: Management of Marketing

Comprehensive study of marketing strategies implementation; computer simulated case studies; projects developed for integration of marketing practice in contemporary business applications. Student should take in final semester (Cross listed with **MAKT 353**).

Course Outcomes

- Analyze and translate a marketing management problem into a feasible marketing plan. Provide participants with a working knowledge of the concepts and technical methods of marketing management and strategy.
- Understand ethical issues in marketing management.
- Integrate the concepts of market analysis, customer analysis, competitive analysis, targeting, segmentation and positioning to develop marketing strategy.
- Use analytical tools and reasoning skills for strategic decisions.
- Increase the level of understanding of current marketing events in the business world.
- Develop participant's skills at writing a marketing plan, orally presenting a marketing plan, working in a management group context, and multicultural competencies.
- Learn how to make specific, budgeted strategic marketing recommendations based on logic, reason, and evidence that will help a firm improve its performance.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MGNT 302

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 360: Strategic Management and Business Policy

MNGT 330 Strategic Management and Policy Practice

An integrative course in strategic management and business policy that utilizes the case method of instruction. A capstone course involving business analysis through applying principles of accounting, communications, economics, finance, management, marketing, quantitative methods, and related disciplines.

Course Outcomes

- Discuss the nuances of competitive advantage (e.g., describe ways that firms gain both short-term and long-term benefits, identify the sources of competitive advantage);
- Recognize significant forces that shape an industry and describe how each pressure influences the performance of industry participants;
- Build on and integrate ideas, concepts, and theories from previously taken functional courses such as Accounting, Finance, and Marketing,
- Discuss major business-level approaches to competitive advantage and explain how the processes help overcome industry threats;
- Understand how major corporate-level strategies relate to competitive advantage.

Credits: 3

Prerequisites:

MGNT 302

LIBR 150

LIBR 150 May be taken concurrently.

CIP Code: 52.1401

MGNT 389: Human Resource Management

Introduction to human resource management principles, processes and systems. Analysis of the components of human resource management including organizational assessment and human resource planning; recruitment and selection, compensation and benefits administration, training and development, employee relations, program utility analysis, human resource management information systems, computer integration in human resource programs, and employment laws.

Course Outcomes

- Apply human resource management principles to recruiting, selection, training, retention, and evaluating performance of personnel.
- Comprehend factors that affect the relationship between employee and manager
- Demonstrate a basic understanding of Human Resource Management and its essential role in contemporary organizations
- Understand HRM legal requirements and environments
- Demonstrate an understanding of the role of Human Resource Management in the strategic planning process
- Understands recruitment and selection processes and evaluate current job analysis methods
- Evaluates training, development and performance management programs
- Analyzes compensation methods and benefits planning
- Understand the ethical, social and legal responsibilities of managers
- Understands the nature of employee relations
- Demonstrates an understanding of the importance of workplace safety and health programs.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MGNT 302

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 425: Global Business Issues

This course gives focus on global economic integration and emerging market economies, including the effects these trends have on both service and manufacturing industries in the short- and long term. Other global business issues will include the World Trade Organization (WTO); North American Free Trade Association (NAFTA); the European Union (EU), and the influences of the political and legal environment on markets; and the strategies for business entry into a global market; environmental considerations in business processes; development of leadership talent in a global setting.

Course Outcomes

- Introduce students to the process of globalization and the implications of globalization for business firms and their managers.
- Explain how and why the world's countries differ.
- Present a review of the economies and policies of global trade and investment.
- Examine the different strategies that businesses can adopt to compete in the global marketplace and enter specific foreign markets.
- Explore the role played by marketing, operations, and human resource management within an international business.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MGNT 302

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 435: Operations Management

This course provides a study of the drivers of quality, customer satisfaction, efficiency and productivity in service and manufacturing enterprises. Topics include product and service design, forecasting, quality management, facility location and layout, materials management, scheduling, project management, and supply chain management. While topics are covered for both manufacturing and service operations, attention is directed to the study and analysis of the operations management functions in service enterprises.

Course Outcomes

- Define the role of operations and supply chain in an organization and its interactions with business functions such as accounting, finance, and marketing.
- Identify issues in inventories and resources for an organization and use basic models to improve its management.
- Plan the basic scheduling for project and its management.
- Link the basic business and operations strategies for increased productivity and competitiveness for service and manufacturing.
- Use descriptive and optimization models and incorporate cost drivers to improve general business decision making.
- Design quality management strategies, techniques and tools for improved customer satisfaction.
- List lean operations principles.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MGNT 302

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 441: Sales Management

Sales management functions of recruiting and hiring, training and assimilating, planning, controlling and motivating, leadership, direction and evaluation of the sales force and includes sales analysis; role of personal selling in promotional mix and sales objectives of management. (cross-references with **MAKT 411**).

Course Outcomes

- Demonstrate an understanding of the sales process.
- Demonstrate an understanding of the relationship between organizational and sales strategies and the sales function.
- Demonstrate an understanding of methods for deploying a sales-force.
- Demonstrate an understanding of activities involved in recruiting and selecting salespeople.
- Demonstrate an understanding of methods for developing sales training programs.
- Distinguish between sales force leadership and supervision and demonstrate an understanding of what is involved in each.
- Demonstrate an understanding of the use of information from the text as a framework to research and study current companies that have either successfully or unsuccessfully implemented sales management strategies and practices.
- Demonstrate an understanding of methods for motivating and rewarding a sales force.
- Demonstrate an understanding of how to evaluate both sales organization effectiveness and salespeople's performance;
- Demonstrate an understanding of the 7 Habits of Highly Effective People and indicate practice of these habits.
- Demonstrate an understanding the roles and responsibilities of sales managers including, but not limited to: recruiting, training, planning, organizing and motivating sales personnel to achieve specific goals.
- Demonstrate an understanding of the critical importance of sales management and its impact on a company's overall success or failure in marketing and achieving specific operational objectives.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MGNT 302

MATH 110

or any other MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MGNT 490: Internship in Management

Work experience at a specialized level supervised for graded academic credit by a faculty member in the learner's major field. This experience allow learners the opportunity to earn credit for their internship experience and make connections with their experience and academic coursework. Term and hours arranged with the course instructor. The internship credits are earned in the term the learner is enrolled in the course. *A learner enroll in the internship (4 credit hours) or a minimum of two additional upper-division course. A learner cannot receive retroactive academic credit for a past internship] experience.*

Course Outcomes

- Demonstrate the ability to apply major and academic specific knowledge into a workplace setting.
- Self-assess your strengths, workplace motivations, and opportunities for career growth and academic advancement.
- Communicate with professionals and colleagues in the business community through written, verbal, and interpersonal communication.

Credits: 4-6

Prerequisites:

ENGL 111

MGNT 302

LIBR 150

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

Learners are eligible to pursue an internship if they meet the following academic criteria:

- Have earned at least 90 credit hours with a 2.75 GPA or higher.
- All students must work with the School of Business' faculty to select, and be admitted to, an internship program.

CIP Code: 52.0299

Marketing

MAKT 155 : Introduction to Marketing

The major thrust of this course is to help you understand the basics of marketing, both as a management tool and as a force in society. The course gives coverage to the dynamic world of business organization, from the sole proprietorship (entrepreneur) to the corporation. Through discussion, case studies, and the Internet, students explore the fundamentals of management, marketing, human resources, finance, and business in the global environment. Particular foci are given to the fundamentals of management, marketing, finance, and business in the worldwide context, with particular attention to the issues involved in entrepreneurship, franchising and formulating a business.

Course Outcomes

- Understand the role of the marketing function within a firm.
- Describe the distinction between for-profit and non-profit marketing, channel intermediaries and channel conflict and technology, measurement, relationship and material integration.
- Distinguish the unique characteristics affecting consumer behavior, and apply some of the specific cultural, social, personal, and psychological factors that influence consumers in promotional initiatives.
- Describe key market segmentation and targeting strategies.
- Identify the elements of the marketing mix (4P's) and common strategies used with each tool.
- Recommend and justify an appropriate mix of the 4P's to create a cohesive marketing strategy for a new product.
- Identify and relate key trends impacting consumers and the practice of marketing to established theory.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 201: Principles of Marketing

Comprehensive study of structure and functions of marketing system in the firm, economy, and society; analysis of target markets, environments, and managerial aspects of marketing practices. Learners will learn how marketers deliver value in satisfying customer needs and wants, appropriateness of service marketing products, services, and programs to serve these markets, and determine which target markets the organization can best serve. Other topics for this course include branding pricing strategies, product development, marketing research, promotion, and service marketing supply chain management. Through out the course, marketing metrics will be used throughout the course to assess the impact of marketing strategies.

Course Outcomes

- Describe the different environments in which marketing operates and their effects including: demographic, economic, social-cultural, political-legal, technological, and competitive.
- Compare the different tools of marketing research and marketing information systems and how they are used in modern marketing.
- Define the marketing concept and the “4 Ps” of marketing: product, placement, pricing, and promotion.
- Illustrate marketing segmentation and target market selection through the analysis of real-world products and marketing efforts.
- Describe consumer behavior and how buyers make decisions.
- Compare marketing on the Internet with traditional marketing channels.
- Contrast marketing to consumers with organizational markets.
- Identify and describe the most important international trading markets and organizations including NAFTA, EU, and the WTO.
- Understand how marketing is related to other business functions and its importance to the success of the business entity.
- Understand the importance of consumer behavior as it relates to buying behavior.
- Identify, analyze and use source of marketing research information to aid in decision-making.
- Identify, understand and apply basic marketing concepts to solving marketing challenges.
- Understand good marketing practices and techniques and how to apply them.
- Develop a sound, integrated marketing plan.

Credits: 3

Prerequisites:
ENGL 111

LIBR 150

MATH 110

Or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 205: Ethical Decision Making in Business

This course emphasizes the complexities of business decision making within an ethical framework. After identifying the wide variety of ethical issues facing individuals in business and the moral philosophies which can be applied, the course will develop an ethical decision-making framework. Both the role of the individual and of the organization in influencing ethical decision-making will be emphasized as will the impact of cultural influences on international business ethics. Managing ethics will be proposed as an essential part of the function of organizational leaders.

Course Outcomes

- Explain whether social responsibility hurts or helps an organization’s economic performance.
- Identify professional ethics.
- Apply a range of theories to analyze opportunities in more complex marketing concepts
- Able to present engaging/persuasive arguments and debates.
- Describe what influences ethical decision-making.
- Explain what practical steps managers can take to improve ethical decision-making.
- Utilize frameworks for ethical decision making, such as the 10-step model.
- Identify and evaluate the various stakeholders related to the moral dilemma.
- Make ethical decisions regarding marketing objectives that encompass the stakeholders and take different theoretical stances of ethics and values.
- Understand the role and importance of ethical decision making in the marketing environment.

Credits: 3

Prerequisites:

MAKT 201

ENGL 111

LIBR 150

MATH 110

Or any 3 credit hour of MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 210: Introduction to Supply Chain Management

Purchasing and supply management. Special attention will be given to the process that encompasses the link between the point-of-sale interest to the delivery of products or services to the customer. operations management, transportation, and logistics.

Course Outcomes

- Understand how to use the general concepts of process mapping and analysis
- Understand the general concepts of supply chain management.
- Understand the processes involved in supply chain management.
- Understand how to develop and manage efficient and effective global supply chains.
- Understand how technology and information systems work as enablers to provide leverage in gaining and maintaining competitive advantage in the marketplace.
- To develop quantitative and qualitative problem solving skills using Excel and other information system tools.

Credits: 3

Prerequisites:

ENGL 111

MAKT 201

LIBR 150

MATH 110

Or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 281: Digital Marketing

This course offers strong background concepts on where marketing meets the Internet and other forms of new media, such as smartphones and including game consoles. Specifics include online advertising and participating in social media, but it can also include online listening and monitoring and search engine optimization. In addition, the course provides a structured and comprehensive look at the complex and challenging areas of Digital Marketing. Classic marketing principles will be applied to Digital Marketing.

Course Outcomes

- Knowledge of concepts that maximize the power of Digital Marketing in the business world and assess the opportunities available with Digital Marketing.
- Proficiencies in making critical strategic marketing decisions.
- An appreciation of the innovation and technology of this growing Marketing media and acquire the knowledge to implement Digital Marketing solutions into marketing strategies.
- An understanding of how digital marketing strategies fit with companies' overall marketing strategy.
- An understanding of the major tools of digital marketing: online ads, search engine optimization, paid search ads, organic social media, social media ads, and others.
- Understand how digital marketing strategies fit with companies' overall marketing strategy.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MAKT 201

MATH 110

Or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 289: Understanding the Customer

This course introduces the learners to the theory of consumer behavior and relates it to the practice of marketing from the standpoint of needs and wants the process by which they are satisfied, and the environment in which the behavior occurs. The learners will explore the various concepts developed in psychology, economics, and sociology and their relationship to consumer behavior. Emphasis will be grounded on frameworks on how internal and external influences shape behavior.

Course Outcomes

- Identify the key terms, concepts, and theories of consumer behavior.
- Evaluate the principal arguments of consumer behavior; critically assess strengths, limitations and applications.
- Apply consumer behavior concepts to real-world marketing problems and develop better marketing programs and strategies to influence those behaviors.
- Analyze the current trends in consumer behavior, and apply them to the marketing of an actual product or service.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MAKT 201

MATH 110

Or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 302: Consumer Behavior

The course introduces a wide range of behavioral concepts. It explores the strategic implications of customer behavior for marketers. The course challenges students to explore the realities and implications of buyer behavior in traditional and e-commerce markets. The key to the course is demonstrating how an understanding of buyer behavior can improve strategic decision-making.

Course Outcomes

- Small business management is suitable for them.
- They have access to the resources (informational and financial) necessary for success
- If their small business venture is predictably destined for success or failure?
- Explain the nature of entrepreneurship and small business.
- Explore entrepreneurial opportunities.
- Develop a new venture business plan.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MAKT 201

MATH 110

Or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 314: Advertising/Sales Promotion

Introduction to advertising, including agencies, media, layout, copy, typography; emphasis on various media associated with sales promotion, and the need to coordinate the entire promotional mix. Other areas of emphasis will include developing effective advertising programs, when and how to use refunds, coupons, contests, trade shows, etc.

Course Outcomes

- Understand the theory and research regarding consumer behavior, as well as the role of Promotional Management relative to the other elements of the marketing mix.
- Understand how the Promotion Management process is an integrated framework and how the creative strategy pertains to the Promotion Management process.
- Analyze market opportunities.
- Understand the difference between consumer and business to business customers.
- Understand Product Life Cycle and how to market the product through the various stages of the product life cycle.
- Evaluate the various channels of distribution for selection and learn how to manage them.
- Manage and deliver marketing programs.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MAKT 302

MATH 110

Or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 332: Retailing Fundamentals

Changing retailing concepts from management viewpoint; principles that underlie enterprises' successful operation distributing products and services to ultimate consumers.

Course Outcomes

- Identify the fundamental terms and concepts that are commonly used in marketing and apply them to a retailing operation.
- Recognize and appreciate the differences between well-run and poorly run retail operations.
- Be sensitive to the differences in domestic and foreign retail operations.
- Ascertain the differences between ethical and unethical decisions in retail business situations.
- Demonstrate knowledge of the financial measurement tools common to a retail enterprise.

Credits: 3

Prerequisites:

ENGL 111

LIBR 150

MAKT 302

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 341: Consultative Selling

Basics of personal selling; preparation, personality development, communications, sales interview techniques, ethics, and career opportunities; selling skills developed via sales presentations, role-playing, audio-visual self-observation, and use of sales aids.

Course Outcomes

- Compare and contrast selling issues involving consultative selling and strategic alliances in different global markets.
- Analyze electronic commerce websites in terms of their potential effectiveness in executing a particular selling strategy, developing a customer prospect base, demonstrating product or service expertise, generating an effective sales presentation, and providing interactive decision-making options and customer feedback.
- Distinguish self-management selling techniques from sales force management techniques.
- Design and evaluate a sales presentation with sensitivity to cultural diversity.
- Evaluate the ethical consequences of selling strategy decisions, and prepare selling plans with attention to social responsibility.
- Debate selling issues and use consensus-building techniques in a task-oriented team, such as a team designed to formulate a consultative selling strategy for an international technological service in the new economy.
- Solve selling case problems and organize a team presentation with diagrams and marketing models to visually support the team's sales strategy.
- Design and demonstrate an effective selling presentation that is customized to meet the needs of a particular customer.
- Formulate a quantitative and qualitative method for qualifying customer prospects for a particular product or service.
- Construct a selling strategy that relates to the overall marketing strategy, and that integrates other marketing elements including: pricing, product or service features and benefits, domestic and international cultural diversity, and the ethical and legal aspects of selling.

Credits: 3

Prerequisites:

LIBR 150

MAKT 302

MATH 110

or any 3 credit hours MATH, LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 353: Management of Marketing

Comprehensive study of marketing strategies implementation; computer simulated case studies; projects developed for integration of marketing practice in contemporary business applications. Student should take in final semester (Cross listed with **MGNT 353**)

Course Outcomes

- Analyze and translate a marketing management problem into a feasible marketing plan. Provide participants with a working knowledge of the concepts and technical methods of marketing management and strategy.
- Understand ethical issues in marketing management.
- Integrate the concepts of market analysis, customer analysis, competitive analysis, targeting, segmentation and positioning to develop marketing strategy.
- Use analytical tools and reasoning skills for strategic decisions.
- Increase the level of understanding of current marketing events in the business world.
- Develop participant's skills at writing a marketing plan, orally presenting a marketing plan, working in a management group context, and multicultural competencies.
- Learn how to make specific, budgeted strategic marketing recommendations based on logic, reason, and evidence that will help a firm improve its performance.

Credits: 3

Prerequisites:

LIBR 150

MAKT 302

MATH 110

or any 3 credit hours MATH. **LIBR 150** may be taken concurrently.

MAKT 362: Global Logistics Management

Analysis of logistics activities, distribution network alternatives, and customer service aspects; examination of freight traffic function within firm's logistics system, analysis of rate and classification systems, and carrier selection; evaluation of logistics procedures and strategies and their appropriateness to different industries.

Course Outcomes

- An understanding of the terminologies, concepts and tools that is essential to analyze global product/manufacturing operations.
- The ability evaluate the logistic support analysis (LSA) and explain the relationship between LSA and the product.
- An understanding Analysis of global outsourcing and offshoring decisions.
- An Understanding The nature and role of global supply chains and their impact on operations and corporate strategy.
- Fundamental familiarity with the issues, concepts and models that are essential to understand the product/manufacturing operations and analyze the design/operations of global networks.
- The ability argue why it is essential to have logistics fully integrated into the firm and evaluate difficulties a firm encounters in accomplishing total integration.
- The ability to relate the consequences of the deregulation of the transportation industry to current logistics trends.
- The ability to assess inventory management with emphasis on the logistics of risk involved in the commitment of financial assets on the basics of project events.
- The ability to defend the importance of using integrated carriers for logistics planning and inventory management.
- The ability to evaluate the changes in logistics management requirements which have resulted from computer technology and the ability to initiate, transmit/transfer, and analyze data electronically.

Credits: 3

Prerequisites:

LIBR 150

MAKT 302

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

MAKT 365: Service Operations Management

The course analyzes operations management's role in manufacturing and service organizations. Topics include production planning, master scheduling, inventory control, material requirements planning, personnel planning, quality control, and just-in-time systems.

Course Outcomes

- To obtain an overview of the successful Service Operations Management (SOM) function through the introduction of the topics traditionally associated with the study of Service Operations Management.
- To develop an understanding of the terminology and responsibilities that relate to Service Operations Management.
- To formulate and describe the function of the Service Operations Management discipline in various sectors of the economy through case study.
- Illustrate what is involved in the "design and development" from an operations management perspective of a product to include organizing a supply chain and designing a virtual production facility.
- Explain how people skills and emotional intelligence drive success in operations management through discussions of real-world experiences, current trends, and "people skills" type training tools.
- Utilize quantitative techniques and technologies that impact operations management decision making (i.e., forecasting, facility location, facility layout, statistical quality control, waiting line theory, and project scheduling and tracking tools) to illustrate how these tools provide a basis for monitoring personnel and organizational performance and ultimately are the basis for problem solving.
- To obtain a set of basic tools and skills used in solving problems traditionally associated with operating the service operations system.
- To explore the interface of Service Operations Management with the other management functions, such as marketing, procurement & sourcing, outsourced good & services and customers.
- Deploy technology in the improvement of service, customer relationships and globalization.
- Ability to organize, develop and advance a service operation business plan vision using critical thinking through writing at a business level, as opposed to an academic level.

Credits: 3

Prerequisites:

LIBR 150
MAKT 302
MATH 110
or any 3 credit hours MATH. LIBR 150 may be taken
concurrently.
CIP Code: 52.1401

MAKT 404: Marketing Research

Research methods and procedures used in marketing to solve business problems; traditional and innovative research designs, sampling, data analysis, dissemination of results; applications of analytical techniques; hypothesis testing, regression, analysis of variance; database marketing, data mining research.

Course Outcomes

- Develop the participant's problem analysis skills and ability to translate a marketing management problem into a feasible marketing research question. Provide participants with a working knowledge of the concepts and technical methods of marketing research.
- Provide a general understanding of marketing research, what kinds of information it can provide, and how it can be properly used by marketing management. Provide an overview of the structure of science in marketing and the marketing research industry.
- Describe the role of experimentation in marketing research and provide an understanding of how marketing experiments are designed and conducted.
- Develop participant's skills at writing a research report, orally presenting a marketing research study, and working in a research group context.
- Provide an analysis of the comparative advantages and disadvantages of secondary and primary data collection strategies.
- Provide an understanding of how to generate information by surveying and making observations of consumers and organizations.
- Examine major types of sampling plans and their advantages and disadvantages. The course will also consider how sample sizes for surveys are determined.
- Understand the meanings of measurement, validity, reliability, generalizability, and scaling and their application in marketing data.
- Examine the logic of data analysis and how to develop a data analysis plan. Familiarize participants with some traditional and newer approaches to analyze marketing data, marketing mix variables, and estimating demand for new products and services.
- Learn how to make specific, budgeted strategic marketing recommendations based on statistical results that will help a firm improve its performance.

Credits: 3

Prerequisites:

LIBR 150

MAKT 302
MATH 110E
or any 3 credit hours MATH. LIBR 150 may be taken
concurrently.
CIP Code: 52.1401

MAKT 430: Services Marketing

Develop an ability to evaluate, implement, and lead effective marketing programs in service companies and organizations. Specifically, the course offers students knowledge of how marketing plays a crucial role in these organizations' success or failure. Broadens and applies marketing concepts and techniques in services industries and compares to tangible goods marketing, all within the framework of total quality management.

Course Outcomes

- Understand the role of marketing in the individual firm, U.S. economy, and global economy;
- Describe the importance of a consumer orientation in companies;
- Demonstrate knowledge of marketing research and pricing techniques;
- Understand how to identify market segments and targets;
- Describe the role and operation of marketing channels;
- Understand how to manage market channels;
- Understand the role and techniques of advertising;
- Analyze examples from marketing practice and apply the concepts and tools presented to real-life problems;
- Demonstrate how to implement interactive and multi-channel marketing; and
- Understand how to develop a marketing plan.

Credits: 3

Prerequisites:

LIBR 150
MAKT 302
MATH 110
or any 3 credit hours MATH. LIBR 150 may be taken
concurrently.
CIP Code: 52.1401

MAKT 440: Relationship Marketing

Implementation of a direct marketing program, including telemarketing, electronic media, cataloging, direct mail, direct response advertising, and how it fits into overall marketing strategies.

Course Outcomes

- Evaluate the role of marketing in creating global business strategies.
- Explain product development issues, the product life cycle, and be able to develop an effective product strategy.
- Evaluate pricing strategies and perceived value and discuss how price interacts with other marketing mix variables.
- Explain the relationship of the marketing plan to the company's strategic plan and corporate objectives.
- Identify and discuss environmental forces which may impact marketing strategy.
- Identify and discuss the impact of consumer behavior on marketing strategy.
- Use market segmentation, targeting, and positioning strategies for effective marketing mixes for diverse target populations.
- Explain relationship marketing and explain how it can be used to develop effective marketing programs.
- Analyze market situations and develop plans for effective marketing strategies.

Credits: 3

Prerequisites:

LIBR 150
MAKT 302
MATH 110
or any 3 credit hours MATH. LIBR 150 may be taken
concurrently.
CIP Code: 52.1401

MAKT 441: Sales Management

Sales management functions of recruiting and hiring, training and assimilating, planning, controlling and motivating, leadership, direction, and evaluation of the sales force and includes sales analysis; the role of personal selling in the promotional mix and sales objectives of management.

Course Outcomes

- Demonstrate an understanding of the sales process.
- Demonstrate an understanding of the relationship between organizational and sales strategies and the sales function.
- Demonstrate an understanding of methods for deploying a sales-force.
- Demonstrate an understanding of activities involved in recruiting and selecting salespeople.
- Demonstrate an understanding of methods for developing sales training programs.
- Distinguish between sales force leadership and supervision and demonstrate an understanding of what is involved in each.
- Demonstrate an understanding of the use of information from the text as a framework to research and study current companies that have either successfully or unsuccessfully implemented sales management strategies and practices.
- Demonstrate an understanding of methods for motivating and rewarding a sales force.
- Demonstrate an understanding of how to evaluate both sales organization effectiveness and salespeople's performance;
- Demonstrate an understanding of the 7 Habits of Highly Effective People and indicate practice of these habits.
- Demonstrate an understanding the roles and responsibilities of sales managers including, but not limited to: recruiting, training, planning, organizing and motivating sales personnel to achieve specific goals.
- Demonstrate an understanding of the critical importance of sales management and its impact on a company's overall success or failure in marketing and achieving specific operational objectives.

Credits: 3

Prerequisites:

LIBR 150

MAKT 302

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.0299

MAKT 451: International Marketing

Bases and promotion of foreign trade; international marketing organizations and methods; technical and financial features of worldwide marketing.

Course Outcomes

- Familiarity with selected marketing issues in a multicultural environment, beyond the single and familiar U.S. business environment;
- Skills to examine alternative ways by which a firm can expand internationally and overcome its associated problems.
- Skills to develop a systematic approach for dealing with international marketing problems.
- Knowledge and awareness to be sensitive to economic, political, and cultural differences among nations as they effect marketing.
- Understanding of the international framework of organizations, laws, and practices that effect marketing.
- Abilities to identify and evaluate marketing opportunities abroad.
- Foundation developing skills in gathering information, drawing conclusions from it, and presenting the material.
- The skills to work on an international marketing plan that could be used to show prospective employers.

Credits: 3

Prerequisites:

LIBR 150

MAKT 302

MATH 110

or any 3 credit hours MATH. LIBR 150 may be taken concurrently.

CIP Code: 52.1401

Mathematics

MATH 0110E: Enrichment Mathematics and Concepts

The focus of this course is to enrich students' basic math skills the following areas: reinforcement of the knowledge of operations and applications of fractions, and decimals; arithmetic concepts of whole numbers, integers, fractions, and decimals; simple linear equations and inequalities, graphing linear equations, and exponents; problem solving skills dealing with ratios, rates, proportions, and percentages; basic concepts of linear, area, volume measurement. A successful completion of this course is sufficient to will meet the prerequisites/corequisite for **MATH 110E**. The grading of this course is on an Pass/Fail basis. The course is worth three institutional (3) credits; however, it may not be used to satisfy the requirements towards a degree, and nor does it count toward the 120+ credits hour minimum required for graduation.

Course Outcomes

- The learners will demonstrate factual knowledge including the mathematical notation and terminology used in this course.
- Learners will read, interpret, and use the vocabulary, symbolism, and basic definitions used in elementary algebra covering topics such as exponents, radicals, equations, inequalities, and polynomials.
- The Learners will describe the fundamental mathematical principles, generalizations, and properties arising from the concepts covered in this course.
- Learners will identify and apply the basic operations on the real numbers and the techniques used in solving a variety of types of equations and systems of equations.
- The learners will apply course material along with techniques and procedures covered in this course to solve problems.
- Learners will use the facts, formulas, and techniques learned in this course to solve application problems in a variety of topics to include business, number relations, geometric situations, and proportions.
- The learners will develop the basic skills and knowledge necessary to be successful in college-level mathematics courses.
- Learners will acquire a level of proficiency in the fundamental concepts of equation solving, algebraic manipulation, and applications to promote success in college-level math courses.
- Identify their own areas of weakness/confusion and learn how to take responsibility for seeking out help.

- Make sense of problems, develop strategies for solving them, and persevere in solving them and interpreting the meaning of their solutions.
- Describe their thinking using appropriate mathematical language and critique the reasoning of others.
- Develop and demonstrate good mathematical study habits.

Credits: 3

Prerequisites:

Corequisite Support

Must enroll concurrently with **MATH 110E**. The purpose of corequisite support courses is to give enrichment support and extra help math students to be successful in the college level math course. In the corequisite support course, the instructor may review prerequisite math skills, provide additional instruction, lead guided homework practice, conduct virtual one-on-one or small group tutoring, discuss general learning and study skills, and any additional topics that could aid and improve student success.

NOTE:

1. **MATH 0110E** and MATH 110E sections are only offered in 8-Week Terms.
2. As MATH 0110E is linked with MATH 110E, when a student registers for one class in the corequisite pair, the other class in the pair will **automatically be added** to their class schedule.
3. Once enrolled in a pair of corequisite courses, students are expected to complete **BOTH** courses within the **SAME TERM** in corequisite courses withdraws or drops from one course in the corequisite pair, then he/she will be dropped from the other linked course.
4. The courses run concurrently for the entire 8-week Term, and in many instances both classes are taught by the same instructor.
5. Where a passing grade is assigned to MATH 0110E, as a P grade when MATH 110E C or higher.

MATH 0120E : Enrichment Mathematics with a Focus on Algebra

This enrichment course begins with a review of signed numbers, rational numbers, and exponents. Major topics include variables, expressions and linear equations and inequalities, word problems, algebraic absolute value, polynomial, radical, rational with a special emphasis on linear and quadratic expressions and equations and operations with polynomials. This course is designed as an introduction and enrichment for **MATH 120E**. Credit hours received for **MATH 0120E** may count toward removal of provisional status for MATH 120E or MATH 120, but may not be used to satisfy any institutional degree requirements.

Course Outcomes

- Using binary operations, demonstrate the ability to solve real numbers, polynomials, algebraic fractions, and radical expressions.
- Demonstrate ability and skills to graph, find the slope, and write an equation of a line using the rectangle coordinate systems and basic equations.
- Demonstrate the ability and skills to solve polynomials and quadratic equations by factoring.
- Solve linear equations and inequalities by applying the appropriate sequence of steps.
- Demonstrate an understanding of algebraic expressions by translating verbal expressions to variable expressions.
- Recognize and use algebraic properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate the absolute value, polynomial, radical, and rational expression by a. simplifying radical expressions.
- Identify their own areas of weakness/confusion and learn how to take responsibility for seeking out help.
- Make sense of problems, develop strategies for solving them, and persevere in solving them and interpreting the meaning of their solutions.
- Describe their thinking using appropriate mathematical language and critique the reasoning of others.
- Develop and demonstrate good mathematical study habits.

Credits: 3

Co-Requisites:

Corequisite Support

Must enroll concurrently with **MATH 120E**. The purpose of corequisite support courses is to give enrichment support and extra help math students to be successful in the college level math course. In the corequisite support

course, the instructor may review prerequisite math skills, provide additional instruction, lead guided homework practice, conduct virtual one-on-one or small group tutoring, discuss general learning and study skills, and any additional topics that could aid and improve student success.

NOTE:

1. **MATH 0120E** and MATH 120E sections are only offered in 8-Week Terms.
2. As MATH 120E is linked with MATH 0120E, when a student registers for one class in the corequisite pair, the other class in the pair will **automatically be added** to their class schedule.
3. Once enrolled in a pair of corequisite courses, students are expected to complete **BOTH** courses within the **SAME TERM** in corequisite courses withdraws or drops from one course in the corequisite pair, then he/she will be dropped from the other linked course.
4. The courses run concurrently for the entire 8-week Term, and in many instances both classes are taught by the same instructor.
5. Where a passing grade is assigned to MATH 120E, a P grade is assigned to MATH 0120E.

MATH 091: Enrichment Mathematics and Concepts

The focus of this course is to enrich students' basic math skills the following areas: reinforcement of the knowledge of operations and applications of fractions, and decimals; arithmetic concepts of whole numbers, integers, fractions, and decimals; simple linear equations and inequalities, graphing linear equations, and exponents; problem solving skills dealing with ratios, rates, proportions, and percentages; basic concepts of linear, area, volume measurement. A successful completion of this course is sufficient to will meet the prerequisites for **MATH 094**, and **MATH 110**. The grading of this course is on an Pass/Fail basis. The course is worth three institutional (3) credits; however, it may not be used to satisfy the requirements towards a degree, and nor does it count toward the 120+ credits hour minimum required for graduation.

Course Outcomes

- Using binary operations, demonstrate the ability to solve real numbers, polynomials, algebraic fractions, and radical expressions.
- Demonstrate ability and skills to graph, find the slope, and write an equation of a line using the rectangle coordinate systems and basic equations.
- Demonstrate the ability and skills to solve polynomials and quadratic equations by factoring.
- Solve linear equations and inequalities by applying the appropriate sequence of steps.
- Demonstrate an understanding of algebraic expressions by translating verbal expressions to variable expressions.
- Recognize and use algebraic properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate the absolute value, polynomial, radical, and rational expression by a. simplifying radical expressions.
- Identify their own areas of weakness/confusion and learn how to take responsibility for seeking out help.
- Make sense of problems, develop strategies for solving them, and persevere in solving them and interpreting the meaning of their solutions.
- Describe their thinking using appropriate mathematical language and critique the reasoning of others.
- Develop and demonstrate good mathematical study habits.

Credits: 3

Prerequisites:

MATH 094: Enrichment Mathematics with a Focus on Algebra

This enrichment course begins with a review of signed numbers, rational numbers, and exponents. Major topics include variables, expressions and linear equations and inequalities, word problems, algebraic absolute value, polynomial, radical, rational with a special emphasis on linear and quadratic expressions and equations and operations with polynomials. This course is designed as an introduction and preparation for **MATH 110**, **MATH 120** and **MATH 250**. Credit hours received for **MATH 094** may count toward removal of provisional status, but may not be used to satisfy any institutional degree requirements.

Credits: 3

Prerequisites:

- Demonstrate understanding and knowledge of properties of functions, which include evaluation, domain and range, related equations, and basic operations.
- Graph linear equations and inequalities, including systems of each; also quadratic functions, absolute value functions, and circles.
- Perform operations involving whole numbers, integers, fractions, decimals, percentages, signed exponents, scientific notation, ratios and proportions.
- Simplify numerical and variable expressions using commutative properties, associative properties, distributive properties, order of operations, exponents, and combining like terms.
- Simplify, factor, and perform basic operations on algebraic expressions, including polynomials, rational and radical expressions, complex fractions, and complex numbers.
- Solve applied problems by defining variable expressions, writing a linear equation, solving the equation, and writing an answer to the question in context. Problems requiring quadratic equations, single linear equations, systems of linear equations, direct and inverse variation are also included.
- Solve one-variable linear, two-variable linear, absolute value, rational, radical, and quadratic equations by symbolic methods including completing the square, and solving linear inequalities.
- Use appropriate forms of linear equations to identify slope, intercepts, and to graph lines.
- Find linear equations from given points and graphs of lines. Find solutions to systems of two equations by graphing.
- Use mathematical language, symbols, and notation to communicate mathematical concepts, demonstrate reasoning, and solve problems.
- Using binary operations, demonstrate the ability to solve real numbers, polynomials, algebraic fractions, and radical expressions.

- Identify their own areas of weakness/confusion and learn how to take responsibility for seeking out help.
- Make sense of problems, develop strategies for solving them, and persevere in solving them and interpreting the meaning of their solutions.
- Describe their thinking using appropriate mathematical language and critique the reasoning of others.
- Develop and demonstrate good mathematical study habits.

MATH 110: Fundamentals of Mathematics

Fundamental operations involving whole numbers and fractions; decimals and percent; ratio and proportion; interpretation of graphs; metric and non-metric geometry; counting; combinations and permutations; introduction to algebra. Properties and axioms of the real number system; fundamental operations involving algebraic expressions; first degree equations and inequalities in one unknown; products and factoring; algebraic fractions; exponents and radicals; quadratic equations; functions and graphs; systems of equations; applications.

Course Outcomes

- Demonstrate factual knowledge including the mathematical notation and terminology used in this course.
- Read, interpret, and use the vocabulary, symbolism, and basic definitions used in elementary algebra covering topics such as exponents, radicals, equations, inequalities, and polynomials.
- Describe the fundamental mathematical principles, generalizations, and properties arising from the concepts covered in this course.
- Identify and apply the basic operations on the real numbers and the techniques used in solving a variety of types of equations and systems of equations.
- Apply course material along with techniques and procedures covered in this course to solve problems.
- Use the facts, formulas, and techniques learned in this course to solve application problems in a variety of topics to include business, number relations, geometric situations, and proportions.
- Acquired a level of proficiency in the fundamental concepts of equation solving, algebraic manipulation, graphing, and applications to promote success in college-level math courses.

Credits: 3

Prerequisites:

ACT/SAT Scores or Placement Test.

Competency: Quantitative Reasoning

MATH 110E: Fundamentals of Mathematics

Fundamental operations involving whole numbers and fractions; decimals and percentages; ratio and proportion; interpretation of graphs; metric and nonmetric geometry; counting; combinations and permutations; introduction to algebra. Axioms and properties of the real number system; fundamental operations involving algebraic expressions; first degree equations and inequalities in one unknown; products and factoring; algebraic fractions; exponents and radicals; quadratic equations; functions and graphs; systems of equations; applications.

Credits: 3

Co-Requisites:

Corequisite Support

Must enroll concurrently with **MATH 0110E**. The purpose of corequisite support courses is to give enrichment support and extra help math students to be successful in the college level math course. In the corequisite support course, the instructor may review prerequisite math skills, provide additional instruction, lead guided homework practice, conduct virtual one-on-one or small group tutoring, discuss general learning and study skills, and any additional topics that could aid and improve student success.

NOTE:

1. **MATH 0110E** and **MATH 110E** sections are only offered in 8-Week Terms.
2. As **MATH 110E** is linked with **MATH 0110E**, when a student registers for one class in the corequisite pair, the other class in the pair will **automatically be added** to their class schedule.
3. Once enrolled in a pair of corequisite courses, students are expected to complete **BOTH** courses within the **SAME TERM** in corequisite courses withdraws or drops from one course in the corequisite pair, then he/she will be dropped from the other linked course.
4. The courses run concurrently for the entire 8-week Term, and in many instances both classes are taught by the same instructor.
5. Where a passing grade is assigned to **MATH 011E**, a P grade is assigned to **MATH0110E**.

Competency: Quantitative Reasoning

MATH 120: College Algebra

This course includes studying and applying functions including Polynomial, Rational, Exponential, Logarithmic, Logistic, Trigonometric, Parametric, and Inverse functions. Applications of systems of equations, inequalities, and matrices will also be covered. This course focuses on the importance of thinking, problem-solving, and application. It requires that students solve real problems using technological tools.

Course Outcomes

- Solve a variety of algebraic equations including polynomial, exponential, logarithmic equations;
- Solve application problems using exponential and logarithmic forms;
- Manipulate a variety of algebraic expressions including polynomial, exponential, logarithmic expressions;
- Manipulate functional notation;
- Graph functions using translations, symmetries, etc.;
- Apply the fundamental concepts of probability;
- Solve right-triangle trigonometric equations and application problems;
- Apply the binomial theorem and expansion.
- Student will be able to evaluate and understand tables of data, charts, and graphs using appropriate technology.
- Student will understand the differences between linear and non-linear relationships and their use in real-life situations.
- Student will be able to model and explain real-life situations using mathematics and appropriate technology.
- To examine the concepts of College Algebra in terms of their real-life application.
- To enable the student to solve various types of statement problems.
- To develop a real world mathematical modeling project.
- Use the library, Spreadsheets, Word processor, Internet, or other college resources to gather data, write paper, draw a conclusion, supply sources of information, and give an oral presentation.
- To provide the student with mathematical background needed for other courses in the natural, social and life sciences.

Credits: 3

Prerequisites:

Appropriate Scores on Placement test

Competency: Quantitative Reasoning

MATH 120E: College Algebra

This course includes studying and applying functions including Polynomial, Rational, Exponential, Logarithmic, Logistic, Trigonometric, Parametric, and Inverse functions. Applications of systems of equations, inequalities, and matrices will also be covered. This course focuses on the importance of thinking, problem-solving, and application. It requires that students solve real problems using technological tools. The course is an equivalent of **MATH 120** College Algebra.

Course Outcomes

- Solve a variety of algebraic equations including polynomial, exponential, logarithmic equations;
- Solve application problems using exponential and logarithmic forms;
- Manipulate a variety of algebraic expressions including polynomial, exponential, logarithmic expressions;
- Manipulate functional notation;
- Graph functions using translations, symmetries, etc.;
- Apply the fundamental concepts of probability;
- Solve right-triangle trigonometric equations and application problems;
- Apply the binomial theorem and expansion.
- Student will be able to evaluate and understand tables of data, charts, and graphs using appropriate technology.
- Student will understand the differences between linear and non-linear relationships and their use in real-life situations.
- Student will be able to model and explain real-life situations using mathematics and appropriate technology.
- To examine the concepts of College Algebra in terms of their real-life application.
- To enable the student to solve various types of statement problems.
- To develop a real world mathematical modeling project.
- Use the library, Spreadsheets, Word processor, Internet, or other college resources to gather data, write paper, draw a conclusion, supply sources of information, and give an oral presentation.
- To provide the student with mathematical background needed for other courses in the natural, social and life sciences.

Credits: 3

Co-Requisites:

Corequisite Support

Must enroll concurrently with **MATH 0120E**. The purpose of corequisite support courses is to give enrichment support and extra help math students to be successful in the college level math course. In the corequisite support course, the instructor may review prerequisite math skills, provide additional instruction, lead guided homework practice, conduct virtual one-on-one or small group tutoring, discuss general learning and study skills, and any additional topics that could aid and improve student success.

NOTE:

1. **MATH 120E** and **MATH 0120E** sections are only offered in 8-Week Terms.
2. As **MATH 120E** is linked with **MATH 0120E**, when a student registers for one class in the corequisite pair, the other class in the pair will **automatically be added** to their class schedule.
3. Once enrolled in a pair of corequisite courses, students are expected to complete **BOTH** courses within the **SAME TERM** in corequisite courses withdraws or drops from one course in the corequisite pair, then he/she will be dropped from the other linked course.
4. The courses run concurrently for the entire 8-week Term, and in many instances both classes are taught by the same instructor.
5. Where a passing grade is assigned to **MATH 120E**, a **Competency** is assigned to **MATH 0120E**.

MATH 182: Calculus I

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions.

Course Outcomes

- Evaluate derivatives, and understand their place in mathematics and the physical world.
- Evaluate integrals using substitution, rasion by parts, and trigonometric evaluation.
- Understand the relation between the chain rules of differentiation and the substitution method of integration.
- Appreciate the relation between the product rule of differentiation and integration by parts.
- Analyze series and summations and be able to test for their possible convergence.
- Understand the meaning and importance of a differential equation.
- To solve linear first order differential equations with initial conditions
- Work backwards from derivative equations to deduce the form of the original functions.
- Define an anti-derivative and use them to solve for areas under curves.
- Define definite and indefinite integration on the real numbers.

Credits: 3

Prerequisites:

MATH 120 or **MATH 250**

MATH 183: Calculus II

A second course in a 2-Term sequence of university level calculus. This course includes the study of integration techniques for single variable functions, infinite series including Taylor series and their applications, improper integrals, polar coordinates, and possibly conic sections. Many applications will be covered including certain ones involving areas between plane regions, moments and centers of mass, average value, surface area, average value and the arch length.

Course Outcomes

- Effectively write mathematical solutions in a clear and concise manner.
- write clear explanations of the techniques of calculus including the proper use of standard mathematical notation.
- Solve problems involving integrals, exponential and logarithmic functions, inverses of common functions, parametric curves and polar coordinate systems, sequences and series, and vectors.
- Demonstrate ability to think critically by demonstrating an understanding for infinite series and their use for approximation.
- Demonstrate knowledge and skills in stating problems carefully, articulate assumptions, understand the importance of precise definition, and reason logically to conclusions.
- Demonstrate ability to think critically by recognizing patterns and determining and using appropriate techniques for solving a variety of integration problems.

Credits: 3

Prerequisites:
MATH 182

MATH 250: Elementary Statistics

Introduces a wide range of issues, including distributions, measures of central tendency, dispersion, and shape, the normal distribution; confidence intervals; effects of departure from assumption; method of least squares, regression, experiments to compare means, standard errors, correlation, assumptions and limitations; and basic ideas of experimental design. You can use this course to satisfy the statistics requirement for various undergraduate majors.

Course Outcomes

- Explain the use of data collection and statistics as tools to reach reasonable conclusions.
- Recognize, examine and interpret the basic principles of describing and presenting data.
- Compute and interpret empirical and theoretical probabilities using the rules of probabilities and combinatorics.
- Explain the role of probability in statistics.
- Examine, analyze and compare various sampling distributions for both discrete and continuous random variables.
- Describe and compute confidence intervals.
- Solve linear regression and correlation problems.
- Perform hypothesis testing using statistical methods.the use of data collection and statistics as tools to reach reasonable conclusions.

Credits: 3

Prerequisites:

Appropriate scores in ACT/SAT. Placement Test.

Competency: Scientific Reasoning

MATH 272: Advanced Calculus and Analytical Geometry

The course focuses on differentiation of inverse trigonometric functions and application of implicit and logarithmic differentiation. It also emphasizes the completion of the Basic Integration Rules (BIR), techniques of integration, improper integrals, parametric equations, sequences, and series. Applications of integration include area and volumes of solids of revolution.

Course Outcomes

- Recognize the place of differential calculus in mathematics and the greater realm of scientific thought,
- Demonstrate ability to solve problems in the geometry and analysis using in differential forms,
- Demonstrate capacity to both prove results and solve problems.
- Discuss the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
- Determine the reasonableness of solutions including signs, relative accuracy, size, and units of measurement.
- Integrate polynomial, rational, radical and transcendental functions using standard advanced techniques.
- Analyze the convergence/divergence of infinite sequences and series and express functions using power series representations.
- Represent mathematical information symbolically, visually, numerically, and verbally.

Credits: 3

Prerequisites:

MATH 182

MATH 183

Competency: Quantitative Reasoning

Music

MUSC 110: Music Appreciation

This course is designed to sharpen the student's listening attention to enrich his/her listening experience. The course attempts to accomplish this by moving from its language components to Western music's masterworks in easy steps. World popular music is also included.

Course Outcomes

- Define the elements of music.
- Describe how the elements of music work together.
- Identify the major time periods in music history.
- Identify the major genres of music.
- Identify significant composers and performers.
- Describe how musical elements are used in different genres of music.
- Describe the cultural significance of specific genres and selected pieces of music.
- Critique musical performances using vocabulary learned throughout the course.

Credits: 3

Competency: Humanities and Fine Arts

MUSC 170: Introduction to World Music

This course provides an introductory survey of non-western music traditions within the field called ethnomusicology. This course explores how music is both shaped by and gives shape to the cultural settings in which it is performed. The syllabus will guide the study of music in terms of musical instruments, sounds, forms, and their functions in the culture and society that supports them. Music studied includes the Middle East, Africa, India, Australia, China, and Japan.

Course Outcomes

- Acquire an awareness of the numerous and unique ways music mirrors the needs of a culture.
- Classify the various ways one can define, create, or interpret music.
- Define certain distinct elements of music from all over the world.
- Describe how other cultures throughout history have influenced western popular, classical, or folk music.
- Make a distinction between music as entertainment and as a vital cultural element.
- Explain how people listen to or appreciate music.
- Explain how closely related music is to one's culture and society historically.
- Group and identify by ear the most influential musical artists from a variety of cultural history.
- Identify the differences, creativity or unique musical contributions of musical traditions from around the world, both historically and today.
- Recognize basic instruments, sounds, and structural components of the music systems from around the world.

Credits: 3

Prerequisites:

None.

Competency: Humanities and Fine Arts

Philosophy

PHIL 203: Ethics and Moral Principles

An investigation into human life's moral and ethical dimensions. Among the topics to be considered are the general process of moral decision-making and the norms of morality. Traditional natural law will be one of the points of view included.

Course Outcomes

- Identify and compare critical figures, texts, and ideas in the history of moral philosophy:
- Apply concepts and theories from moral philosophy to analyze issues and resolve disputes in the contemporary workplace.:
- Apply insights and theories from moral philosophy to personal ethical decisions:
- Identify and describe at least three major ethical theories or moral principles and apply them to contemporary issues:
- Identify their ethical decision-making process:
- State and support in clear, logical, and concise writing your own views on issues in moral philosophy;
- Express own ethical persuasions both orally and in writing and support position through views of moral philosophers as expressed in philosophical texts;
- Recognize and apply multiple basic critical concepts and vocabulary terms relating to philosophy and moral theory:
- Recognize the forms of moral thoughtfulness used by others in presenting solutions to ethical dilemmas/problems.

Credits: 3

Prerequisites:

LIBR 150

(LIBR 150 may be taken concurrently)

Competency: Behavioral and Social Understanding

Political Science

POLI 201: American Government

As a foundational course to the American government and its politics, this course is designed to offer students and (1) the opportunity to examine the United States government's philosophical foundations and how that philosophy developed; (2) to describe the institutional/governance framework within which political decisions in the U.S., are made, and (3) offer a distinction and relationship between political processes and national institutions.

Course Outcomes

- Analyze the historical and cultural influences on the development of the American system of government
- Demonstrate an understanding of the critical concepts of government and politics and apply those concepts to the modern American experience.
- Describe and assess the central political institutions and their functions and processes in the operation of the American system of the national government.
- Describe the central institutions and processes of the judicial branch of the American system of the national government.
- Discuss the various structures and processes of American government and politics, the collective action challenges inherent in this system, and the practical implications of political structure and contestation in our lives.
- Distinguish between direct and indirect forms of democracies and provide examples of each in the American experience.
- Provide examples of the various notable controversies centering on federalism and the related role of federal and state governments.
- Think critically about the American political system through reading both contemporary and classic materials from various sources that encompass both objective and opinion-based points of view.
- Trace the development of American federalism and assess its impact on the American system of the national government over time.

Credits: 3

Prerequisites:

ENGL 111

Competency: Behavioral and Social Understanding

POLI 224: Political Theory

This introductory course acquaints learners to the history of political theory by drawing the history of the philosophical dialogues and debate over the proper relation among freedom, economics, citizenship, justice, authority, and identity. While Aristotle, Locke, Marx and Engels, will figure most centrally in the storyline, learners will also be introduced to oldest and most fundamental forms of political inquiry through works by Pericles, Plato, Thomas Hobbes, James Madison, Thomas Jefferson, Benjamin Constant, G.W. F. Hegel, Eugene Debs, and Wilson Carey McWilliams. The learners study of political ideas and concepts will be placed on enhancing learners, skills in writing and argument.

Course Outcomes

- Better understands the concepts that have shaped western politics, including freedom, equality, individuality, democracy and justice.
- Identify the most historical scholars who are contributors to modern Western political thought and is able to explain the importance of their contributions.
- describe how the concepts of freedom and citizenship have had multiple and sometimes conflicting meanings in the history of Western political thought.
- Describe the nature of political theory and the ways political theoretical thinking can enhance our capacities for critical reflection and democratic citizenship.
- Recognize that meanings of freedom and citizenship have varied in response to changing understandings of economics.
- Strengthen the learners' argumentative writings and command of English prose through careful practice.

Credits: 3

Competency: Behavioral and Social Understanding

POLI 238: International Relations

This course gives coverage of all aspects of the relations between countries, including political, military, diplomatic, and economic relations. In this course, you will be introduced to the major approaches to the study of International Relations and study topics such as the causes of war, the determinants of economic relations between countries, and the role of international institutions such as the United Nations and the International Monetary Fund.

Course Outcomes

- Define, understand, and use concepts and terms relevant to the study of contemporary international relations.
- Apply a body of factual knowledge directly relevant to understanding causes and effects of international conflict and cooperation among nation-states.
- Analyze empirical evidence relevant to evaluating different points of view on historical and contemporary problems in world politics.
- Analyze alternative explanations for patterns of conflict and cooperation among nation-states.
- Apply alternative explanations for different levels of conflict and cooperation among states with different political systems.
- Interpret and analyze factors influencing contemporary political relations between nation-states.

Credits: 3

Competency: Behavioral and Social Understanding

Psychology

PSYC 224: General Psychology

A survey of the basic principles, research concepts, and psychological science problems. The biological, cognitive, social perspectives of human thought and behavior are addressed. Topics include neuroscience, learning and conditioning, sensation and perception, memory, motivation, language and intelligence, personality and social behavior, and psychopathology and therapy. Applications of psychology are also presented.

Course Outcomes

- Describe the cyclical nature and possible functions of sleep.
- Identify the major sleep disorders.
- Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses.
- Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.
- Describe the general process of classical conditioning as demonstrated by Pavlov's experiments.
- Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination as they apply to behaviorism
- Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinner's experiments.
- Identify the different types of reinforcers, and describe the major schedules of partial reinforcement.
- Discuss the effects of punishment on behavior.
- Describe the process of observational learning as demonstrated by Bandura's experiments.
- Describe memory in terms of information processing, and distinguish among sensory memory, short-term memory, and long-term memory.
- Distinguish between automatic and effortful processing, and discuss the importance of rehearsal.
- Describe the capacity and duration of sensory, short-term, and long-term memory.
- Distinguish between implicit and explicit memory, and identify the different brain structures associated with each.
- Explain how an understanding of memory can contribute to effective study techniques.
- Describe what is meant by personality, and explain the major theories of personality including the psychoanalytic, humanistic, trait, and social-cognitive perspectives.
- Describe personality structure in terms of the interactions of the id, ego, and superego.

- Explain how projective and objective tests are used to assess personality.
- Identify the criteria for judging whether behavior is psychologically disordered.
- Describe the aims of DSM-IV, and discuss the potential dangers associated with the use of diagnostic labels.
- Identify the major categories of mental illness including the anxiety disorders, dissociative disorders, mood disorders and schizophrenia.
- Appreciate the different theoretical perspectives and the contribution of each toward understanding behavior and mental processing.
- Appreciate the need for tolerance and understanding of those who suffer from various forms of mental illness.

Credits: 3

Competency: Behavioral and Social Understanding

PSYC 235: Human Sexuality

This course is designed to present learners with an interdisciplinary study of the sexual functioning of humans. The course examines human sexual behavior within the cultural, social, and political context. Topics discussed include historical/cross-cultural sexual attitudes, reproductive health and rights, the range of sexual experience, gender differences and roles, sexual orientation, sex and disease, sex and the law, and sex and social responsibility/personal ethics. Course information is drawn liberally from sociology, psychology, and biology, providing students with an integrated introduction to the study of human sexual behavior.

Course Outcomes

- Ability to apply course content learned to case studies and their own sexual development.
- Ability to differentiate variations in normal human sexuality from sexual disorders, including cultural influences.
- Apply subject matter learned in the course to case studies and their sexual development.
- Define sexual orientation and discuss the various biological factors often suggested as possible determinants.
- Demonstrate familiarity with ethical considerations and appropriate research methods for the study of human sexuality.
- Demonstrate knowledge of the psychological theories and research for the major topics in human sexuality.
- Demonstrate mastery of psychological theories and research for the major topics in human sexuality.
- Differentiate the variations in normal human sexuality from sexual disorders, including cultural influences.
- Discuss research methods and ethical considerations appropriate for the study of human sexuality.
- Identify and describe the process involved in the development of intimacy.

Credits: 3

Competency: Behavioral and Social Understanding

Sociology

SOCI 210: Introduction to Sociology

This course introduces the rudimentary elements of society. This course includes introducing the dynamics of society, culture, social groups, social institutions, socialization, social processes, and social structure in looking at human behavior.

Credits: 3

SOCI 245: Environmental Sociology

This course addresses the relationship between human beings, their social organization, and the environment, both “natural” and “built.” In this course we will examine how society and the economy have developed its relationship to the environment; the sociology of the environmental movement; the environmental racism/ environmental justice movement; motivations and actions of radical environmental movements; utopian proposals for becoming a sustainable society. Of special concern in this course will be issues related to social stratification, power, and environmental/ecological issues.

Credits: 3

Competency: Behavioral and Social Understanding

SOCI 250: Juvenile Delinquency

This course analyzes young people's delinquent behavior in our society using various studies of the topic. The course provides an intensive study of the nature and extent of juvenile delinquency. Also, it addresses the nature of youth crime and how to reduce the amount of juvenile delinquency. The course offers students a greater understanding of the present juvenile justice system, including the biological, psychological, and sociological approaches to reduce juvenile crime. The course emphasizes the relationship between delinquent behavior and today's social and political conditions.

Credits: 3

University Studies

LIBR 150: Library Research

This course provides a basic understanding of concepts in the research process, enabling students to identify appropriate strategies for meeting an information need. The course will focus on both the concepts and skills needed in undertaking library research with an emphasis on electronic databases. Other areas covered in this course include University support services and academic policies.

Course Outcomes

- Demonstrate an understanding of library resources and services in order to fulfill an information need;
- Define a research strategy;
- Cite sources using a standard citation style, such as MLA or APA;
- Describe a variety of ethical issues related to the use of information for academic purposes;
- Develop a research strategy regarding a given research topic appropriate for an undergraduate student;
- Demonstrate ability to the student will be able to: locate, evaluate and use various print and electronic resources: utilize various methods to produce proper documentation from citations of resources used in research;
- Differentiate among the various types of information sources, such as scholarly and popular sources;
- Explain how a source could be used to fulfill a specified information need;
- Find a variety of information sources to address information needs regarding a given research topic appropriate for an undergraduate student;
- Identify several information needs regarding a given research topic appropriate for an undergraduate student.
- Enable students to begin to feel connected to the Leighton University and feel confident and excited about their choice of selecting Leighton University.
- Inform students of University services and resources that will enhance their academic success and overall college experience;
- Demonstrate knowledge of the expectations placed on them by professors and University policies and procedures;

Credits: 1

Prerequisites:

None