

School of Continuing and  
Professional Studies  
Accelerated Bachelor of Science  
Degree Completion Program

Fall 2018 - Summer 2019



# Student Handbook

Updated November 2018

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## **Mission Statement**

Thomas Jefferson University (Jefferson) is a student-centered institution that prepares graduates for successful careers in an evolving global marketplace. By blending the liberal arts and sciences, professional studies, interdisciplinary learning, and collaborations in and out of the classroom, students learn to thrive in diverse and challenging environments. Our students are encouraged to form supportive relationships with each other as well as faculty, staff, and alumni in an academically rigorous setting that focuses on intellectual and personal growth. Jefferson is an experiential learning community where integrity, creativity, curiosity, ethics, responsibility, and the free exchange of ideas are valued.

## **A Commitment to Diversity**

Every university is judged by the quality of its vision, and by its commitment to make that vision a reality. But vision is not unchanging. It is built upon a foundation of knowledge and experience. It encourages people not to accept things as they are, but to change them to become what they ought to be. The University's vision includes advancement of research and scholarship, of personal learning and growth, and of professional preparation in business, design, fashion and the sciences.

Today's world demands participation of all people in the education process; it is a world of diversity and cultural integration.

Jefferson is fully committed to making diversity an integral part of its mission. Creating a truly pluralistic community requires continuous effort. To make it happen, each member of the community must strive to work and learn together in an atmosphere of understanding and acceptance.

Today's Jefferson community is founded upon multicultural opportunity. It is committed to cultural diversity, and the principles of openness, positive self-identity, and fair play. The University community respects the uniqueness and worth of each member, based on mutual sensitivity, responsiveness, and civility. Our vision sees enlightened students, faculty, administrators, staff, alumni, and trustees living together in harmony, in ways that set an example of a just and humane society.

Human diversity is not sameness. Factors such as disability, religion, gender, sexual orientation and ethnic background all make up differences. This diversity enriches the educational experience of every individual.

But differences are often perceived as a basis for discrimination. Racism and sexism are two common expressions of such attitudes. Such views, based solely upon the cultural experiences of one social group, deny the humanity of other social groups.

We, therefore, reject stereotyping, prejudice, harassment and discrimination for any reason. We will not condone words or actions intended to make any human being an object of scorn, ridicule or second-class treatment. We are committed to helping each member of the Jefferson

community live harmoniously, peacefully, compassionately and justly with persons of different cultures, backgrounds and lifestyles. Further, we are committed to taking steps to support these convictions with the appropriate social structures and systems.

Jefferson is ideally positioned to make its vision a reality. Since its founding, it has been an intimate college, where a sense of community has always been an inherent part of campus life for people of many cultures. Jefferson must welcome into its community more students, faculty and staff from an increasing variety of racial, ethnic, religious and social groups. All of us will benefit from such an effort. As Benjamin Franklin said, “When we are good to others we are best to ourselves.”

Let us commit to work unremittingly to make our humanitarian vision a reality.

## **Information Literacy**

Jefferson is committed to graduating students who are effective and creative problem solvers, critical thinkers and creators of new knowledge, team players, and lifelong learners. Jefferson students learn to be “wise information consumers,” and are empowered to act as both competent employees and informed citizens of the modern global village.

To help achieve this goal, Jefferson has developed six university-wide Information Literacy Outcomes for its students:

1. Students will be able to identify and articulate their information needs.
2. Students will generate a knowledge base of relevant information resources and sources, including various formats and delivery mechanisms.
3. Using this knowledge base, students will be able to identify and apply the resources and tools that are most appropriate for specific information problems.
4. Students will demonstrate the ability to critically evaluate and ethically apply information.
5. Students will apply the information literacy-related skills, attitudes and behaviors necessary for lifelong learning.
6. Students will exercise information literacy skills and competencies as active, globally aware citizens.

The University’s Information Literacy Initiative, administered through the Paul J. Gutman Library, is a collaborative, campus-wide effort involving classroom faculty, librarians, the University Writing Program, technology and computing support, and University administrators.

Additional information on the University’s Information Literacy Program is available on the University Gutman Library website at [www.Philau.edu/library](http://www.Philau.edu/library).

## **School of Continuing and Professional Studies (SCPS) Overview**

The School of Continuing and Professional Studies at Thomas Jefferson University is based on the philosophy that education is a lifelong experience influencing personal growth, career advancement or career change. Degree programs are designed to accommodate adult learners and their professional and personal obligations. Each term, students enroll in baccalaureate programs on the East Falls (Main), Bucks or Delaware County locations.

To accommodate busy professional and personal schedules, courses are offered in accelerated day, evening and weekend sessions. Classes are offered in eight-week terms, offered five times throughout the year. Any one class meets one night a week, 6:00 – 10:00 pm or one day a week, 1:00 – 5:00 p.m. Monday through Thursday. Saturday classes meet 9:00 am – 1:00 pm, although lab science classes will run longer. Special programs and tutoring services are available to help students adjust to the academic environment and strengthen skills in various content areas. Additionally, students who excel in their academic work are recognized in graduation honors. To qualify for Dean's List Honors, a student must earn greater than or equal to 12 credits between Fall 1 and Fall 2 or Spring 1 and Spring 2 and have a GPA greater than or equal to 3.6 for those 12 hours. The summer session is excluded from the Dean's List Honors calculation.

The faculty and staff are committed to providing excellence in all phases of the academic experience. SCPS strives to provide a challenging environment where students can reach their career and educational goals, as well as to enrich their personal lives. **Academic advising** is encouraged and is available at the East Falls (Main), Bucks County and Delaware County locations. Daytime advising is usually available on a daily basis at the East Falls Campus and by appointment at the Bucks County and Delaware County locations. Evening advising is available by appointment at the Bucks County and Delaware County locations and on Monday through Thursday evenings at the East Falls Campus.

Appointments for academic advising can be made by calling 215-951-2900.

**School of Continuing & Professional Studies  
East Falls (Main) and Delaware County Locations  
Phone (215) 951-2900; Fax (215) 951-5300**

**Bucks County Location  
(215) 526-0980; Fax (215) 526-0978  
[Jefferson.edu/CPS](http://Jefferson.edu/CPS)**

**Staff**

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**Office Hours**

**East Falls (Main) Campus:**

Monday –Thursday, 9:00 am-7:00 pm  
Friday, 9:00 am-5:00 pm (4:30 pm in the summer)  
Saturday, 8:30 am-10:30 am (September through May)

**Bucks County Campus:**

Monday-Thursday, 9:00 am-7:00 pm  
Friday, 9:00 am-5:00 pm (4:30 pm in the summer)  
Saturday – campus is open only if classes are offered in any given term.

**Delaware County Location:**

By appointment



# B.S. ACCELERATED DEGREE PROGRAM

## Program Description & Requirements

The School of Continuing and Professional Studies offers an accelerated degree completion program of 60 credits for working professionals. The courses are offered in eight-week terms and focus on general education requirements, professional competencies, a choice of twelve majors, and a limited choice of electives. Candidates for admission to this program must have previously earned 30-60 credits from accredited institutions. Candidates must demonstrate competency in writing, mathematics, information systems, humanities, history, science, and social science. Students can accumulate credits toward their first 60 credits through existing university coursework, pre-approved transfer coursework, CLEP/DANTES examination and Jefferson (Philadelphia University + Thomas Jefferson University) prior learning assessment. Candidates are required to complete an application and related materials, attend an admissions interview and write a personal statement. Transcript evaluations are an integral part of this process.

### General Education

15 credits

HIST-321	Business, Industry & Work in American History	3
HUMN-310	Globalization & World Politics	3
SOC-310	Social Science of the Workplace	3
COMM-320	Professional Communication Skills	3
CSSEM-499	Professional Studies Capstone Seminar	3

### Continuing Professional Studies Core

18 credits

CSSEM-300	Professional Practice Seminar	3
MGMT-361	Leadership Theory & Ethical Practices	3
ECON-331	Economic Decision Making	3
STAT-311	Finding and Evaluating Statistical Data	3
FINC-323	Financial Decision Making	3
IT-201	Learning with Technology	3

**Note:** Health Sciences majors will **not** take ECON-331 and FINC-323. These classes will be replaced with BIOL-104- Biology II and BIOL-201-Anatomy and Physiology I, both four semester hour classes.

### Major – select one 15 credit option

15 credits (18 credits for Leadership in Homeland Security; 27 credits for Accounting; 27 credits for Building & Construction Studies)

### Free Electives

12 credits (9-10 credits for Health Sciences majors; 9 credits for Leadership in Homeland Security; 0 additional elective credits for Accounting; 0 additional elective credits for Building & Construction Studies)

### Transfer Credits

60 credits

**CREDIT TOTAL****120 credits****Majors****Accounting****27 credits**

ACCT-101ACC Financial Accounting	3
ACCT-102ACC Managerial Accounting	3
ACCT-203ACC Intermediate Accounting I	3
ACCT-204ACC Intermediate Accounting II	3
ACCT-303ACC Accounting Theory and Practice	3
ACCT-309ACC Federal Taxes I	3
ACCT-316ACC Cost Accounting	3
ACCT-409ACC Auditing	3
ACCT-412ACC Advanced Accounting	3

**Behavioral and Health Services****15 credits****Choose five of six listed courses**

PSYCH-201ACC Abnormal Psychology	3
PSYCH-222 ACC Counseling Psychology	3
PSYCH-233ACC Interpersonal Relations & Small Group Dynamics	3
PSYCH-213ACC Developmental Psychology	3
BEHLT-341 Behavioral Health and Neurorehabilitation	3
BEHLT-499 Applied Project in Behavioral Health & Neurorehabilitation	3

**Building & Construction Studies****27 credits**

ARCH-204 Great Buildings: Structure/Style/Context	3
ARCST-341 American Architecture	3
ARCST-221 Contemporary Preservation & Adaptive Release	3
CMGT-104 Introduction to Estimating & Scheduling	3
CMGT-4xx Introduction to Building Information Modeling	3
CMGT-302 Construction Contract Administration	3
CMGT-208 Materials & Methods of Construction	3
<b>Choose two from the following:</b>	
CMGT-101 Construction Graphics	3
ARCST-426 Construction Build	3
ARCST-266 Building Conservation	3
MCM-604 Project Finance and Cost Control *	3
MCM-606 Construction Risk Management*	3
SDN-601 Principles and Methods of Sustainable Design*	3
SDN-604 Green Materials and Methods of Construction*	3

\*These are graduate-level courses in Jefferson's College of Architecture and the Built Environment. Students who successfully complete MCM 604 and/or MCM 606 will earn graduate credits toward a Master of Science degree in Construction Management. Students who successfully complete SDN 601 and/or SDN 604 will earn graduate credits toward a Master of Science degree in Sustainable Design.

**Business Management (formerly Pre M.B.A.)** **15 credits**

MGMT-401ACC Operations Management	3
MKTG-102 ACC Principles of Marketing	3
ACCT-101 ACC Financial Accounting	3
ACCT-102 ACC Managerial Accounting	3
BUS-499 Business Capstone Seminar	3

**Health Sciences** **15-16 credits**

**Choose five of six listed courses**

PSYCH-201 ACC Abnormal Psychology	3
PSYCH-233 ACC Interpersonal Relations & Small Group Dynamics	3
PSYCH-213 ACC Developmental Psychology	3
BEHLT-341 Behavioral Health & Neurorehabilitation	3
BEHLT-499 Applied Project in Behavioral Health & Neurorehabilitation	3
BIOL-202ACC & 202LACC Anatomy & Physiology II	4

**Health Services Management** **15 credits**

HRM-350 Cross-Cultural Comm. and Diversity Mgmt.	3
HLTSV-310 Survey of Health Services Delivery Systems	3
HLTSV-315 Public Policy and Planning in Healthcare	3
HLTSV-325 Emerging Issues in Healthcare	3
HLTSV-499 Capstone Seminar in Health Services Mgmt.	3

**Human Resource Management** **15 credits**

MGMT-320ACC Human Resource Practices & Tools	3
HRM-321 Staffing and Resource Development	3
HRM-336 Compensation and Benefits, Health and Safety	3
HRM-421 Organizational and Employee Relations	3
HRM-499 Applied Research and Practice in H.R. Mgmt.	3

**Information Technology** **15 credits**

IT-315 Information Technology I	3
IT-317 Information Technology II	3
IT-320 Database Management	3
IT-410 Needs Assessment	3
IT-499 Project Management	3

**Law Enforcement Leadership** **15 credits**

MGMT-320ACC Human Resource Practices and Tools	3
LAWEN-301 Planning for Law Enforcement Organizations	3
LAWEN-310 Contemporary Law Enforcement Strategies	3
LAWEN-410 Advanced Law Enforcement Theory and Management	3
LAWEN-499 Capstone Seminar and Applied Theory in Law Enforcement Leadership	3

<b><u>Leadership in Emergency Services</u></b>	<b><u>15 credits</u></b>
EMS-310 Emergency Services Law	3
EMS-320 Emergency Management Planning	3
EMS-330 Public Health Issues Impacting Emergency Services	3
EMS-410 Disaster Response and Recovery Planning	3
EMS-499 Theoretical Applications and Applied Project in Emergency Services Leadership	3

<b><u>Leadership in Homeland Security</u></b>	<b><u>18 Credits</u></b>
EMS-410 Disaster Response & Recovery Planning	3
LHS-350 The Foundations of Homeland Defense & Security	3
LHS-360 Unconventional Conflict	3
LHS-403 Critical Infrastructure: Vulnerability Analysis & Protection	3
LHS-407 Disaster Policy & Politics	3
LHS-499 Capstone Seminar & Applied Project in Leadership in Homeland Security	3

<b><u>Organizational Leadership</u></b>	<b><u>15 credits</u></b>
COMM-310 Communication Theory and Practice	3
MKTG-320 Visual Literacy	3
HRM-350 Cross Cultural Comm. and Diversity Mgmt.	3
PSYCH-233ACC Interpersonal Relations & Small Group Dynamics	3
OL Elective	3

## **ACCELERATED PROGRAM COURSE DESCRIPTIONS**

Below are the course descriptions for the Accelerated Bachelor of Science Degree Completion Program.

### **SECTION ONE: GENERAL REQUIREMENTS**

JEFFERSON (PHILADELPHIA UNIVERSITY + THOMAS JEFFERSON UNIVERSITY)  
COURSES THAT FULFILL THE GENERAL REQUIREMENTS IF CREDITS HAVE NOT  
TRANSFERRED FROM PREVIOUS INSTITUTIONS:

#### **WRITING**

##### **WRTG-105 Writing About Workplace Culture**

Students in this thematic writing-specific course draw evidence from multiple sources while developing thesis-driven essays and other types of personal, academic, and professional writing. To examine the purposely broad theme of workplace culture, students will research, write, and present on topics such as professional ethics, the multicultural workplace, technology on the job, workplace politics and corporate citizenship. Students will also develop targeted information literacy skills and enhance their abilities to work independently and on teams. 3 credits

## **MATH**

### **MATH-215 College Algebra**

Heavy emphasis will be placed on applications and mathematical modeling immediately useful to students in the School of Continuing and Professional Studies programs. Mathematics topics covered include those in a traditional College Algebra course. Students will gain knowledge and skills in problem-solving and modeling using graphing calculators and computer software. 3 credits

## **SCIENCE**

### **SCI-101ACC Environmental Science**

Environmental Science is the study of how humans and the natural environment interact. Critical issues that affect our daily lives such as clean drinking water, urban renewal, energy availability, pesticides, global warming, acid rain, and recycling are explored from social, ecological, chemical and political perspectives. Students will professionally tackle a real-life environmental problem using critical thinking and analytical skills, library research skills, teamwork and presentation skills. 3 credits

### **BIOL-101ACC Current Topics in Biology**

Designed to introduce students to the fundamental concepts of biology, particularly as they apply to contemporary issues. The structure and physiology of living organisms with a focus on human systems, genetics, and evolutionary theory and evidence is discussed in this course. Topics of interest include the diversity of life, inheritance of human traits and genetic disorders, bioethics and human health and disease. The laboratory portion of the course includes microscopic examination of cells and organisms, experimentation and analysis of results. 3 credits

### **BIO-103ACC/103LACC Biology I**

The objective of this course is to gain an understanding of the cellular, molecular and genetic basis of life. Students will be introduced to the physical and chemical principles involved in biological processes, the microscopic world of the cell, regulation of gene expression and the laws that govern inheritance. This course and BIOL-104 and BIOL-104L Biology II are the introductory courses for science majors. The laboratory course reinforces the understanding of cellular, molecular and genetic processes learned in Biology I lecture. Exercises include microscopic examination of cells and tissues, biochemical analysis of enzyme activity, osmosis, cellular respiration and genetic investigation, including electrophoretic analysis of mutation. 4 credits

## **HISTORY**

### **HIST-114 ACC America in Focus: Themes in US History**

Students will become historians by asking questions about the changes wrought by the transformation of the United States from an agriculturally-based rural society to an urban, industrial and increasingly multicultural society in an interdependent world. This course will require students to read, write and speak about issues in the American past. 3 credits

## **SOCIAL SCIENCE**

### **PSYCH-101ACC Introduction to Psychology**

Introduction to the methodology, concepts, principles, and issues in the study of behavior. Topics to be covered include the biological basis of behavior; sensory and perceptual processes; learning, memory and cognition; motivation and emotion; personality, psychopathology, psychological

approaches to therapy; and social interactions. This course is a requirement for enrollment in all higher-level psychology courses. 3 credits

## **HUMANITIES**

### **HLTSV-210 Ethical Issues for Health and Human Service Providers**

This seminar-style course is intended to provide tools necessary for considering and discussing ethical dilemmas in today's multicultural society. Meaningful dialogue requires an understanding of the evolution and development of ethics from the beginning of civilization. Sources used for this course include films and directed readings (text, newspaper articles, and web sources). The goal of this course is to enhance the understanding and language skills of the provider so that he/she can engage in meaningful discussions of potentially highly charged emotional issues. 3 credits

Prerequisite: WRTG-101 or WRTG-105

### **HUMN-301 Art and Context**

An in-depth examination of images and objects from throughout history and world cultures is explored in this course. Emphasis will be on the materials and techniques of painting, sculpture, architecture and landscape architecture, and on what these objects and images say about the cultures that made and make them. Class format will be lecture, class discussions and student group presentations. Two self-guided Philadelphia-area field trips will be required. 3 credits

## **INFORMATION TECHNOLOGY**

### **IT-101 Introduction to Information Systems**

This is an introductory course in Information Systems for students with no prior computer experience. The course is designed to teach students to use informatics that combine computer science, information processing, database management, word processing, spreadsheets, and information presentation skills to facilitate management and processing of industry-related data. 3 credits

## **SECTION TWO: GENERAL EDUCATION CORE**

### **HIST-321 Business, Industry and Work in American History**

Surveys major themes in the history of work in America, focusing on how economic, technological, and political changes have transformed the nature of work in America. Course readings will explore industrialization, the emergence of mass production and modern management, the history of worker organizations, the decline of manufacturing and rise of a service economy, and the impact of globalization on work in America. Throughout the course, students will consider connections between changes in the workplace and broader social and political developments, including changing gender roles and civil rights movement. 3 credits

### **HUMN-310 Globalization and World Politics**

This course provides an overview of the forces which are shaping global economics and politics. Students will develop an understanding of the roles of international institutions such as the World Trade Organization, the International Monetary Fund, and the United Nations, as well as non-governmental groups like Amnesty International and al Qaeda. Students will also examine the process of economic globalization to understand its varying impacts on different world regions. 3 credits

### **SOC-310 Social Science of the Workplace**

This course examines the contemporary world of work using analytic tools from a variety of disciplines, including sociology, psychology, and anthropology. Key themes include the social organization of work, contemporary changes in occupations and professions, technology and the information age, the impact of globalization on work, the role of class, gender, race, and ethnicity in shaping work experiences and worker identities, and the relationship between work and family. Students will learn about basic social science research techniques, practice interpreting data and thinking critically about contemporary work issues, and develop their arguments about the world of work. 3 credits

### **COMM-320 Professional Communication Skills**

This course requires students to analyze, produce, and revise professional communication in a variety of written, oral, and multi-model formats. Students produce individual and group projects in print and multimedia settings as they explore how economic, social, and political perspectives apply to workplace communications, the professions, and the professionals themselves. 3 credits

### **CSSEM-499 Professional Studies Capstone Seminar**

This course examines emerging global issues in the areas of politics, economics, technology, and the environment, and explores intercultural communication and the cultural dimensions of international business. Students present their final Continuing and Professional Studies Portfolios and analyze a relevant global trend and its expected impact upon their professional field. This course is required of all SCPS Accelerated Bachelor of Science Degree Completion students. 3 credits

Prerequisites: Completion of all General Education and Continuing and Professional Studies Core courses, completion of at least 3 electives and completion of at least 3 courses in the major area of study.

## **SECTION THREE: CONTINUING PROFESSIONAL STUDIES CORE**

### **CSSEM-300 Professional Practice Seminar**

The introductory course in the School of Continuing & Professional Studies Bachelor of Science Accelerated Degree Completion Program. Using business-based texts, films, and other supplements, students learn to think critically and develop into problem-solving professionals with strong skills in writing and verbal communication. Additionally, students acquire information literacy through a major research project on company leadership. Finally, students are introduced to the requirements of the SCPS portfolio and begin to develop the portfolio in this course. The final portfolio is completed in the Professional Studies Capstone course (CSSEM-499). 3 credits

### **MGMT-361 Leadership Theory & Ethical Practices**

This course will heighten awareness and broaden the participant's knowledge of leadership theory, trends, and applications, with a strong focus on ethical leadership. The course encompasses leadership/management theories, techniques, organizational applications, managing ethical gray areas with integrity, and integrating leadership skills into daily work practices. Students will review organizational structure/functions, leadership styles, managerial processes, strategic planning, and change-oriented ethical leadership and consider the impact of public policy. 3 credits

### **ECON-331 Economic Decision Making**

This course introduces principles underlying the behavior of business firms, resource owners, and consumers within a system of markets. The theory of value and distribution and the implications of international trade on both value and distribution are addressed. The overall purpose of the course is to introduce many of the factors underlying sound economic decision-making in the rapidly emerging global economy. There is a strong course focus on critical analysis of cases. 3 credits

### **STAT-311 Finding and Evaluating Statistical Data**

A course in data gathering and analysis, focusing on the use of demographic and economic data that inform organizational decision-making. Students will learn basic descriptive statistical measures and probability theory and develop an understanding of the basis for statistical decision-making techniques. A variety of resources for gathering data related to socioeconomic, and sociodemographic trends, economics data, and trends in business and industry will be presented. Students will also review and apply a variety of descriptive and/or inferential statistics to make meaning of these data. Students will learn to manipulate data using statistical software. 3 credits

### **FINC-323 Financial Decision-Making**

This course examines financial decision-making both from the corporate and individual points of view. While the emphasis is primarily on the corporation, discussions, and analysis will be extended, where appropriate, to the individual. 3 credits. Prerequisite: STAT-311

### **IT-201 Learning and Technology**

This course will utilize students' previously acquired abilities to use Microsoft Word, Excel and PowerPoint in conjunction with information retrieval, management and communication tools. Research methods are combined with resource use, leading to careful evaluation and ethical use of information. This course will be taught in a computer lab, combining lecture with hands-on activities and group work. Can complement courses in which the student is concurrently enrolled and that require research beyond the course's texts. 3 credits

### **BIOL-104/104L Biology II (FOR HEALTH SCIENCES MAJORS ONLY)**

Students will apply the principles learned in Biology I to the structure and function of organisms. Physiological processes that will be examined include nutrition, gas exchange, transport and regulation of body fluids, chemical and nervous control, and reproduction. The laboratory will focus on the diversity of life using microscopic observation, dissection, and culture and staining of microorganisms. 4 credits. Prerequisite: BIOL-101

### **BIOL-201/201L Human Anatomy and Physiology I (FOR HEALTH SCIENCES MAJORS ONLY)**

This course will examine the anatomical and physiological aspects of the various systems of humans, including integumentary, neurologic, sensory, musculoskeletal, reproductive, circulation, respiration, nutrition-digestion, excretion, and endocrine. A close correlation between lecture and laboratory topics will be maintained. 4 credits

Prerequisite: grade of "C" (2.00) or better in BIOL-104



## **ELECTIVE**

### **MKTG-307ACC - Principles of Social Media Marketing**

Principles of Social Media Marketing is an advanced course in marketing that explains how social media can impact the marketing mix of an organization. Emphasis will be on for-profit companies, but will also cover non-profit organizations. Topics covered will include legal issues, building professional influence and how social media differs from other marketing tactics. 3 credits

## **SECTION FOUR: MAJOR COURSES**

### **ACCOUNTING**

#### **ACCT-101ACC Financial Accounting**

Designed to introduce all business students to the field of accounting. The course covers the fundamental principles of accounting, highlighting the balance sheet and income statement presentation. Primary emphasis on accounting as a source of financial information, with procedural details kept to a minimum. 3 credits.

#### **ACCT-102ACC Managerial Accounting**

Objective analysis and interpretation of accounting information. Use of accounting as a basis for planning, control, and managerial decisions. 3 credits. Prerequisite: ACCT-101

#### **ACCT-203ACC Intermediate Accounting I**

An in-depth study of basic accounting principles and theory followed by a detailed analysis of cash, receivables, and investments (including the related revenue and expense transactions). Text supplemented by current rulings of the AICPA 3 credits. Prerequisite: ACCT-101

#### **ACCT-204ACC Intermediate Accounting II**

Continues the analysis of a company's balance sheet with a study of inventories, fixed assets and liabilities. Text supplemented by current rulings of the AICPA. 3 credits. Prerequisite: ACCT-203

#### **ACCT-303ACC Accounting Theory and Practice**

This course will enable students to study topics such as corporate entities, cash flow statements, pensions, and leases; along with other material not covered in previous accounting courses. 3 credits. Prerequisite: ACCT-204

#### **ACCT-309ACC Federal Taxes I**

This course examines the federal tax laws as related to individual income taxation. The textbook is supplemented by using the actual 1040 tax forms and the related supporting schedules. 3 credits. Prerequisite: ACCT-101

**ACCT-316ACC Cost Accounting I**

This course includes the study of job order, process and standard cost systems; cost-volume-profit analysis; absorption versus direct costing; inventory-control systems, including EOQ and JIT systems concepts; relevant costing in decision making; time value of money concepts; and capital-budgeting theory and application. 3 credits. Prerequisite: ACCT-203

**ACCT-409ACC Auditing**

Principles, standards and procedures of auditing. Emphasis upon the public accounting profession, its current pronouncements, practices, and problems. 3 credits.  
Prerequisite: ACCT-204

**ACCT-412ACC Advanced Accounting**

This course includes the study of business combinations and consolidated financial statement preparation, foreign subsidiary operations, foreign transactions, and government and not-for-profit industry accounting. The text is supplemented with current rulings of the AICPA. 3 credits. Prerequisite: ACCT-303

**BEHAVIORAL AND HEALTH SERVICES****PSYCH-201ACC Abnormal Psychology**

This course includes a review of the various classifications and symptomatology of psychopathological disorders - their origin, assessment, prognosis, treatment, and prevention. 3 credits. Prerequisite: PSYCH-101

**PSYCH-213ACC Developmental Psychology**

This course evaluates the process of human development and change throughout the lifespan. Research on both humans and animals will be presented to promote understanding of human physical, social, emotional and cognitive development. Topics include prenatal and postnatal development, issues and theories of human development, genetic influences and personality, and issues related to the aging process. 3 credits. Prerequisite: PSYCH-101

**PSYCH-222ACC Counseling Psychology**

This course provides an overview and general understanding of the field of counseling psychology. The course is designed to familiarize students with the basic concepts, interventions, scientific research, professional practices, and contemporary issues of the profession of counseling psychology. Students learn a variety of theoretical approaches and psychotherapy techniques to counseling, including psychoanalytical, behavioral, cognitive and humanistic approaches. This course contains both didactic and skill application to encourage competency in the performance of counseling skills. 3 credits. Prerequisite: PSYCH-101

**PSYCH-233ACC Interpersonal Relations and Small Group Dynamics**

A course designed to provide a theoretical and experiential exposure to group formation, group process, and group dynamics, as well as to interpersonal relationships within and between groups. 3 credits. Prerequisite: PSYCH-101

### **BEHLT-341 Behavioral Health and Neurorehabilitation**

This course integrates behavioral and health science in the description of a range of interventions and focuses on the needs of clients and patients in specific environments. Students will study specialized services used in the delivery of neuropsychology, rehabilitation nursing, occupational therapy, and a variety of other fields. 3 credits

### **BEHLT-499 Applied Project in Behavioral Health and Neurorehabilitation**

Using the principles learned in SCPS Core coursework, and/or applied psychology, neurorehabilitation, or behavioral health, this course requires students to design and develop a program directed toward addressing the health needs of an individual client/patient or group of individuals. Students are encouraged to apply their project to the future work environment where they plan to apply their expertise. Portfolio-based assessment allows students to demonstrate proficiency through the display of artifacts related to their plan along with the presentation of documents that either assess the design of the project or describe project implementation. 3 credits  
Prerequisite: All SCPS Core coursework

## **BUILDING & CONSTRUCTION STUDIES**

### **ARCH-204 Great Buildings: Structure, Style & Context**

This course surveys selected key monuments of architectural history from ancient through modern times that are paradigmatic of building art and science during a particular period. The buildings spotlighted represent dominant types from pyramids to skyscrapers that are not only laboratories for innovative design and cutting-edge technologies, but also are expressive of the values and aspirations of the society-at-large. Developments in the areas of materiality and structural systems will be integrated with changing social, economic, political, stylistic, and environmental demands that are normative of a particular time and place. 3 credits

### **ARCST-341 - American Architecture**

What makes the built environment in America unique? How has American design changed over the generations? What were architects, clients, and critics thinking? Where will American architecture go in the future? Using history, sociology, and the humanities, we will address these types of questions as we examine American architecture according to themes such as the iconic American home, public buildings, buildings for work and play, and American architectural practice. 3 credits

### **ARCST-221 - Contemporary Preservation & Adaptive Reuse**

This course introduces the multi-faceted field of contemporary preservation, examining fundamental principles and practices used today by historians, architectural conservators, designers, archaeologists, non-profit museum directors, and professional advocates, with attention given to issues of sustainability and adaptive reuse. Students learn through guest lectures, case studies, class discussion, field trips, and "hands-on" projects. 3 credits

### **CMGT-104 - Introduction to Estimating and Scheduling**

Utilizing pertinent case studies, this course focuses upon the planning and scheduling stages of the building process, with particular emphasis upon reading construction documents and basic estimating principles applied to small-scale, residential and commercial projects. Construction

site procedures as well as techniques for estimating unit quantities and costs of materials, labor, and equipment, are introduced and given industry application utilizing building specifications and computer software. 3 credits

### **CMGT 4xx-Introduction to Building Information Modeling**

This course introduces students to the basic concepts of Building Information Modeling (BIM) with practical applications of Autodesk Revit. The sequence will include starting a project, adding basic building elements, modifying elements as needed, and creating a 3D Revit model. Students will be able to use the Revit interface to explore how information and building components are integrated into BIM. The course also introduces utilizing Revit for purposes other than modeling, such as estimating. Students will develop the Revit model of an actual building to strengthen their BIM knowledge. 3 credits

### **CMGT-302 Construction Contract Administration**

This course familiarizes students with the various forms of contract used in the construction industry and best practices for their administration and management. Through exploration of cases and current events, students will explore contract operation regarding rights, duties, responsibilities, claims management and assignment of risk. Emphasis is placed on the management of contracts as a means for the achievement of overall project success. 3 credits

### **CMGT-208 - Materials & Methods of Construction**

This course is an introduction to the materials, assemblies, and methodologies of general construction organized around Construction Specifications Institute division format. Topics include site-work and excavation techniques and proceed through basic building systems in concrete, masonry, wood, plastic, and steel along with interior and exterior finishes. Emphasis is placed on achieving design intent through appropriate construction techniques and sequencing. Case studies, site visits, ongoing project examples are an integral part of the course. 3 credits

ELECTIVES - Choose two from the following list (total: 6 credits)

### **CMGT-101 Construction Graphics**

An introduction to the nature and vocabulary of graphical expression used in construction drawings, details, and sketches to include, architectural, structural, civil, mechanical, electrical, disciplines. Students develop an appreciation for the importance of effective graphical documentation and interpret drawings regarding form, size, distance, quantity, and interrelation of elements. Emphasis is placed on effective sketched, verbal, and written expression of drawing interpretations to audiences not familiar with construction drawings. 3 credits

### **ARCH-426 Design/Build**

Through a combination of lecture and lab, students apply knowledge of building technologies and structural systems to the design and construction of a project at an appropriate scale. Working under the supervision of faculty, students research, plan, and build their solution to a problem of topical interest. 3 credits

### **ARCST-266 - Building Conservation**

Through site visits, demonstrations, laboratory exercises, guided research, and discussions, this course provides a comprehensive overview of historic building materials and the ongoing processes of material deterioration, contemporary approaches to treatment, and sustainability concepts of embodied energy and life cycle analysis as these pertain to building conservation. Topics include investigative techniques for historic structures; diagnosing existing conditions, including non-destructive and laboratory testing methods; and designing appropriate interventions to remedy observed problems. Students will collect, present, critically review findings and formulate recommendations for conservation. 3 credits

### **Graduate Courses**

#### **MCM-604 - Project Finance & Cost Control**

Utilizing pertinent case studies, this course probes the economics of construction and analyzes project control systems used to effectively manage cost and time. Principles drawn from cognate business fields, specifically accounting, finance, and taxation, are given real-life application relative to construction projects of multiple types and scales. Key budgetary issues are examined in-depth, including financial statements and balance sheets, variance analysis, and optimum cash flow methods, as well as efficient cost reporting systems. Additional topics include internal controls, financial analysis and presentation, contractor surety and lending, and fraud, with particular emphasis upon cost-effective methods to procure and deliver construction projects including lump sum, unit price, cost-plus, and design-build. 3 credits

#### **MCM-606 - Construction Risk Management**

This course examines the key concepts, models, codes, tools and techniques used in managing risks within the architecture, construction and engineering industries. The course will focus on planning for the effective implementation of the risk management process, identification and qualitative and quantitative assessment of risks, appropriate strategies to respond to risks, and how to sustain the risk management process throughout the life of a construction project. 3 credits

#### **SDN-601 - Principles & Methods of Sustainable Design**

Sustainability is a cultural phenomenon that is reshaping the way architects, engineers, designers, and planners conceive of the built environment. This lecture/seminar course will explore changes in culture over the years that have led to the formation and adoption of contemporary sustainable design practices, technologies, and processes. Current aspects of sustainability will be explored including the impact of the LEED rating system, legislation, environmental law, corporate culture evolution, integrated design process, energy modeling and economic impacts of land development. Students will complete a final paper on future directions in sustainable design at the end of the course 3 credits

### **SDN-604 - Green Materials & Life Assessment**

A key requirement for completing a successful sustainable design project is a careful consideration of the environmental and energy performance impacts of construction materials. Students will begin the course by learning how to complete a life cycle analysis for materials as preparation for the design and creation of their own material/construction system. During the project, students will continue to discuss the pros and cons of different materials/construction systems in the context of trying to better understand the tenants of sustainable design. Students will complete a final "construction" as part of the requirements for the course. 3 credits

### **BUSINESS MANAGEMENT (FORMERLY PRE-MBA)**

#### **ACCT-101ACC Financial Accounting**

This course is designed to introduce students to the field of accounting and covers the fundamental principles of accounting, highlighting the balance sheet and income statement presentation. Primary emphasis on accounting as a source of financial information, with procedural details kept to a minimum. 3 credits

#### **ACCT-102ACC Managerial Accounting**

Objective analysis and interpretation of accounting information. Use of accounting information as a basis for planning, control, and managerial decisions. 3 credits. Prerequisite: ACCT-101

#### **MKTG-102ACC Principles of Marketing**

This is a basic course in which the main functions, institutions, and concepts of marketing are studied. Attention is focused on providing an analytical and corporate framework for studying and understanding the marketing system within changing environmental forces. 3 credits

#### **MGMT-401ACC Operations Management**

A comprehensive survey of production and service operations management, topics and functions. Topics include methods and work measurement, materials management, plant location and layout, production planning and control, maintenance, quality control, "Total Quality," Japanese management styles, "Systems Approach"; and decision tools such as PERT, linear programming, queuing theory, sampling, and simulation. Service-delivery applications and activities are also highlighted. 3 credits. Prerequisite: STAT-311

#### **BUS-499 Business Capstone Seminar**

The process and techniques of strategy formulation, implementation and evaluation are studied and applied. Case studies of domestic and international companies and not-for-profit organizations will be used to integrate strategic management concepts with knowledge acquired in other classes. This course will include extensively written individual and team assignments and oral presentations. 3 credits. Prerequisites: MGMT-401ACC, MKTG-102, ACCT-101ACC and ACCT-102 ACC

### **HEALTH SCIENCES**

#### **BIOL-202ACC & BIOL-202LACC Human Anatomy and Physiology II**

A continuation of BIOL-201. 4 credits  
Prerequisite: BIOL-201ACC

**PSYCH-201ACC Abnormal Psychology**

This course reviews the various classifications and symptomatology of psychopathological disorders - their origin, assessment, prognosis, treatment, and prevention. 3 credits. Prerequisite: PSYCH-101

**PSYCH-213ACC Developmental Psychology**

Analysis of the process of human development and change throughout the lifespan. Research on both humans and animals will be presented to promote understanding of human physical, social, emotional and cognitive development. Topics include prenatal and postnatal development, issues and theories of human development, genetic influences and personality, and issues related to the aging process. 3 credits. Prerequisite: PSYCH-101

**PSYCH-233ACC Interpersonal Relations and Small Group Dynamics**

A course designed to provide a theoretical and experiential exposure to group formation, group process, and group dynamics, as well as to interpersonal relationships within and between groups. 3 credits. Prerequisite: PSYCH-101

**BEHLT-341 Behavioral Health and Neurorehabilitation**

This course integrates behavioral and health science in the description of a range of interventions and focuses on the needs of clients and patients in specific environments. Students will study specialized services used in the delivery of neuropsychology, rehabilitation nursing, occupational therapy, and a variety of other fields. 3 credits

**BEHLT-499 Applied Project in Behavioral Health and Neurorehabilitation**

Using the principles learned in SCPS Core coursework, and/or applied psychology, neurorehabilitation, or behavioral health, this course requires students to design and develop a program directed toward addressing the health needs of an individual client/patient or group of individuals. Students are encouraged to apply their project to the future work environment where they plan to apply their expertise. Portfolio-based assessment allows students to demonstrate proficiency through the display of artifacts related to their plan along with the presentation of documents that either assess the design of the project or describe project implementation. 3 credits  
Prerequisite: All SCPS Core coursework

**HEALTH SERVICES MANAGEMENT****HRM-350 Cross-Cultural Communication and Diversity Management**

This course will examine how to manage the growing multicultural workforce in the United States. Topics include issues of intercultural communication and cross-cultural relations, ethnocentrism, racism, and ageism. Students will develop an understanding and appreciation for cultures other than one's own and will be able to discuss current techniques used in cultural analysis. 3 credits

**HLTSV-310 Survey of Health Services Delivery Systems**

This course provides an overview of the history, evolution and major components of U.S. healthcare systems. Topics covered include the organization of health care services, the hospital, the roles of health care providers, supply and demand in health care, third-party payers, the role of government and managed care and comparisons of health care systems in other countries. 3 credits

### **HLTSV-315 Public Policy and Planning in Healthcare**

An analysis of the processes related to the planning, organizing, staffing, directing and controlling of health-care services. Specific emphasis is given to the key indicators and organizations that drive policy and planning in health care systems. The course also considers the impact of policy on practitioners in health care. The techniques of effective decision-making and problem-solving are also addressed. 3 credits

### **HLTSV-325 Emerging Issues in Healthcare**

This course explores the current trends in health care and issues affecting the organizational changes in the industry about the delivery of healthcare services in a wide variety of settings. Topics include the history of U.S. health care services, current reform proposals, universal health care insurance, ethical issues, gerontological issues, labor relations, the changing workforce in healthcare and comparative perspectives of health care in other countries. 3 credits

### **HLTSV-499 Capstone Seminar in Health Services Management**

Students use knowledge of statistical analysis, process planning, and data gathering to complete an in-depth analysis and report on a sector or organization in the healthcare industry. Students' projects are evaluated based on the demonstration of an understanding of systems, planning, and dynamics of delivery in the context of their project. 3 credits

Prerequisites: HRM-350, HLTSV-310, HLTSV-315 and HLTSV-325

## **HUMAN RESOURCE MANAGEMENT**

### **MGMT-320ACC Human Resource Practices & Tools**

This course surveys the roles, policies, and procedures of human resource management (HRM) in organizations today. Students learn the steps to staff and motivate a workforce, and appreciate the role of quantitative and qualitative decision making in HRM. Course materials deal with environmental impacts on HRM, equal employment opportunity, human resource planning, selection, performance evaluation, wage and salary administration, training, and other relevant topics. 3 credits

### **HRM-321 Staffing and Resource Development**

This course focuses on the recruitment and retention functions of human resource management, including EEO/Affirmative Action and career planning. Also, the course focuses on the training and development functions inherent in retaining and enhancing a skilled workforce. Training development includes needs analysis, programming, and evaluation. 3 credits

Prerequisite: MGMT-320ACC.

### **HRM-336 Compensation, Benefits, and Health and Safety**

This course introduces students to compensation structures which focus on the complex structure of employee benefit programs. The course also develops students' understanding of the legal and organizational aspects of health, safety, and security. 3 credits. Prerequisite: MGMT-320ACC.



### **HRM-421 Organizational and Employee Relations**

This course focuses in part on the function of union representation and collective bargaining in managing a large organization. Also, it focuses on the role of planning, control, and information resources in the practice of human resource professionals. 3 credits.

Prerequisite: MGMT-320ACC.

### **HRM-499 Applied Research and Practice in Human Resource Management**

This project-centered course requires students to develop a comprehensive human resource plan for an organization. Plans must include considerations of planning, staff development, compensation and benefit structures, and organizational health and safety requirements. Students will write and present a comprehensive plan, including materials targeted for employee development and relations. 3 credits.

Prerequisites: MGMT-320ACC, HRM-321, HRM-336 and HRM-421

## **INFORMATION TECHNOLOGY**

### **IT 315 Information Technology I**

This course prepares future managers to be effective organizers and users of modern information technologies. Emphasizing a global perspective of information technology and related business issues, students learn to view IT in broad terms and function as “internal consultants” to functional areas in an organization. The course covers office and manufacturing automation, telecommunications, decision support systems, and executive information systems. Students learn to integrate the informational needs of the organization with suppliers, customers, and other decision-making entities. Course introduces management techniques to support effective employees whose actions are guided by the power of modern information technologies. 3 credits

### **IT 317 Information Technology II**

This course introduces the fundamentals of computer-application development. Students will develop basic facility in digital media, electronic publishing, and decision support systems. The course also includes the use of information technologies for the automation of both office and factory environments. 3 credits. Prerequisite: IT-315

### **IT 320 Database Management**

This course will provide an introduction to the creation and management of electronic databases. Topics covered include database design, relationships, normal forms, structured query language, importing data, and creating reports and forms. Data modeling techniques will also be covered. 3 credits. Prerequisites: IT-315, IT-317

### **IT 410 Needs Assessment**

This course provides an introduction to assessing the informational needs of an organization. Topics covered include equipment requirements, information design, and technology integration as they impact the needs of an organization. Special attention will be given to usability studies and design development. 3 credits. Prerequisites: IT-315, IT-317, IT-320

### **IT 499 Project Management**

This course focuses on the strategic management of technology projects. Acting as a project manager, students learn techniques to elicit the support and acceptance of new technologies within organizations. Through the creation of a project plan, students learn how to integrate informational technologies into an organization's mission. 3 credits. Prerequisites: IT-315, IT-317, IT-320, IT-410

## **LAW ENFORCEMENT LEADERSHIP**

### **MGMT-320ACC Human Resource Practices and Tools**

This course surveys the roles, policies, and procedures of human resource management (HRM) in organizations today. Students learn the steps to staff and motivate a workforce, and appreciate the role of quantitative and qualitative decision making in HRM. Course materials deal with environmental impacts on HRM, equal employment opportunity, human resource planning, selection, performance evaluation, wage and salary administration, training, and other relevant topics. 3 credits

### **LAWEN-301 Planning for Law Enforcement Organizations**

This course covers strategic and tactical planning broadly conceived. The focus is on law enforcement; however, theories, examples, and perspectives will be drawn from other fields in the nonprofit sector. Topics to be addressed include forecasting, personnel planning, GIS, and personnel and resource management issues including budgeting and program evaluation. 3 credits

### **LAWEN-310 Contemporary Law Enforcement Theory Strategies**

Understanding that law enforcement professionals must attain an in-depth understanding of contemporary policing strategies and critical issues facing law enforcement today, students will examine crime analysis, patrol techniques, training, information systems/GIS as well as other issues such as government relations and criminology. 3 credits

### **LAWEN-410 Advanced Law Enforcement Theory and Management**

This course focuses on the underlying theories of expert practices in police management and administration. Students will examine ethical issues specific to the field of law enforcement. This course builds on knowledge obtained through LAWEN-310 and utilizes academic and professional literature to address critical issues in the field. 3 credits. Prerequisite: LAWEN-310

### **LAWEN-499 Capstone Seminar and Applied Project in Law Enforcement Leadership**

Using concepts learned in SCPS Core Coursework and Law Enforcement Leadership courses, students conduct an in-depth analysis of the law enforcement industry and design an innovative law enforcement initiative. Students will use knowledge of statistical analysis, process planning, and data gathering to complete their analysis and report on a sector or organization in the industry. Students will demonstrate their ability to assess the efficacy of a program design as well as describe the project planning and implementation processes. Students' projects will be evaluated based on the capacity to incorporate familiarity with systems and planning in a comprehensive project analyzing the dynamics of the law enforcement industry in the context of their project. 3 credits  
Prerequisites: LAWEN-301, LAWEN-310, LAWEN-410, MGMT-320ACC

## **LEADERSHIP IN EMERGENCY SERVICES**

### **EMS-310 Emergency Services Law**

This course explores the essential framework of federal, state and local laws that impact emergency and public safety services. It will provide an overview of the most important federal and state legislation that impact emergency services management and disasters. 3 credits

### **EMS-320 Emergency Management Planning**

Topics covered in this course include program planning and management, financial planning, managing information, leadership and followership styles, decision-making skills, community building skills, intergovernmental relationships, negotiating and communication skills and professionalism. 3 credits

### **EMS-330 Public Health Issues Impacting Emergency Services**

This course explores the relationship between public health and emergency and disaster prevention, response, and recovery environments. Discussions examine the changing and unique role of public health in emergency management paying special attention to epidemiology, integration with traditional emergency services, medical and first responders, public safety, bioterrorism preparedness, and the need for comprehensive pre-education of professional and public communities. The class will cultivate insight into the necessary integration of public health in the development of effective emergency response contingencies specific to natural, accidental and intentional disaster events. 3 credits

### **EMS-410 Disaster Response and Recovery Planning**

A proactive rather than reactive approach to disaster preparation is the best means of mitigating damage from natural disasters or other forms of destruction. This course covers systematic planning efforts for when disaster emergencies occur. Whether small-scale or catastrophic, they can be overwhelming. Information in this course provides guidance on business continuity planning and recovery. 3 credits

### **EMS-499 Theoretical Applications and Applied Project in Emergency Services Leadership**

Students will explore the relevant scholarly literature and then conduct an in-depth analysis of the emergency services industry and design an innovative project. Knowledge of statistical analysis, process planning, and data gathering will be used to complete their analysis and report on a contemporary topic or aspect of the business. Students will demonstrate their ability to assess the efficacy of program design as well as describe the project planning and implementation processes. Student projects are evaluated based on the capacity to incorporate familiarity with systems and planning in a comprehensive project in the context of their subject. 3 credits

Prerequisites: EMS-310, EMS-320, EMS-330, EMS-410

## **LEADERSHIP IN HOMELAND SECURITY**

### **EMS-410 Disaster Response and Recovery Planning**

A proactive rather than reactive approach to disaster preparation is the best means of mitigating damage from natural disasters or other forms of destruction. This course covers systematic planning efforts for when disaster emergencies occur. Whether small-scale or catastrophic, they can be overwhelming. Information in this course provides guidance on business continuity planning and recovery. 3 credits

### **LHS-350 The Foundations of Homeland Defense and Security**

This course provides a broad overview of homeland security and defense as undertaken in the United States since 9/11. The goals are to provide the generally accepted body of knowledge required of the homeland security professional. The course focuses on four areas: the enemy, why they hate us and the threat they pose; the policies and procedures enacted since 9/11; the key players at the federal, state and local levels; and, legal issues critical to the conduct of homeland security and defense activities by the National Guard. The student will gain an understanding of asymmetric thinking, develop an appreciation for the growing body of literature in the discipline of homeland security, and have the opportunity to examine a key issue in depth through a term research paper. 3 credits

### **LHS-360 Unconventional Conflict**

The purpose of this course is to provide an introduction to the unconventional threat to the United States. It discusses the character and history of this threat. Specifically, it examines the operational and organizational dynamics of terrorism. It also considers sabotage and subversion. It covers those who act as individuals, in small groups or large organizations; it considers indigenous actors, as well as those who come to the United States to raise money, recruit or commit acts of violence. In every instance, its focus is on clandestine activity that, whatever its motivation, has a political purpose of effect. By the end of the course, students should be able to design effective measures for countering and responding to terrorism and sabotage based on an understanding of the organizational and operational dynamics of terrorism. 3 credits

### **LHS-403 Critical Infrastructure: Vulnerability Analysis and Protection**

This course introduces students to the DHS risk-based resource allocation process. Students will explore the fundamentals of risk assessment and discuss the pros and cons of various risk assessment tools. Students will delve deeper into the process using a comprehensive approach to risk assessment via the “Model-Based Risk Assessment (MBRA)” tool kit, which models infrastructures as networks. Once developed, the user will learn to extract the critical nodes from each sector, model the nodes’ vulnerabilities by representing them in the form of a fault-tree, and then applying fault and financial risk reduction techniques to find the optimal investment strategy for protecting each sector. At the completion of this course, students will be able to assess the value of various risk tools, and apply those tools to any critical infrastructure within their multi-jurisdictional region, and derive optimal strategies and draft policies to reduce the risk associated with future terrorist attacks. 3 credits

### **LHS-407 Disaster Policy and Politics**

The response to and the planning for disasters and catastrophic events entails complex public policy decisions by local, state, and national political officials. A disaster event can influence many policy agendas, sometimes leading to sweeping changes by public officials that can have long-term consequences for society. Both recent and historical disasters and their ensuing public policy changes are examined, with a focus on the perception versus the reality of effective legislation. 3 credits

### **LHS-499 Capstone Seminar and Applied Project in Leadership in Homeland Security**

In this capstone experience, students will complete a project that demonstrates the integration of academic materials into real-life situations. Examples of these projects are: an original research project or disaster plan; a systematic review paper on a disaster-related topic including a thorough literature search, analysis and compilation, with recommendations or lessons learned applicable to a specific setting; and educational product; or an internship that includes the required development of a specified product for the agency such as a customized disaster plan. All summative projects will involve a thorough literature search, an analysis of the current research, integration of multiple facets of disaster medicine and management and completion of a substantial written product. 3 credits  
Prerequisites: EMS-410, LHS-350, LHS-360, LHS-403, LHS-407, STAT-311

## **ORGANIZATIONAL LEADERSHIP**

### **COMM-310 Communication Theory and Practice**

This course is designed to provide viable frameworks in communication and organizational theories and dynamics. Diagnostic criteria and delivery techniques will also be explored, within both theoretical and pragmatic realms. The class will be conducted in an interactive seminar format. 3 credits

### **MKTG-320 Visual Literacy**

A survey course in which students will examine, appreciate and communicate with visual media. Students will enhance their capacity to look at a design and evaluate what is effective, with an understanding of design language and the process by which good communication is created. 3 credits

### **HRM-350 Cross-Cultural Communication and Diversity Management**

This course will examine how to manage the growing multicultural workforce in the United States. Topics include issues of intercultural communication and cross-cultural relations, ethnocentrism, racism, and ageism. Students will develop an understanding and appreciation for cultures other than one's own and will be able to discuss current techniques used in the cultural analysis. 3 credits

### **PSYCH-233ACC Interpersonal Relations and Small Group Dynamics**

A course designed to provide a theoretical and experiential exposure to group formation, group process, and group dynamics, as well as to interpersonal relationships within and between groups. 3 credits. Prerequisite: PSYCH-101ACC

### **Organizational Leadership Elective**

Students, in consultation with their academic advisor, will select a class that fulfills a major requirement from any of the other accelerated program majors. 3 credits

## **General Program Information**

### **CSSEM-300 – Professional Practice Seminar**

This introductory class is ideally the first class completed in the program. It must be completed no later than the third class in the program. Using business-based texts, films and other supplements, students learn to think critically and develop into problem-solving professionals with strong skills in writing and verbal communication. Additionally, students acquire information literacy through a major research project on company leadership. Finally, students are introduced to the requirements of the SCPS portfolio and begin to develop the portfolio in this course. The final portfolio is completed in the capstone course (CSSEM-499) which is one of the last courses.

### **Residency Requirements**

To be eligible for graduation with a Bachelor of Science degree from the School of Continuing and Professional Studies at Jefferson (Philadelphia University + Thomas Jefferson University), a student must earn a **minimum** number of 33 credits in residence (excluding Fundamentals courses). Specifically, the following credits must be completed at Jefferson (Philadelphia University + Thomas Jefferson University): CSSEM-300, plus an additional six credits from the Continuing Professional Studies Core; CSSEM-499, plus an additional six semester credit hours from the General Education Core; and 12-semester credits from the major core.

### **Blackboard**

Especially for newcomers to on-line learning, navigating Blackboard (<https://bblearn.philau.edu>) can become confusing, and it can be challenging to remember where you are trying to go.

If you run into a problem, you can easily get back to the home page of the course by clicking on the title of the course at the top of the page. This will allow you to start over from the home page.

**Announcements** will alert students to new information, provide reminders or notice of unplanned changes. The announcement page will automatically come up first and alert you if there is a new announcement. It is the simplest way for the instructor to keep in touch with students throughout the course. Occasionally, there are multiple announcements, so please scroll down to be sure you have seen them all.

**Syllabus** contains a copy of your syllabus with the usual course goals and objectives, and the course outline by module. It gives you a comprehensive overview of the course so that you can organize your notes, priorities, and time. *Please*, read all of it carefully. Contact your instructor if you have questions.

**Faculty (or Staff) Information** gives important information about the instructor. This includes essential contact information, office hours and credentials.

**Course Documents** often include the course's modules, presentations, and other optional Resources. Lectures are often in written format within PowerPoint supplements. The lecture content may provide links to a specific website, article or presentation; these may also be outside the lecture.

**Communication > E-Mail** is where you can link to send e-mails to members of your class. All e-mails sent through this option will come from your University e-mail address.

Please also be sure to check your PhilaU mailbox at <http://www.philau.edu/webmail> when you log in. If, for some reason you have difficulty with your PhilaU e-mail, please be sure to include an alternate e-mail address in the body of your message.

**Discussion Board** is where you will post responses to readings and experiential assignments and "talk" with your class. To join a discussion, click on the topic and then select "Create Thread" or "Reply." Discussions are one of the most important parts of the class, providing interaction with colleagues and a forum for sharing ideas and experiences. Please plan to devote approximately **1.25 hours** per week in responding to questions/responses on the Discussion Board or other online activities deemed appropriate by the Professor.

**External Links** is where one will find relevant links to websites that will be helpful throughout your class, and often beyond the assigned coursework.

**Tools** is where students will receive unofficial grades throughout the course. Also found here is a manual for Blackboard that may be helpful if you have questions.



**School of Continuing and Professional Studies**  
**Prior Learning Assessment**  
**Policy and Procedures**  
*September 1, 2018 - August 31, 2019*

**Earning Thomas Jefferson University Credit for College-Level Learning Gained Before Entry into Thomas Jefferson University's Degree Completion program**

Students in the School of Continuing and Professional Studies (SCPS) Accelerated Degree Completion B.S. programs can earn credits for college-level learning they have gained before entering the program. Please note that PLA does not count as credits completed in residence. Credits can be earned through:

- transfer of credits from regionally accredited institutions of higher education with a grade of  $\geq$ C- (C effective spring I 2019 term);
- transfer of credits from organizations with which Jefferson University maintains a formal articulation agreement;
- passing of a CLEP or DANTES exam;
- through successful completion of the structured Jefferson University's SCPS Prior Learning

**Assessment process**

Jefferson University's SCPS PLA process is consistent with standards set by the Council on Adult and Experiential Learning and allows students to earn credit for learning that occurred through non-classroom based experience associated with the work environment, community involvement, or individual study. *All PLA submissions must link a student's "real life experiences" with relevant scholarly literature as well as demonstrate and document the student's experiences.* The student must submit all PLA work to their faculty evaluator-coach within five months of successful completion of the CSSEM 300 course (Professional Practice Seminar). (See Procedures Section\*). The student will have time to respond to the evaluator's feedback. All PLA work including faculty assessment and submission of the grade for the PLA must be completed within six months of the student's completion of Jefferson University's CSSEM 300 course.

**Jefferson University allows students to register for SCPS PLA credits in the following content areas:**

- **PLA-100** - Scientific Reasoning (3 credits may be applied to the **Science** general requirement)
- **PLA-110** - Historical Understanding (3 credits may be applied to the **History** general requirement)
- **Social Science** (3 credits may be applied to the **Social Science** general requirement)
  - **PLA-120** - Psychology
  - **PLA-121** - Sociology
- **PLA 130 - Information Systems** (3 credits may be applied to the **Information Systems** general requirement)
- **Business Practices**
  - **PLA-140** - Finance
  - **PLA-141** - Human Resource Practices
  - **PLA-142** - Applied Management Principles
  - **PLA-143** - Strategic Planning
  - **PLA-145** - Marketing
  - **PLA-146** - Training and Development



- **Organizational Dynamics**
  - **PLA-150 - Leadership and Supervision**
  - **PLA-151 - Negotiation and Conflict Resolution**
- **PLA 160 - Clinical Practices in a specified health care specialty**
- **PLA-170 - Humanities** (3 credits may be applied to the Humanities general requirement)
  - **Foreign Language and Culture**
    - **PLA-175 - Spanish**
    - **Other languages subject to availability of Subject Matter Expert**
  - **Arts and Culture**
    - **PLA-177 - Visual Arts**
    - **PLA-178 - Performing Arts**
- **Professional Practice in a specialized area of public safety**
  - **PLA-180 - Law Enforcement**
  - **PLA-181 - Fire Safety**
  - **PLA-182 - Emergency Medical Services**
  - **PLA-183 - First Responder Services**
  - **Other areas subject to availability of Subject Matter Expert**
- **Professional Practice in a specialized area of public administration**
  - **PLA-190 - Public Housing**
  - **Other areas subject to availability of Subject Matter Expert**

*Students may earn a maximum of 30 credits through Jefferson's SCPS PLA process. Credits may be applied toward the 60 credit requirement for entry to the SCPS Accelerated Degree Completion program or applied to the Free Elective requirements in the Accelerated Degree Completion Program.*

All Jefferson University SCPS PLA submissions are graded on a Pass (Credit) or Unsatisfactory (No Credit) basis. A PLA submission will be awarded a grade of CR (Credit) if the assessors deem that the student has shown evidence of meeting identified Learning Objectives at the level of 70% or above. **Students whose work is assessed at a level below 70% will receive a grade of Unsatisfactory and will receive a grade of NC on their permanent record. All academic work will be posted at the completion of the assignment or contract deadline. PLA work will not be listed as a term scheduled course or count toward enrollment course load. PLA billing is separate from tuition billing. PLA coursework is not eligible for financial aid.**

**Students may apply for 3, 6, 9 or 12 Jefferson University SCPS PLA credits in a content area. Each award of 3 credits correlates with knowledge equal to content mastered in a 3-credit course. A student may submit PLA materials for a maximum of 12 credits in any one content area. Separate Jefferson SCPS PLA materials must be submitted for each PLA area. Students must register for each PLA focus area separately. *Students may only register for one PLA focus area at a time. All PLA materials must be submitted to the evaluator within five months of the student successfully completing the CSSEM 300 (Professional Practice Seminar) course in the Accelerated B.S. Degree Completion Program.***

#### **PLA Information Sessions, Application and Submission Procedures**

**Students who wish to earn credits through the Jefferson SCPS PLA process must schedule a mandatory individual PLA advising session with the SCPS Director of Student Services before registering for the SCPS PLA process. This advising session should be arranged after successful completion of the CSSEM 300 course in the B.S. degree completion program.**

**Students who wish to earn credits through the SCPS PLA process must submit all of the following:**

- **A registration letter addressed to the Director of Student Services, School of Continuing and Professional Studies, Jefferson that states the intended area(s) for SCPS PLA (including course number selected from the list above) and the number of credits for which the student is registering**
- **A non-refundable PLA registration and assessment fee for the total amount of credits**
  - **Assessment fee is \$200 per SCPS PLA credit.**

**The student and their faculty evaluator will collaboratively develop specific Learning Objectives and Grading Criteria for each PLA course and will submit a signed Learning Contract stating the specific Learning Objectives that must be met. The Learning Contract must be submitted to the Director of Student Services within 60 business days of receipt of the student's registration letter and fee. *The learning and assessment contract must identify the deadline for final submission of all PLA materials. Students and faculty are required to sign the learning and assessment contract and submit the original signed contract to the Director of Student Services, Continuing and Professional Studies. The PLA Learning Contract is only considered valid when it contains the signatures of the student, faculty member, and the Director of Student Services.***

Students will receive notification of the final assessment (CR/NC) of their SCPS PLA submission within 30 business days of submission of all PLA materials. Official posting of PLA credit will be posted on the student's transcript after receipt of the graded Prior Learning Assessment.



**Graduates of Police, Sheriff or Fire Academies**  
**Prior Learning Assessment**  
**Policy and Procedures**  
*Effective 9/1/18-8/31/19*

Consistent with standards set by the Council on Adult and Experiential Learning that allows students to earn credit for learning that occurred through non-classroom based experience, students in the School of Continuing and Professional Studies (SCPS) Accelerated Degree Completion B.S. program may be awarded a maximum of 12 credits *for college-level learning they gained through successful completion of training in a municipal police, sheriff or fire academy prior to entering the SCPS program. Graduates of the Philadelphia Police and Fire Academies or Sheriff's Training Academy will be awarded 12 credits.* Graduates of other municipal training programs will be awarded credits based on an assessment of the specific training program when compared to the standard of the Philadelphia training program. Students may only earn credits for completion of a municipal training program once (i.e., those who have received credits through another regionally accredited academic institution must either use the credits that were awarded by that institution or voluntarily decline to have those credits transferred into Jefferson University).

Jefferson University Prior Learning Assessment **credits in Law Enforcement or Fire Safety will be awarded if the student successfully meets all of the conditions described below.**

1. The student must submit their materials to apply to earn their Law Enforcement (PLA 180) or Fire Safety (PLA 181) credits to the Director of Student Services within five months of successful completion of the CSSEM 300 (Professional Practice Seminar) course. Students will have 20 days to respond to feedback. Students will receive notification of the awarding of credits within ten days of their final submission. All credits must be awarded within six months of the student's successful completion of the CSSEM 300 course.
2. The student must schedule a mandatory individual advising session with the SCPS Director of Student Services before submitting any materials. Detailed information, including a copy of the PLA Student Handbook, and clarification regarding all PLA requirements will be provided at this advising session. Typically, this session should be arranged immediately after successful completion of the CSSEM 300 course.
3. The student must register for PLA-180 or PLA-181 by submitting a letter of registration to the School of Continuing and Professional Studies before beginning the PLA process. A sample PLA registration letter is included in the PLA Student Handbook.
4. Within five months of successful completion of the CSSEM 300 course, the student must submit all of the following in one professional document:
  - Documentation of successful completion of police or fire academy training
  - A paper that describes:
    - Scope and content of the training program
    - Dates of participation in the training
    - Date of graduation
    - Name and contact information of individual who can provide additional verification and information regarding the student's participation in the training program.

- Reflection on their training experience and the college-level knowledge they obtained.
- The final document should be professional in appearance and the reflection paper should be a minimum of three pages in length.

Students will receive notification of the awarding of credits for completion of this municipal training within 30 business days of the final submission of all of the above listed PLA materials. Official posting of PLA credit will be listed on the student's transcript as PLA-180 Law Enforcement or PLA-181 Fire Safety. The grade will be posted as CR. No posting will appear if the student's credentials are not deemed sufficient.

Students who have additional experience in the Law Enforcement or Fire Safety fields may want to consider applying for PLA credits in another content area. Areas that students should consider might be PLA-150 Leadership and Supervision, PLA-146 Training and Development and/or PLA-151 Negotiation and Conflict Resolution.

**Note:** Students must follow the customary Prior Learning Assessment Policy and Procedures when applying for credits earned through any process other than graduation from municipal police or fire academy.

### **School of Continuing and Professional Studies** **Outcomes Assessment Philosophy and Process**

#### **The SCPS Portfolio**

The Jefferson University School of Continuing and Professional Studies (SCPS) values the learning students gain through the Accelerated Bachelor of Science Degree program. To assess that learning, you are required to develop and maintain a portfolio that chronicles your growth and journey throughout the SCPS degree program.

The SCPS Portfolio that you will produce is the way that we assess how well you have satisfied our stated outcomes for the Accelerated Degree Program. The portfolio tracks your development and mastery of our SCPS goals. The Portfolio should reflect your demonstrated ability to retain and apply concepts; to use technology in your professional and personal lives; to communicate effectively through written, oral and nonverbal means; to understand and value cultural and ethnic diversity; to conduct an in-depth analysis of an industry, organization or economic sector; to effectively manage multi-faceted information, to think critically, and to apply multidisciplinary approaches to problem-solving and decision making; to incorporate global perspectives on the world of work into your professional efforts; to apply concepts that reflect a breadth and depth of professional knowledge and skills related to your major area of study; and to be an ethical, responsible citizen and leader in their personal, professional and civic communities.

The final SCPS Portfolio must contain a synopsis of your professional and personal growth throughout the degree completion program. The content of the portfolio is as follows: a reflective essay, updated resume and check sheet; and a selection of artifacts that demonstrate your ability to: analyze an industry or organization; access and use a variety of information and technology; think critically and problem-solve; understand global issues that affect your social and professional lives; and use specialized professional skills and knowledge that have been gained through the B.S. degree program. Each section of the portfolio should demonstrate your

ability related to the outcome goals listed below and should include an explanation for the selection of artifacts in each marked section.

**Students are responsible for retaining graded copies of all work you wish to include in your final portfolio.**

Students begin to develop their SCPS Portfolio in the Professional Practice Seminar. In conjunction with that course, students receive guidelines for developing the SCPS portfolio. Students continue to collect artifacts and reflect on learning throughout the remainder of the degree completion program. The final Portfolio is assessed in the Professional Studies Capstone Seminar (CSSEM-499). Students receive final grading criteria for their SCPS portfolios in conjunction with the Professional Studies Capstone Seminar. You will be graded for the quality, depth and breadth of your autobiographical chronicle about your developmental journey throughout the Jefferson University B.S. Accelerated Degree Completion Program.

All students are required to include specified artifacts (major projects) from the following courses in their portfolio:

- CSSEM-300 Professional Practice Seminar
  - COMM-320 Professional Communications Skills
  - MGMT-361 Leadership Theory and Ethical Practices
  - HUMN-310 Globalization and World Politics
  - IT-201 Learning with Technology
  - SOC-310 Social Science of the Workplace (Optional)
- Students in *all majors except Health Sciences* will be required to include artifacts from
- ECON-331 Economic Decision Making
  - FINC-323 Financial Decision Making

*Health Sciences majors* will be required to include an artifact from

- STAT-311 Finding and Evaluating Statistical Data  
(instead of artifacts from FINC-323 and ECON-331)

*Students will be required to include artifacts from ONE of the following, depending on their major:*

- ACCT TBD
- HRM-350 Cross-Cultural Communication and Diversity Management
- EMS-330 Public Health Issues Impacting Emergency Services
- PSYCH-233 Interpersonal Relations and Small Group Dynamics
- MKTG-102 Principles of Marketing
- HRM-421 Organizational and Employee Relations
- IT-410 Needs Assessment
- LAWEN-410 Advanced Law Enforcement Theory and Management
- LHS-403 Critical Infrastructure: Vulnerability Analysis and Protection
- BUILD & CONSTR STUDIES TBD

Note: CSSEM-499 instructors will make individual accommodations for those students who have not taken one of the above-specified courses at Jefferson University (Philadelphia University + Jefferson University) due to transfer or other legitimate reasons.

### **Scheduling of Classes**

During each accelerated term, all 11 classes from the General Education Core and the Continuing Professional Studies Core are offered, some at the East Falls (Main) Campus and some at the Bucks County and Delaware County locations. The School of Continuing & Professional Studies essentially offers these classes on a rotating basis, so that if HIST-321 – Business, Industry & Work in American History is offered at the East Falls Campus in the first fall accelerated session, in the second fall accelerated session it will likely be offered at the Bucks County or Delaware County location. It will then likely return to the East Falls Campus in the first spring accelerated term.

The major classes are also offered on a rotating basis, but each one is not offered each term. If MGMT-320ACC – Human Resource Practices & Tools is offered at the East Falls Campus in the first fall accelerated session, it will not return to the schedule any sooner than the first spring accelerated term and then it will be offered at the Bucks County location. It will then be approximately another two terms before it returns to the East Falls Campus.

Approximately three to four courses per term will be offered at the Delaware County Location. Classes from four majors; Behavioral & Health Services, Health Services Management, Health Sciences, and Organizational Leadership are also offered on-line. While these classes follow the same rotating pattern of appearing on the schedule, these classes might be at the East Falls Campus one term, nowhere the next term, offered online, then off again, followed by being offered at the Bucks County location.

A limited number of major classes will be offered at the Delaware County location. Major classes, for students majoring in Behavioral and Health Services and Health Sciences, will be offered at this location.

Knowledge, of how the School of Continuing & Professional Studies offers classes, will greatly assist you in progressing smoothly through the program. Once a student has decided their major and successfully completed CSSEM-300, it is important to begin taking the major classes, as they are offered less frequently than the classes from the General Education Core or the Continuing Professional Studies Core.

### **Online Classes**

Each term, two to three classes will be offered in an online format. Typically, one online class will be selected from the General Education Core or Continuing Professional Studies Core and one class will be selected from one of the following four majors; Behavioral & Health Services, Health Services Management, Health Sciences or Organizational Leadership.

Students should not think that online classes are an “easier” option for completing a requirement. Online classes should not be considered a “free-for-all”; nor are online classes similar to

correspondence classes. Deadlines exist in an online class and must be adhered to. Additionally, it is recommended that students not enroll in an online class until CSSEM-300 has been successfully completed. **Successful participation in and completion of an online class demands that the student possess excellent written communication skills, has appropriate computer access and can work well independently.** For additional information, please review the Student Guide to Online Coursework, Appendix 1.

### Course Registration

Online registration for courses in Jefferson University's (Philadelphia University + Thomas Jefferson University) accelerated BS degree completion program through Web Advisor is available to Jefferson University (Philadelphia University + Thomas Jefferson University) students who have been accepted into this program. **All students must register for classes via Web Advisor.**

### Student Responsibilities

As with attendance at any college or university, students enrolled in the School of Continuing and Professional Studies have numerous responsibilities. They include:

- Attending class every week, arriving on time and not departing early.
- Arriving at class prepared (not needing to print a document at the last second).
- Attending class **without** bringing your children. Although it is understood that sometimes childcare issues arise, it is not appropriate to bring children, no matter their age, to the classroom. Even well-behaved children can cause an unnecessary distraction and their presence can negatively affect the quality of classroom discussions. If childcare issues arise, the student should not attend class but instead should discuss their situation with their instructor. If necessary, the student should withdraw from the class if childcare issues pose a persistent problem.
- Acting respectfully toward staff, instructors and your fellow students.
- Notifying your professors if you must miss a class or arrive late.
- Obtaining the correct edition of a textbook and being prepared for the first class session.
- **Checking your Jefferson (Philadelphia University) email account on a regular basis**, as some University departments including Student Accounts, Financial Aid and the Registrar's Office routinely send **important** messages to this address. Please note that the first Blackboard announcement, for every class, is sent to your Jefferson (Philadelphia University) email address.
- Participating in the required Blackboard class activities. Participation in Blackboard is not voluntary and is a required element of all classes in the School of Continuing & Professional Studies. Blackboard submissions must be timely and appropriately address the class topic for discussion.
  - Students should expect to spend at least **1.25** hours per week doing Blackboard activities under the guidance of your Professor.
- Obtaining the necessary Parking Permit (for the East Falls Campus) and ID Card with barcode (for access to East Falls Campus buildings during non-peak hours).
- Being aware of and abiding by the rules concerning plagiarism.

- Completing a course evaluation at the conclusion of every course.

## **Academic Integrity**

To articulate its commitment to academic honesty and to protect members of its community (faculty, students and staff) from the results of dishonest conduct, Jefferson University has adopted policies to address cases of academic dishonesty. These policies are intended not only to emphasize the imperative of academic integrity but also to protect the rights of all members of the University community. The complete text of the Academic Integrity Policy is published in the University's *Student Handbook* ([www.Philau.edu/studenthandbook](http://www.Philau.edu/studenthandbook)).

## **Types of Academic Dishonesty**

The following incidences provide examples of the most common types of academic dishonesty, but other instances may occur outside of the definitions defined here.

### **Cheating**

Cheating is the inappropriate and unacknowledged use of materials, information, designs, ideas or study aids in any academic exercise. The use of books, notes, calculators and conversations with others are restricted or forbidden in certain circumstances. Cheating also includes stealing, buying, or otherwise obtaining a test; buying or selling a paper, painting, sculpture, model, project or design for use in the fulfillment of an academic requirement; or falsifying a grade or attempting to change a grade on a test, official academic record, or a change-of-grade form. Students may not request others (including commercial term-paper companies) to conduct research or prepare any work for them. Students are also not permitted to submit identical work or portions of that work for credit or honors more than once without prior approval of the faculty member.

### **Fabrication**

Fabrication is the falsification or invention of any information or citation in academic work. "Invented" information (that is, information which is made up by the student) may not be used in any laboratory experiment or other academic exercise. The student must always acknowledge any source from which cited information was obtained. A writer should not, for example, reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.

### **Plagiarism**

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every idea or argument that is not one's own must be cited. Only information considered to be "common knowledge" does not need to be cited (when unclear about the definition of "common knowledge" in a particular discipline, students should consult with the faculty member teaching the course).



Paraphrased material taken from print, electronic sources, or other media should also be cited. Along with this citation, the author should acknowledge a paraphrase properly, by using words such as: “to paraphrase Smith’s comment...,” or “drawing on Smith’s ideas about...”

Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly cited according to correct citation conventions. Students must familiarize themselves with the correct citation conventions required in each course. Any questions about what constitutes plagiarism should be discussed with the faculty member. **Documented cases of plagiarism will result in a grade of zero for that assignment.**

### **Facilitating Academic Dishonesty**

Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating academic integrity.

### **Denying Others Access to Information or Material**

It is a violation of academic integrity to deny others access to scholarly resources or to impede the progress of another student deliberately. Examples of offenses of this type include giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals or by deliberately misplacing or destroying reserve materials; or altering computer files that belong to another.

### **School of Continuing & Professional Studies Attendance Policies**

Attendance in class is expected and required. Students are responsible for ensuring that the faculty member is aware of their attendance at a class session. The interchange and involvement in class sessions are an integral part of learning and cannot be replicated through other means. More than two absences will result in a grade of F for the course. Class absences will ultimately affect a student’s class participation grade. Individual instructors will determine how that grade will be affected. Instructors may establish their own policy that allows a student to demonstrate mastery of subject matter when a student misses class due to late arrival/early departure.

Students are encouraged to reach out to their professor via email to let them know in advance of any absences. Such notification does not excuse the absence or negate previous policy statements. Please see the “Handing in work when absent” section below for information on how & when required work must be submitted when missing class.

Students, who, because of religious beliefs, are unable to attend a class or participate in any examination, study or course requirement will be excused and will be provided an opportunity to make up the missed work at the convenience of both the student and the faculty member. While no student will be penalized as a result of religious observances, it is the student’s responsibility to notify the instructor of their planned absence in advance of the scheduled class session.

## **Tardiness & Leaving Early**

Classes start promptly (evening at 6 p.m., day at 1 p.m., and Saturday at 9 a.m.). Attendance is recorded at the start of every class. Students are expected to attend the full duration of each class session. Please make sure that you allow yourself enough time to navigate parking. At no time will a student be penalized for late arrivals under well-documented situations involving traffic issues and/or snow-related issues. Generally, faculty will assess the following penalties for late arrivals/early departures:

- Missing 30 minutes or more for two classes will result in a 10 point deduction from the final course grade.
- Missing 30 minutes or more for three – four classes will result in a 15 point deduction from the final course grade.
- Missing 30 minutes or more for five – eight classes will result in a 20 point deduction from the final course grade.

## **Written Work**

Generally, faculty expects all coursework, except for online discussion questions and participation, to be handed in typed and printed form. Usually, faculty asks that written assignments be typed double-spaced in a document with 1-inch margins, in size 12 font, using Arial or Times New Roman font. Unless otherwise specified, assignments may be printed double-sided to save paper and all assignments should be stapled. Many instructors will request that assignments be submitted electronically via Blackboard. Handwritten assignments are rarely, *if ever*, accepted. Students are encouraged to be sure to save their document in process every few minutes, using the autosave feature, and create backup copies during the writing process and store them somewhere other than their computer's hard drive.

## **Late Work**

Generally, faculty expects assignments to be completed and handed in on time at the start of the class in which it is due. To be fair to students who complete their work on time, homework that is turned in more than 10 minutes after the start of class is generally counted as late and will be penalized points off the assignment grade, per day late. If a student is concerned that they might be late for class, they should consider emailing their work to the professor in advance. **Even when the student is absent from class, the work assigned is still due via email that day, even though you are absent.**

## **Handing in Work When Absent From a Class Session**

Generally, only assignments that are submitted electronically via email before the start of class on the day a class is missed will be accepted. Generally, work that is submitted after the start of class will be counted as late.

## **Extensions**

Extensions are rarely granted and are only allowed in extenuating circumstances, (such as extended illness, the death of a family member, and other events that are beyond a student's control). Procrastinating on one's coursework is not an acceptable reason, even when combined with an extenuating circumstance. In the event of an extenuating circumstance, students should notify the professor as soon as possible, and be prepared to provide documentation.

## **Conduct**

Students are expected to conduct themselves in professional and appropriate ways at all times during their studies, both in-person and online. This includes maintaining appropriate and respectful interactions with their professors, their peers and any guest speakers/lecturers who may join the classroom experience. It includes the appropriate use of electronic support (laptops, cell phones, pagers, etc.) in ways that are not distracting. Minimally, phones should be set to silent/vibrate and should be kept away during class. Texting, chatting, checking e-mail or the like is considered unprofessional. While participation looks different depending upon learning style, every student is expected to be an active participant in their learning, and to contribute to the class process. Student conduct will play a role in participation grades.

## **Extra Credit**

Extra credit asks students to go above and beyond the time required for the course and often requires extra time and resources, which may not be equally available to all students. Some faculty may offer extra credit assignments. However, this option is rarely offered. Students who are struggling with their grades or work in a course are strongly suggested to seek out the professor for support and guidance early in the term.

## **Incompletes**

Incompletes are rarely granted and are only allowed in extenuating circumstances, (such as extended illness, the death of a family member, and other events that are beyond a student's control). Procrastinating on one's coursework is not an acceptable reason, even when combined with an extenuating circumstance. In the event of an extenuating circumstance, students should notify the professor or an appropriate academic school authority as soon as possible.

## **Course Evaluations**

Course evaluations should be completed, online, at the conclusion of every course. Toward the end of every eight-week session, students will receive an email at their University email address informing them that the course evaluation link is "active"/ready to accept your evaluation. The course evaluation process is anonymous and the instructor does not see comments until after final course grades have been posted. Course evaluations are a necessary tool and allow the

department and faculty to make any appropriate changes. Course evaluations are reviewed by several SCPS staff and your comments allow the School of Continuing and Professional Studies to make changes that benefit all of our students.

### **Permission to Take Courses at Another Institution**

**Once enrolled in the accelerated degree program, students are only permitted to transfer free electives and the general requirement classes from regionally accredited institutions.** Prior to registering for any class to be taken away from Jefferson (Philadelphia University + Thomas Jefferson University), students must have their course selection approved by the Director of Student Services and must additionally complete the required Permission to Take Courses at Another Institution form, four to six weeks **prior** to the start of classes at the transfer institution. Failure to do this can result in the student not receiving transfer credit, even if the class was completed with a passing grade. Courses that have been approved for transfer must be completed with grades  $\geq C$  for the credits to apply to the student's program at Jefferson (Philadelphia University + Thomas Jefferson University). **Upon completion of the transfer class, it is the student's responsibility to ensure that the transfer institution forward to the School of Continuing & Professional Studies an official copy of the transcript verifying successful completion of the approved classes. It is also the student's responsibility to notify the Director of Student Services if the course is dropped or the student elects not to take the course after permission is granted.**

### **Adding and Dropping Courses**

#### Adding a Course

Students may add a course until the beginning of the first class session.

#### Dropping a Course

Students who wish to drop a class in weeks one & two may do so through the Web Advisor system, provided they are not dropping to zero credits. Students dropping to zero credits must seek assistance from the School of Continuing and Professional Studies. Additionally, students seeking to drop any classes in weeks three – five must seek assistance from the School of Continuing and Professional Studies. Students who drop a class within the first two weeks will not have any record of that class on their academic transcript. Students who drop a class in weeks three through five will have a "W" placed on their transcripts. It is important to note that the drop dates do not necessarily correspond to the actual number of class meetings, but rather the actual calendar for that term. After week five, students may not drop a class, unless extenuating circumstances exist and an appeal letter is written to, and approved by, the Director of Academic Services.

Students may withdraw from a course or take a leave of absence through the fifth week of a term. Students are asked to complete the **Notification of Course Withdrawal** form which may be obtained from the School of Continuing and Professional Studies. Students who follow this procedure when withdrawing from a course will be awarded a "W" grade which will not affect GPA calculations. Students who *do not* follow this procedure will be awarded a grade

of “F” and their GPA calculations will be affected. To ensure withdrawals are executed promptly, students should consult the online academic calendar for SCPS or speak with an academic advisor.

## **Withdrawal**

### **Withdrawal from the University**

The decision to withdraw from the University is a serious one and is a separate action from withdrawal from a course. Students wishing to withdraw from the University must notify the School of Continuing and Professional Studies in writing. Failure to notify SCPS will negatively impact the student’s ability to return to the University.

## **Grading System**

The University uses a plus/minus grading system. The passing grades for the University are “CR/NC,” “A,” “B,” “C” and “D.” A grade of “F” signifies that the course has been failed. Grade descriptions are listed below:

A = Excellent

Awarded to students who demonstrate an excellent understanding of the subject matter, and who have achieved outstanding results in fulfilling the course objectives.

B = Above Average

Awarded to students who demonstrate an above-average understanding of the subject matter, and who show consistent achievement beyond the usual requirements of the course.

C = Average

Awarded to students who perform at the satisfactory level, and demonstrate acceptable levels of understanding of the subject matter commensurate with continued study in the next successive course.

(Note: To graduate, a student must have a cumulative grade point average of 2.00 or better.)

D = Below Average

Awarded to students as evidence of less than average understanding of the subject matter and weak performance. It indicates insufficient preparation for students to enroll in any course reliant upon an acceptable level of understanding of the particular subject matter. A grade of “D” (1.00) represents a minimum grade necessary to receive credit for the course. The University does not award a grade of D-.

CR/NC = Credit/No Credit

To obtain credit, students must earn a “C” or better in a course. The grade point average will not be affected whether credit is received for the course or not, except in certain cases where the option is used to repeat a course.

F = Failure

Awarded to students showing a poor understanding of the basic elements of the course.

## I = Incomplete

The “I” grade is used to indicate that a student has missed some portion of the required work because of illness or other emergencies beyond their control. It indicates that the student will most probably complete the missing requirements within the prescribed time limit and, when they do, will probably receive a grade of “D” or better for the course. If there is no way that the student could pass the course, then it is inappropriate to assign an “I” grade. Both the student and faculty member assigning the grade must sign the “Agreement for the Completion of Work Outstanding.” Copies of this form are available in the online public folder, the School of Continuing & Professional Studies and the Office of Academic Affairs.

Generally, Continuing & Professional Studies faculty will award grades based on the following scale:

A	93 – 100%	C+	77 – 79%	F	0 – 59%
A-	90 – 92%	C	73 – 76%		
B+	87 – 89%	C-	70 – 72%		
B	83 – 86%	D+	67 – 69%		
B-	80 – 82%	D	60 – 66%		

Students who earn an “F” or “NC” grade are required to repeat the same course during the next term in which it is offered, if the course is the only course that will satisfy the requirement (e.g., CSSEM-300, CSSEM-499, a course expressly required in the major), or they wish to have the failing grade replaced on the transcript.

Graduating students who earn a cumulative Jefferson (Philadelphia University + Thomas Jefferson University) grade point average of 3.60-3.69 will be graduated “cum laude.” Students who earn a cumulative GPA of 3.70 – 3.79 will be graduated “magna cum laude” and students who earn a cumulative Jefferson (Philadelphia University + Thomas Jefferson University) grade point average of greater than or equal to 3.80 will be graduated “summa cum laude.”

## **Repeating a Course**

Students who fail a required course must repeat the same course during the next term in which it is offered if the course is the only course that will satisfy the requirement or if they wish to have the failing grade removed from the GPA calculation on the transcript. (The original grade for the attempted course is not removed from the transcript.)

A student will be permitted to enroll in a course for a second time without conditions, regardless of the grade earned in the course previously.

A student who has failed a course twice will be permitted to re-enroll for a course for the third time when he/she presents the University Registrar with written approval from their advisor.

A student who has passed a class twice and wishes to take it a third time for any reason will need to complete the “Repeating a Course” form and get the appropriate signatures to be allowed to

enroll for the course. Appropriate forms for approval are available online on the Registrar's webpage, <http://www.philau.edu/registrar>.

When a course is repeated, the original grade will remain on the transcript, but it will be removed from the calculation of the grade point average. The new grade will enter into the calculation of the grade point average, even if it is lower than the grade originally earned.

A course failed at Jefferson (Philadelphia University + Thomas Jefferson University) may not be repeated at another institution without prior written approval.

The most recent grade earned is also the one applied to graduation requirements, even if it is lower than the original grade. Any successfully completed course can be applied to graduation requirements only once, no matter how many times it may be taken and passed.

### **Appeal of Adverse Decisions**

Students have the right to question or appeal any decisions that are made regarding them by any official or committee of the University. The first step of the appeal process is to discuss the decision with the individual or committee responsible for that decision. If a satisfactory resolution of the problem cannot be reached at that level, students should ask what additional avenues of appeal are available.

A specific procedure has been established for students who wish to express concern over academic matters.

1. Appeal your grade, in writing (via email) to the instructor and copy Sharon Harris, Director of Student Services ([sharon.harris@jefferson.edu](mailto:sharon.harris@jefferson.edu)). If the instructor determines that there was a grading error, a "Change of Grade" form can be completed.
2. If the problem cannot be resolved at this level, you may file a subsequent appeal with Shelley Osagie, Dean. The appeal to Ms. Osagie must, again, be made in writing, and must thoroughly document your complaint. Your appeal must document one of the following:
  - a. A mathematical/computational error
  - b. Proof that the instructor applied grading standards that differed from what was presented on the course syllabus
3. Ms. Osagie will issue the final ruling on the appeal, typically within ten business days.
4. Before appealing to the instructor or Ms. Osagie, students are welcome to discuss their concerns with Sharon Harris, Director of Student Services.
5. **The appeal process must be initiated before the end of the subsequent academic term.** Appeals initiated after the start of the second term following the term in question, will not be heard.

### **Graduation Application Procedures**

Students nearing graduation must review graduation requirements with an academic advisor at least two terms before they plan to graduate, and they must complete the online application for graduation. Deadlines are April 15 for a candidate for August, December or winter graduation, and October 15 for a candidate for May graduation. Students finishing their degree requirements in March are considered candidates for May graduation; students finishing their degree requirements in June or August are considered candidates for August graduation; students finishing their degree requirements in November are considered candidates for December

graduation and students finishing their degree requirements in January are considered candidates for winter graduation. The University conducts one commencement ceremony, in May, each year. Candidates for December, May or winter graduation can participate in the upcoming May Commencement Ceremony. Candidates for August graduation can elect to participate in the May Commencement Ceremony preceding the date of their actual completion of all degree requirements or August candidates can elect to wait and participate in the following May Commencement Ceremony. All students completing degree requirements must complete the online application for graduation. **Students can choose whether or not to participate in the commencement ceremony, but all students must officially apply for graduation.**

## **Financial Aid**

### **Financial Aid Steps:**

- Complete FAFSA **Yearly** at [www.fafsa.gov](http://www.fafsa.gov)
- Complete Financial Aid Application for the Accelerated Degree Completion Program **Yearly**  
The form can be found online at:  
<http://eastfalls.jefferson.edu/financialaid/Undergraduate/index.html>
- To include a Student Loan (Stafford Loan) in one's Financial Aid package, go to <https://studentloans.gov> :
  1. Complete Entrance Counseling
  2. Complete and Electronically Sign a MPN (Master Promissory Note)
- To review one's overall borrowing and to verify one's Stafford Loan Availability, go to [www.nsls.ed.gov](http://www.nsls.ed.gov)

The School of Continuing & Professional Studies staff are **not** financial aid counselors and **cannot** answer questions concerning potential aid packages and the application process. All financial aid questions should be directed to the staff at the Financial Aid Office at 215-951-2940.

In general, SCPS students must enroll in one class (three hours) in each fall and spring accelerated session and six hours in the one summer accelerated session.

### **Payment Options:**

When registering for courses using WebAdvisor students may choose one of the following payment options:

- Pay the total amount of the tuition bill online with a credit card (American Express, Discover, MasterCard or Visa) or e-check.
- Choose to have a bill sent to your address on file with Jefferson (Philadelphia University + Thomas Jefferson University).  
Evening students who wish to pay their tuition in monthly installments over the course of the term must formally notify the University's Student Accounts Office. The office will enroll you



in a payment plan with Tuition Management Systems (TMS). There is a nominal enrollment fee for this interest-free payment option.

**Please Note: Credit card payments will be assessed a 2.75% service fee.**

**Third Party Billing Authorization:** Students whose employers offer tuition remission will need to submit this information to the Student Accounts Office by the first day of the term. In the event of non-payment by the employer, the student will be responsible for all charges. Notification will be required each term.

**Employer Reimbursement:** Students whose employers offer tuition reimbursement will be responsible for paying the tuition by the first day of classes each term and submitting the proof of payment to their employer for direct reimbursement.

**Refund Policy:** Students are considered in attendance until the course is either dropped online through WebAdvisor or formal notice of withdrawal is received by the Registrar's Office.

Tuition refunds for on-campus classes are calculated as follows:

- 100% before the first class meeting
- 80% before the second class meeting
- 60 % before the third class meeting
- 40% before the fourth class meeting
- 0% after the fourth class meeting

Tuition refunds for online classes are calculated as follows, regardless of log-in status:

- 100% before classes start
- 80% first week of class
- 60% second week of class
- 40% third week of class
- 0% beginning of fourth week of class

### **Tuition Insurance**

Jefferson (Philadelphia University + Thomas Jefferson University) has contracted with A.W.G. Dewar to provide students with tuition insurance. Full-time day students are billed a flat rate per semester for the plan which insures each student's comprehensive tuition and fee charges (and housing and meal plan for on-campus students). Part-time students are billed for tuition insurance on a per-credit basis and the coverage insures the student's tuition charges only. This coverage will be automatically billed each semester.

A tuition insurance claim may be filed if a student must withdraw from the University due to a serious illness or accident after the published tuition refund deadlines. Plan details are available at [www.collegerefund.com/philau/](http://www.collegerefund.com/philau/).

Students may opt to waive this coverage via [WebAdvisor](#). The waiver is good for the academic year and will need to be renewed annually. Students who opt to waive the tuition insurance

coverage will be responsible for billed expenses if they require a medical withdrawal after the published tuition refund dates.

**Accelerated, online and summer students** with different academic terms must waive within the first two weeks of the start of the term.

Any questions related to payment options, refund policy and tuition insurance should be directed to the Student Accounts Office at 215.951.5988.

## **General University Information**

### **Access to University Buildings**

Doors to the Tuttleman Center and other academic buildings are not open all day. During non-peak academic hours, access to various campus buildings does require a current University ID Card with barcode. The ID card is available from Student Engagement, located in the Kanbar Campus Center. Please call 215-951-2701 for hours on obtaining the ID card.

### **Student Identification Cards**

Photo IDs are taken in the Kanbar Campus Center during posted hours for students who attend classes at the East Falls (Main), Bucks or Delaware County locations. Appointments can be made for special cases. Extended hours are scheduled at the beginning of the traditional fall and spring semesters to accommodate evening students and faculty/staff. Students requesting to obtain a Photo ID must present proper identification which includes one of the following: current registration/class schedule or a paid receipt for the current session. For additional information regarding Photo IDs, please call 215-951-2701.

### **Access to and Release of Student Records**

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Jefferson University will neither deny nor effectively prevent current or former students of the University the right to inspect and review their education records. Students will be granted access to their records within a reasonable period after filing a request.

Students have the right to request the amendment of their education records to ensure that the records are not inaccurate, misleading or otherwise in violation of their privacy or other rights. Also, the University will not release or provide access to education records, except “directory” information, without the written consent of the student to any individual, agency or organization (except as provided by the Act). Jefferson University designates the following items as “directory” information: student name, addresses, telephone numbers, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, most recent previous school attended and photograph. The University may disclose any of those items without prior written consent unless notified in writing on the form available from the registrar no later than the fifth day of the fall term, spring term or summer session. Such notice shall be effective only until the end of the academic year.

Confidentiality of information is highly respected at Jefferson University. If students wish any of their education record available to anyone, a consent form is available in the Office of the Registrar. If there is no consent form, information will not be disclosed except to the appropriate person(s) in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of the Act and the U.S. Department of Education regulations on the Act.

Students should refer to the Student Handbook published and distributed annually by the University to obtain further information about student records, policies and procedures and the FERPA.

### **Preferred Name Policy**

The University implemented a new “Preferred Name Policy” and procedure to support students’ use of a preferred or alternate first name, i.e. one that different from their legal name, on certain academic forms including the Class Rosters in Blackboard and WebAdvisor; as well as the displayed name associated with a student’s University email. The link for this new policy is shown below:

<<http://philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#prefName>>

Effective January 2017, students who have not gone through the process of legally changing their name will have the option of adding an appropriate preferred first name, which will be used on University forms where a legal name is not required. To add a preferred name, students should navigate to the <<http://www.philau.edu/registrar/>> Registrar’s Office Forms webpage and complete the

<[https://philau.na1.echosign.com/public/esignWidget?wid=CBFCIBAA3AAABLblqZhAUuGqKuW4ZwoynHZzOvHoI4qaLM1pJ4DsKb0gdcBv\\_AxdDHLO3aLwdbpgU6ggDNxA\\*](https://philau.na1.echosign.com/public/esignWidget?wid=CBFCIBAA3AAABLblqZhAUuGqKuW4ZwoynHZzOvHoI4qaLM1pJ4DsKb0gdcBv_AxdDHLO3aLwdbpgU6ggDNxA*)>

Due to legal requirements, a student’s legal name must be displayed on official documents, including official registration forms; Financial Aid forms and reports; tax forms; immigration documentation for international students; information provided to the health center and public safety; transcripts; and diplomas.

### **Address or Name Changes**

It is the student’s responsibility to see that a valid permanent address and current name is on file in the Office of the Registrar. Any change of name or permanent or local address must be reported to the Office of the Registrar when it occurs. A forwarding address should also be given to the U.S. Postal Service. Additionally, students are encouraged to report their change of name or address directly to the School of Continuing & Professional Studies.

## **Academic Standing**

A student's academic standing is determined at the end of each full-time semester, or after 12 credits if enrolled part-time, on the basis of attempted semester credits and cumulative grade point average. To retain good academic standing, students must have a cumulative grade point average of 2.0 and have earned 75% of the total credits attempted.

The Student Experience Committee periodically reviews student's cumulative Grade Point Average and academic record to ensure good academic standing. Of primary concern to the committee in determining academic standing is a cumulative GPA of 2.0 and normal progress toward degree requirements. When the committee notes problems in academic performance that may jeopardize a student's standing, the student will be notified.

## **Probation**

Students with a cumulative GPA below 2.0 and those who have not earned 75% of the credits they attempted (known as normal progression to a degree) will be placed on academic probation. Students will be required to sign a student success contract with their advisor and meet with their advisor regularly. Students on academic probation may also be on financial aid probation. They are encouraged to keep in close contact with their financial aid counselor.

Academic probation is a means of emphatically informing students that their record is unsatisfactory while there is still time to remedy the situation. Students will be placed on academic probation whenever their records indicate that normal progress toward a degree is in jeopardy. Probation is not meant to be a penalty but should be interpreted as a serious warning to improve the quality of academic work. Students on probation are not permitted to take more than a normal course load and may be required to take a reduced course load. Students on academic probation will not be able to participate in intercollegiate athletics or hold an elected or appointed office in any SGA-recognized student organization. Students on probation should reduce the number of hours of employment whenever possible and limit participation in any other extracurricular activities that interfere with the performance of their academic work.

## **Dismissal/Terminal Probation**

If the student is placed on probation and remains on probation at the end of the following full-time semester, (or twelve credits if part-time), the student will be dismissed from the University. Students may appeal the dismissal through the Student Experience Committee (at a specified date) in either January for fall dismissals or late May/early June for spring dismissals. During this appeal process, the Committee will review all pertinent information, including but not limited to the student's academic and judicial record.

The Committee may elect to place the student on terminal probation and stipulate certain actions that the student must take during the following semester. Details of such actions will be presented to the student in a formal letter. The dismissal, however, may be sustained as a result of the Student Experience Committee review.

If a student is readmitted to the University following an appeal to the Student Experience Committee, a semester will be stipulated for their re-admission. If students wish to enter more than one year from the original semester indicated on their letter, their request must be resubmitted to the Student Experience Committee for re-evaluation.

Students placed on terminal probation must meet the stipulations established for them. Failure to do so will result in automatic dismissal from the University.

### **Parking Regulations (East Falls Campus)**

The vehicle registration process for on-campus University parking is handled through *iparq*, an online parking-management vendor. Every member of the campus community must register any motor vehicle they park on University property.

You can register your vehicle by going to [www.PhilaU.edu/security/parking](http://www.PhilaU.edu/security/parking) and following the instructions for vehicle registration.

At the East Falls Campus, students may NOT park in any space designated for faculty/staff. Violating the parking regulations will result in the receipt of a parking ticket. Students who receive a parking ticket and wish to appeal may do so online at <http://philau.thepermitstore.com>.

### **Parking Regulations (Bucks Campus)**

Students who attend classes at the Bucks County Campus do not need parking permits, but do need to complete a vehicle registration form, which is available at the front desk at the Bucks Campus.

### **Parking Regulations (Delaware County Location)**

Students who attend classes at the Delaware County location do not need parking permits.

### **Safety and Security**

The Office of Safety & Security aims to provide a safe educational environment through a community approach to security, the promotion of personal safety, and the deterrence of crime.

Department personnel enforce University regulations and coordinate contact with other law enforcement agencies to maintain the quality of safety on campus. At the East Falls Campus, a security officer can always be reached by dialing extension x2999 while on campus. Individuals who are locked out of vehicles or buildings can call Safety and Security for assistance. A 24-hour escort service is available to anyone who feels unsafe walking on campus. Safety and Security personnel encourage everyone on campus to call if assistance is needed, no matter what the circumstance. At the East Falls Campus, students are always within sight of one of more than 40 “blue light” emergency telephones, which, when activated, connect you directly with a security officer.

Important security numbers are:

**East Falls Campus** (Emergency # at any time)

- If an emergency occurs, first contact security at 215-951-2999 and then dial 911

**Bucks Campus**

- If an emergency occurs, first contact security at 215-526-0960 and then dial 911

**Delaware County Location**

- If an emergency occurs, dial 911

**Title IX: Sexual Misconduct**

Jefferson (Philadelphia University + Thomas Jefferson University) is committed to fostering a safe living and learning environment for all students. This includes freedom from any form of discrimination, including sexual harassment and sexual violence. We expect community members to engage in relationships that are characterized by mutual respect and affirmative consent. The Jefferson (Philadelphia University + Thomas Jefferson University) Non-Discrimination Statement details the obligation of the University and all its members to respect the rights of all individuals.

The University's response to any sexual misconduct seeks to balance the rights, needs and privacy of victims and those of the accused while maintaining the health and safety of the campus community. Special emphasis is placed on violence prevention, providing support for those who may have been victimized, and ensuring vigorous enforcement of institutional policy and law.

If you or someone you know may be a victim of sexual harassment, sexual violence, or any other behaviors prohibited under this policy, you are strongly encouraged to seek immediate assistance from the Dean of Students Office, Safety and Security, Counseling Center or Health Services.

Students who may be victims of sexual misconduct will be provided counseling and medical referrals; assistance with safe housing and academic concerns related to the sexual misconduct; and information concerning victim's rights. Individuals will also be provided information concerning University, civil and criminal complaints, including how to file such complaints.

For a full description of the University's sexual misconduct policy, please click on the link below: <http://www.philau.edu/titleIX/index.html>

Click on the link below to learn what to do in the event of a campus-wide alert or emergency.

<http://www.philau.edu/security/mobile-guide.html>

### **Inclement Weather Notification**

Listen to KYW, 1060AM to see if we are closed due to inclement weather. For evening and Saturday classes, our snow numbers are:

**East Falls Campus-2230**

**Bucks Campus-2751**

**Delaware County Location-2230**

School closing information is also posted on the University website at [www.jefferson.edu](http://www.jefferson.edu). Additionally, students can call the University's general information number, 215-951-2700.

### **Inclement Weather Policy**

If classes are canceled due to inclement weather, students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of an immediate impact on the students' preparation for the next class meeting. If the class is canceled due to inclement weather or any situation preventing the instructor from conducting class, the instructor has the option to make the class up in week 9 of the term, also known as the make-up session, if available.

### **Photography for Official University Use**

Jefferson (Philadelphia University + Thomas Jefferson University) reserves the right to record the voice and likeness of members of the University community, including its students and faculty, in situations appropriate to the image of an academic institution and to publish such materials in University publications, video, recruitment or other promotional materials and/or to transfer those materials to third parties for appropriate use. The right to photograph and the film may also be granted to third parties with which the University has an agreement. Of course, students can opt out of being in photos.

## **University Resources**

### **Career Services Center**

The Career Services Center is located on the East Falls Campus and serves all Jefferson (Philadelphia University + Thomas Jefferson University) students. The Career Services Center offers students many opportunities to develop the skills for a meaningful career. Career Services provides individual advising by qualified counselors; a comprehensive range of computerized career assessments, employer database and job listings, internships, employer networking receptions, seminars and special events; and on-campus recruiting. For more information, contact the Career Services Center at 215-951-2930 or <http://www.philau.edu/careerservices/>.

## **University Bookstore**

Textbooks for classes offered online or at the East Falls Campus are available at the Campus Store, located within the Kanbar Campus Center at the East Falls Campus. Textbooks for classes taught at the Bucks County Campus or Delaware County location can be ordered online or purchased at the East Falls Campus Bookstore. Textbook rentals are available through the Campus Store. For additional information, please visit <https://www.philaucampusstore.com/>

## **Computer Labs**

Numerous computer lab facilities are available for student use, at both the East Falls (Main) and Bucks locations. Hours and locations of lab facilities include:

**East Falls Campus:** hours of operation are for the traditional fall & spring semesters. Typically, shortened hours of operation are in effect for the summer. Visit the Office of Information Technology at [www.philau.edu/oit/computingsupport/index.htm](http://www.philau.edu/oit/computingsupport/index.htm) to confirm hours of operation. Two computers are available outside of the Tuttleman Café on the second floor in the Tuttleman Center for student use.

### Search Hall Computing Labs 301 & 307

Monday – Thursday	8:00am – 12:00 Midnight
Friday	8:00am – 7:30pm
Saturday	10:00am – 5:00pm
Sunday	12:00 Noon – 12:00 Midnight

### Gutman Library

Visit the Library's website [www.philau.edu/library](http://www.philau.edu/library) to view the Library schedule. Hours of operation vary depending upon the time of the academic year.

### Tuttleman Center

The computers and copiers in the School of Continuing & Professional Studies, room 102, are primarily for faculty & staff. Students may use the printer and computers that are located on the 2<sup>nd</sup> floor of the Tuttleman Center by the snack machines. Computer labs, open to students, are available in the Gutman Library and Search Hall.

### Bucks County Campus, Rooms 114 & 115

Typically these labs are available when the rooms aren't being used by a class or other outside activity. To inquire about lab availability at the Bucks Campus, please call 215-526-0980.



### Delaware County Location

Computer lab on the 1<sup>st</sup> floor (near Innovation Center) of Delaware County location is available for student use.

### **Dining Services**

At Jefferson (Philadelphia University + Thomas Jefferson University), dining services are run by Parkhurst Dining Services with a team of employees who have a sincere interest in the satisfaction of students. Dining Services operates a 350-seat cafeteria, Ravenhill Dining Hall; Tuttleman Café in the Tuttleman Center; and three facilities all located in the Kanbar Campus Center; The Common Thread Grill & Deli, The Common Thread Inner Food Court and Ted's, a facility offering favorite On the Go! and convenience items, along with pizza, Starbucks Coffee and Hershey's ice cream.

#### **Ravenhill Dining Hall**

##### Monday-Friday

Breakfast	7:15am-10:15am
Lunch	11:00am-2:00pm
Dinner	4:30pm-7:30pm

##### Saturday & Sunday

Brunch	10:30am-2:00pm
Dinner	4:30pm-7:00pm

#### **Common Thread Grill and Deli**

##### Monday-Thursday

Breakfast	8:00am-11:00am
Lunch	11:00am-4:30pm
Dinner	4:30pm-7:00pm

##### Friday

Breakfast	8:00am-11:00am
Lunch	11:00am-2:30pm
Dinner	Closed

#### **Common Thread Inner Food Court**

##### Monday-Thursday

Lunch	11:00am-2:00pm
Dinner	4:30pm-7:00pm

##### Friday

Lunch	11:00am-2:00pm
Dinner	Closed

### **Ted's Barista**

<u>Monday-Friday</u>	7:30am-Midnight
<u>Saturday &amp; Sunday</u>	12:00pm-Midnight

### **Ted's Convenience Store**

<u>Monday-Friday</u>	9:00am-9:00pm
<u>Saturday &amp; Sunday</u>	Noon-5:00pm

### **Tuttleman Café**

<u>Monday-Thursday</u>	7:45am-8:30pm
<u>Friday</u>	7:45am-2:30pm

Hours at all of the above facilities are subject to change during the winter recess, spring recess or the summer session.

### **Bucks Campus**

Café B, a facility within the Bucks County Technology Park, offers light snacks, sandwiches, fruit & salad and is open until approximately 4:30 Monday – Thursday evenings.

### **Delaware County Location**

Vending machines are available on the ground floor near the cafeteria of the Delaware County location. The cafeteria is not open in the evening.

### **Accessibility Services**

Any student with a documented disability, including a physical impairment, learning disability or psychological disability, is eligible for services and reasonable accommodations. Accommodations include, but are not limited to, untimed tests, distraction-free testing environment, note takers, textbooks on tape, reduced course load, assistive technology and adaptation to physical facilities. For more information, contact the office at 215-951-6830.

### **Fitness Center**

Located within the Gallagher Athletic & Recreation Center is the Fitness Center, open to all University students. The Fitness Center features a wide array of state-of-the-art fitness equipment, including: treadmills, cross-trainers, stationary bicycles, selectorized resistance machines, dual cable cross-over machines, free weights and more. Hours of operation are:

<u>Monday-Thursday</u>	7:00am-10:00pm
<u>Friday</u>	7:00am-8:00pm
<u>Saturday</u>	10:00am-6:00pm
<u>Sunday</u>	Noon-6:00pm

## **Gutman Library**

The 54,000-square-foot Paul J. Gutman Library blends a traditional book and journal collection with a growing digital-library environment – it is the University’s *Gateway to Information*. Using the World Wide Web as the primary vehicle to deliver information resources to the University community, the automated catalog, important databanks such as LexisNexis Academic Universe, ProQuest, Wilson Web and First Search, and Links to Internet resources are made available as Web-based search systems. These systems can be accessed by members of the campus community from any computer on campus or any remote location.

The University library combines a state-of-the-art building with a comfortable, inviting work environment. Students can find privacy at individual study carrels, share one of the nine study rooms, or relax in the student lounge areas. More than 400 seats are available for student study. With the wireless laptop program, students may borrow laptop computers to use in any study seat or lounge in the building. They may also choose from many wired desktop computers throughout the building.

The Paul J. Gutman Library is more than an information collection. Librarians work together with faculty to educate students about the digital library environment. Promotional events and bibliographic instruction programs, aimed at creating an information-literate student body, are offered throughout the academic calendar year.

The main book collection contains more than 100,000 volumes with special emphasis in the areas of art and architecture, design, textiles, the sciences and business. A contemporary reading collection of best sellers and popular materials is also available. Supplementing the book collection are more than 7,000 journals, trade publications and newspapers in print, electronic, and microform formats. Networked electronic databases and electronic book and journal collections offer students convenient access to this literature, as well as a growing body of electronic full-text publications online. Publications also can be acquired through the library’s membership linking more than 14,000 libraries around the world.

## **Academic Success Center**

The Academic Success Center is the University’s comprehensive source for academic assistance. The Center offers a wide range of advising and tutoring services. Do note that the School of Continuing & Professional Studies students receive their academic advising from the staff in the School of Continuing & Professional Studies at the East Falls (Main), Bucks and Delaware County locations. However, School of Continuing & Professional Studies students may take advantage of the tutoring services available, including writing assistance and study skills/test taking strategies. Because of the unique nature of the accelerated classes, tutoring for specific classes may not be available. Students should always bring a copy of the required textbook and the course syllabus with them to any tutoring session. Students should contact the office at 215-951-2730 before visiting to ensure that they can meet the student’s needs.

## **Supplemental Tutoring**

Students enrolled in courses through the School of Continuing & Professional Studies will have access to Tutor.com. Tutor.com advisors can assist with math-based homework problems, writing assignments and general classroom support in all academic areas. To access Tutor.com, you will need to click 24/7 tutoring on the course Bb site. This service is available 24 hours a day, seven days a week, currently at no charge to you.