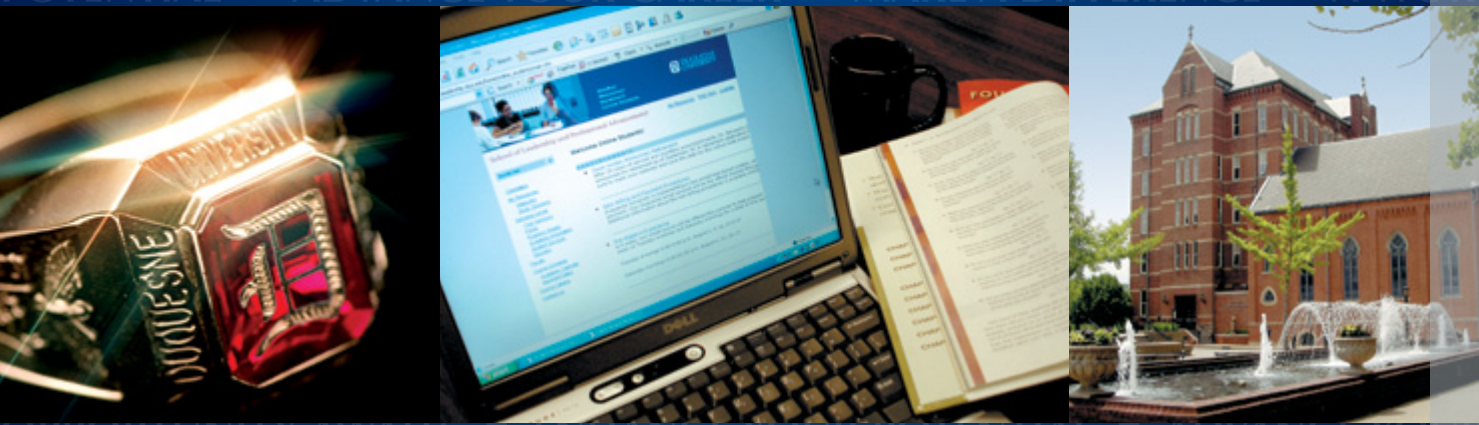


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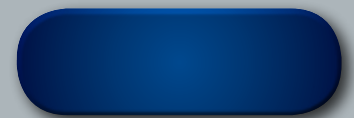
Accelerated Bachelor's Degree Program

Online or On-Campus



SCHOOL OF LEADERSHIP AND
PROFESSIONAL ADVANCEMENT

This PDF document is an Adobe interactive publication incorporating live web links, rollovers and other rich media elements.





“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.”

– Mark Twain



Welcome to Duquesne University’s accelerated bachelor’s degree program. This premier program is a convenient opportunity for adults to earn a bachelor’s degree while continuing to fulfill life’s other important obligations.

As a student, you’ll join a peer learning network of individuals representing the community, corporate, nonprofit and military sectors. As a graduate, you’ll join a Duquesne alumni network of nearly 74,000 worldwide.

Make a difference ... in your career, in the community, in the world. The accelerated bachelor’s degree program will provide new skills that can be readily applied.

The program comprises a wide range of interactive, professionally oriented course work. You’ll earn a Bachelor of Science (BS) or Arts (BA) depending on your major:

- Behavioral Science (BS)
- Computer Systems Technology (BS)
- Humane Leadership (BS) – for those working in animal care and control
- Organizational Leadership (BS)
- Professional Communication (BA)

The School of Leadership and Professional Advancement is committed to delivering the highest quality education to you. We wish you success in your academic pursuits.



SCHOOL OF LEADERSHIP AND PROFESSIONAL ADVANCEMENT

Founded in 1878, Duquesne University is accredited by the Middle States Association of Colleges and Schools. The School of Leadership and Professional Advancement offers educational programs for adults who are often juggling careers, families and other responsibilities. We are committed to the success of our students. We have experience working with adult students ... and we enjoy it immensely!

Duquesne University is regionally accredited by the Middle States Association of Colleges and Schools (3624 Market Street, Philadelphia, PA 19104; 267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

■ *Duquesne University Distinction*

Duquesne University is in the **top tier** of *U.S. News & World Report's* annual ranking of **America's Best Colleges** and is also ranked among **The Princeton Review's Best 373 Colleges**.

■ *Outstanding Faculty*

Learn from dedicated and supportive faculty who uphold the highest standards of education and are experienced leaders in their respective fields. Faculty are drawn from the School of Leadership and Professional Advancement, McAnulty College of Liberal Arts and the professional community. This blend of faculty brings a diversity of practical and theoretical knowledge to the classroom. Read more about our faculty at www.duq.edu/leadership/undergraduate.

■ *Online Academic Excellence*

SLPA programs are listed in the **Sloan Consortium Catalog of Online Educational Programs**, which recognizes high-quality online degree programs. Sloan-C focuses on five pillars of quality in online education: student satisfaction, access, learning effectiveness, faculty satisfaction and institutional cost effectiveness.

■ *Programs for Military Service Members and Veterans*

We understand the unique needs of our active duty, reserve, guard and veteran students. Duquesne University's SLPA has programs listed in DANTES, the Servicemembers' Opportunity Colleges (SOC) and ConAP. We are pleased to offer special military tuition rates and are a Yellow Ribbon Program participant.

■ *Financial Assistance*

Deferred billing is available if your company has a tuition payment plan. A payment plan is also available for students without corporate reimbursement. Financial aid is available provided you meet the specific guidelines for the various grant and loan programs. Duquesne University's Financial Aid office can be reached at 412.396.6607, or visit www.duq.edu/financialaid.

■ *Innovative Student Support and Resources*

- *Online Writing Center*: The center provides online access to writing assistance in any subject. Students can submit questions and have portions of their papers evaluated.
- *Academic Advisors*: Our academic advisors understand the unique needs of adult students. Advisors assist with transfer courses, course selection and other academic issues. In addition to office appointments, advisors are accessible by phone, e-mail and live chat. Evening and Saturday appointments are available.
- *Adult Transition Seminar*: This course introduces the adult student to the college environment while sharpening and enhancing the skills necessary for academic success. Exercises include developing skills in writing, reasoning and critical thinking.

■ *Accessible Staff*

The School office is open Monday through Saturday.

- Monday – Thursday: 8:30 am-6:00 pm EST
- Friday: 8:30 am-5:00 pm EST
- Saturday: 7:00 am-4:00 pm EST

PROGRAM INFORMATION

Courses in the accelerated bachelor's degree program are offered in an eight-week format, with five terms per year. Terms start in August, October, January, March and May. The program can be completed in about four years. Students entering the program with an associate's degree or 60 transfer credits can expect to complete the program in about two years.

Course Format Options

- *Pittsburgh:* All core courses and some major courses are available on Saturdays at Duquesne's main campus in Pittsburgh.
- *Online:* Degrees are available entirely online. There are no campus visit requirements. Online courses are highly structured and academically challenging. While students are not expected to be online at any specific times, they are expected to meet specific participation guidelines. Classes cover the equivalent curriculum and workload, and are taught by the same faculty, as on-campus courses.
- *Hybrid:* Students residing in the Pittsburgh area can combine their campus courses with online coursework based on their scheduling needs and interests.

Opportunities for Advanced Standing

Adult students bring a wealth of life experience to the educational arena. This knowledge and experience may be converted into credits through several methods. An advisor can evaluate your transcripts and inform you of the number of credits that you can expect to gain through the advanced standing opportunities listed below.

- *Transfer Credits:* Credits taken at other accredited universities or colleges may be applied toward

your degree. Certain rules apply: No more than 60 credits can be transferred from a two-year institution, at least one-half of the major must be completed at Duquesne University, and a total of 30 credits must be completed in residence. Only course grades of "C" or better will be considered for possible transfer. (Note: We transfer only the credit, not the Q.P.A.) Other restrictions may apply depending on the program of enrollment.

- *Prior Learning Assessment (PLA):* The PLA Seminar provides an opportunity that allows students to define, organize and document their prior demonstrated college-level learning and earn course credits through a faculty evaluation process. Prior learning that may qualify for college-level

credit must be conceptual as well as practical and must relate to subjects traditionally taught at the University. A student in the School of Leadership and Professional Advancement may earn up to 15 credits, but credits earned cannot be counted as part of the 30 in residence required for graduation. In most cases, credits earned will count toward electives. It is recommended that you discuss this option further with an advisor.

- *CLEP Tests:* The College Level Examination Program (CLEP) is a series of examinations that provides the opportunity to demonstrate knowledge acquired through life experiences. These examinations are available in various subject areas in the liberal arts and sciences. While not all CLEP tests are accepted



PROGRAM INFORMATION (CONTINUED)

at Duquesne, consult with your advisor to determine your eligibility. Students must have fewer than 60 credits toward their degree, including transfer work, in order to be considered.

- **Military Credit:** Students who serve or have served in the U.S. Armed Forces may be eligible for academic credit at Duquesne University depending on the type of coursework completed and the program in which they are enrolled.

Application Requirements and Procedures

The application process is streamlined to fit the needs of busy adults. Your application packet must be complete before it will be reviewed by the Admissions Committee.

- **Application:** Apply online at www.duq.edu/leadership/apply.
- **Letter of interest:** A letter that accompanies your application that describes your background and educational/career goals. Please limit it to two pages. *Email to slpaadmissions@duq.edu.*
- **Official high school transcript.*** A GED diploma may be submitted in lieu of a high school transcript.
- **Any official college and/or university transcript(s)** with prior credits.*
- **Contact the School of Leadership and Professional Advancement** to schedule an admissions interview. This interview can be done by phone for online students. 412.396.5034/1.800.283.3853

**All transcripts must be requested in writing. Transcripts marked "Issued to Student" are not official. Official transcripts are only those mailed directly to the School of Leadership and Professional Advancement from the issuing institution.*

Have your official transcript(s) sent to:

Duquesne University
School of Leadership and Professional Advancement
Admissions Committee
600 Forbes Avenue
Pittsburgh, PA 15282

"It has been the most challenging and fulfilling experience thus far outside of raising three fine sons. I loved Duquesne learning so much that I went back for the master's program in Leadership and Business Ethics. I would encourage anyone to choose Duquesne over other programs if they wish to be tested to the limits of their ability. It is not easy, but the best returns are those generated by hard work and application. The interchange of ideas and viewpoints with fellow seekers of knowledge has turned into the second benefit of my education at Duquesne. I have become more skilled in applying much of the information learned to my teamwork in a data processing environment with the commonwealth."

– Ruth McNeil, Alumna

CURRICULUM

120 total credits is the minimum required for graduation:

■ University Core Curriculum	33 Credits
■ School of Leadership Core Curriculum	9 Credits
■ Major	36 Credits
■ Electives	42 Credits

Courses are three credits each unless otherwise noted. Courses are offered in eight-week terms. Courses subject to change. Please visit www.duq.edu/leadership/undergraduate for course descriptions.

The accelerated bachelor's degree will prepare you to move into the professional ranks of an organization. Through a wide range of interactive, professionally oriented course work, you will prepare for a leadership position in your chosen profession.

PROGRAM OPTIONS

Customize your degree program by choosing from one of five majors:

Behavioral Science

In the Behavioral Science program, students are provided with the behavioral science theories, methods and research findings to provide a

disciplinary understanding of how scientists think about and understand human behavior. Students will understand and apply psychological principles to personal, social and organizational issues. Students will develop insight about their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

The Behavioral Science major is structured around the proposed learning goals and outcomes as specified by the American Psychological Association. Students will be expected to demonstrate mastery of both knowledge and methods in experimental behavioral science, as well as critical thinking skills, ethics and values, information and technological literacy, communication skills and personal development.

Computer Systems Technology

Computer systems and technology are critical to the operations and management of any organization, and their effective and efficient use are considered a critical element for achieving and maintaining excellence. This has driven the need for well-educated professionals in the field.

On a national level, the demand for information specialists is expected to grow faster than average, up to 30 percent by 2018. Regionally, demand is

"The SLPA program is a stellar example of balancing what the working student needs to grow and succeed, and what the administration sees as the highest level of a quality education, real world training, and inspiring and intuitive lecturing. It is designed to ensure that one can be proud of the quality and breadth of their education."

– Joe Marnell, Alum

"The major ingredient for a good foundation for success is one's personal commitment to do what needs to be done in order to obtain his or her degree. Other key ingredients are the SLPA staff, educators and students. This program has literally changed my life."

– Jeanne M. Williams, Alumna

CURRICULUM (CONTINUED)

projected to grow from between 11 percent and 50 percent over a 10-year period (Bureau of Labor Statistics) for computer software engineers, computer specialists, computer systems analysts, and network and systems administrators.

Humane Leadership

This program is designed specifically for individuals working in, or who want to work in, animal care and protection. It provides specific knowledge that will support career goals in animal advocacy and shelter management. Students include animal control officers, humane educators, shelter managers, veterinary technicians and animal care volunteers.



The program combines a foundation in nonprofit management with a grounding in the history, philosophies and issues related to animals. It provides targeted, specific knowledge that will support career goals in shelter management, animal control or animal advocacy.

A post-baccalaureate Humane Leadership certificate is available consisting of a minimum of six Humane Leadership major courses.

Organizational Leadership

Leadership is the ability to help others move organizations forward in changing times. While the focus of the program is cultivating the ability to lead at any level, individuals also develop and refine skills in critical thinking, problem solving, motivating and empowering others, and communicating effectively and persuasively. Students will analyze the practices of leaders and apply their traits, styles and behaviors to their own leadership practice.

Professional Communication

Communication skills are increasingly important in today's workplace. This major acquaints the student with a cross-section of current communication theories and applications. Emphasis is placed on critical thinking, ethical concerns and assessing one's strengths and

weaknesses as a communicator. Students will learn both the theory and the practice of strategic, ethical and persuasive communication to internal (e.g., employees) and external (e.g., customers, suppliers, the community and the general public) audiences.

UNIVERSITY CORE CURRICULUM – 33 CREDITS

- Thinking and Writing Across the Curriculum
- Imaginative Literature
- Calculus with Algebra I
- Basic Philosophical Questions
- Natural Science Requirement
- Theology Requirement
- Ethics Requirement
- Creative Arts Requirement
- Faith and Reason Requirement
- Global Diversity Requirement
- Social Justice Requirement

See course descriptions at www.duq.edu/leadership/undergraduate for examples of courses to fulfill requirements.

CURRICULUM (CONTINUED)

SCHOOL OF LEADERSHIP CORE CURRICULUM – 9 CREDITS

- Adult Transition Seminar
- Information Literacy
- Leadership and Social Change

MAJOR – 36 CREDITS

- *Behavioral Science*
 - Introduction to Behavioral Science
 - Research and Evaluation in Behavioral Science
 - Statistical Analysis and Research Methods
 - Integrative Capstone in Behavioral Science

Students choose eight courses from the following:

- Social Environment and Human Behavior
- Science of Positive Psychology
- Life Span Development
- Disorders of Human Behavior
- Health and Human Behavior
- Principles of Organizational Behavior
- Organizational Psychology
- Organizational Socialization
- Organizational Learning and Knowledge Management
- Power and Politics in Organizations

- Best Practices in Organizations
- Organizational Research
- World Class Organizations
- Organizational Design and Development
- *Computer Systems Technology*
 - Introduction to Computer Systems Technology
 - Introduction to Information Systems Design
 - Information Technology for Modern Organizations
 - Leadership Trends in IT (Capstone Course)

Students choose eight courses from the following:

- Introduction to Programming
- Fundamentals of Computer Programming
- Project Management and Execution
- Technical Communication and Writing
- Problem Solving with Information Systems and Technology
- Database Management Systems
- Network Operating Systems
- Computer and Network Security
- Managing Information Systems Strategically
- Web Technologies and Applications I
- Web Technologies and Applications II



Dimensions of a Duquesne Education

Understanding and Knowledge

- Understand the nature of the human experience through the lens of liberal arts, creative arts and sciences
- Know essential ideas, skills and methodologies required by specific disciplines

Intellectual Inquiry and Communication

- Demonstrate effective research and communication skills
- Apply critical-thinking and problem-solving skills
- Demonstrate intellectual curiosity
- Exhibit dedication to continuous growth and to excellence

Ethical, Moral and Spiritual Development

- Recognize the importance of faith and spiritual values
- Apply ethical, moral and spiritual principles in making decisions and interacting with others
- Practice honesty and integrity in personal, academic and professional domains
- Respect the dignity of all persons

CURRICULUM (CONTINUED)

■ *Humane Leadership*

- Cruelty to Animals and Interpersonal Violence
- Studies in Humane Education
- Animal Health and Behavior in Shelter Environment
- Animal Protection as a Social Movement
- Compassion Fatigue
- Humane Leadership: Special Topics
- Fundraising Basics and Financial Management
- Fundraising, Philanthropy and Resource Development
- Nonprofit Board of Directors
- Strategic Planning and Organizational Effectiveness
- Human Resource and Volunteer Management
- Marketing and Public Relations

■ *Organizational Leadership*

- Principles of Organizational Leadership
- Critical Thinking/Decision Making
- Organizational Communication
- Leadership Capstone

Students choose eight courses from the following:

- Corporate and Community Relations
- Mediating Organizational Disputes
- Creating a High-Performance Success Path
- Personal Abundance and Creativity
- Careers in Organizations
- Leadership and Ethics
- Leadership and the American Presidency
- Leadership and Organizational Culture
- Leadership: Starting from Self
- Gender Perspectives in Leadership
- Leading Organizational Change
- Working Across Cultures: Bridging Oceans of Difference
- Entrepreneurial Leadership
- Principles of Organizational Behavior
- Organizational Psychology
- Organizational Socialization
- Organizational Learning and Knowledge Management
- Power and Politics in Organizations
- Best Practices in Organizations
- Organizational Research
- World Class Organizations
- Organizational Design and Development

Dimensions of a Duquesne Education (CONTINUED)

Diversity and Global Mindedness

- Demonstrate appreciation of diverse cultures, religions and persons
- Learn from diverse schools of thought and be open to new ideas and perspectives
- Appreciate the importance of community in local and global contexts
- Recognize the individual's potential to effect change in organizations, environments and society at large

Leadership and Service

- Demonstrate the academic and professional expertise needed to be leaders
- Understand the moral and ethical framework necessary to be a just leader
- Exhibit leadership and teamwork skills
- Promote social justice
- Demonstrate a spirit of service, social responsibility and personal sense of stewardship for the community

■ *Professional Communication*

- Exploring Intercultural Communication
- Human Communication in a Technological Age
- Communication in the Marketplace
- Communication Ethics
- Integrative Capstone

CURRICULUM (CONTINUED)

Students choose three courses from the following:

- Communication and Community Relations
- Conflict Management in Organizations
- Communication Management
- Integrated Marketing Communication:
Coordinating Advertising and PR
- Organizational Communication
- Strategic Corporate Communication

Students choose two courses from the following:

- Public Speaking

- Business and Professional Communication
- Presentational Communication

Students choose two courses from the following:

- Exploring Interpersonal Communication
- Persuasion
- Argumentation
- Conflict Management in Organizations
- Nonprofit Development and Philanthropy
Communication
- Small Group and Team Communication

ELECTIVES – 42 CREDITS

Elective courses are designed to augment your learning experience by providing an opportunity to expand knowledge outside of your major area. Courses within any other major can be taken as electives. Additional electives are offered throughout the year.

GRADUATE DEGREES

Many of our students continue on to earn their master's degree. The following are graduate education opportunities in the School of Leadership and Professional Advancement. These 36-credit master's degrees can be completed in two years. Visit www.duq.edu/leadership/graduate for details.

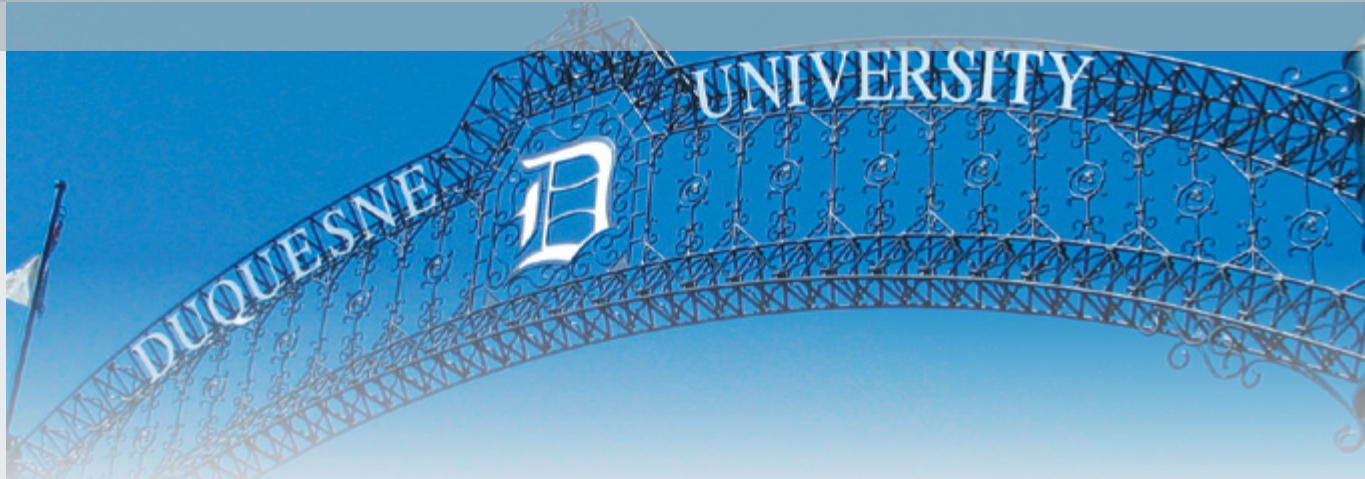
- *MS in Leadership*
- *MS in Leadership, concentrations in*
 - Business Ethics
 - Community Leadership
 - Global Leadership
 - Information Technology
 - Liberal Studies
 - Professional Administration
 - Sports Leadership



COURSE DESCRIPTIONS

UNIVERSITY CORE CURRICULUM

- **Thinking and Writing Across the Curriculum (English I)**
Practice in analysis and expression in many disciplines, as preparation for other work in later courses throughout the University. The course focuses on reading across the curriculum, writing the academic argument essay, grammar skills, research and rhetoric.
- **Imaginative Literature and Critical Writing (English II)**
A college-level introduction to imaginative literature and to a variety of critical techniques for interpreting imaginative literature.
- **Calculus with Algebra I**
This course covers factoring, radical expressions, equations, inequalities, functions and their graphs, exponential and logarithmic functions, systems of equations and inequalities.
- **Basic Philosophical Questions (Philosophy)**
Philosophy, literally the “love of wisdom,” is a discipline for discussing basic questions about ourselves and our world. In this course, in addition to reading and evaluating several works written by major figures, students are encouraged to think philosophically for themselves and to formulate their own answers to perennial philosophical questions.
- **Natural Science Requirement**
The natural science requirement engages students’ curiosity about the workings of the natural world and helps them acquire the basic scientific literacy necessary for informed global citizenship. Through the course options, students have the opportunity to learn what types of questions scientists in a specific field ask and how scientists apply the scientific method by forming and testing hypotheses, by using experimental or observational evidence and by evaluating their conclusions.
- **Theology Requirement**
The purpose of the theology course is to provide students with the opportunity to explore the role of religion and spirituality in their own



lives and the lives of others. The course provides the opportunity for students to understand how religion and theology shape personal, communal and global life. Courses include Biblical and Historical Perspectives, Theological Views of the Person, or Global and Cultural Perspectives.

- **Ethics Requirement**
The ethics requirement engages students in philosophical and theological reflection on the question: “How ought we to live our lives?” Students are provided with knowledge and skills that enable them to recognize and analyze ethical and moral problems and to make ethical decisions in their public, private and professional lives. Courses include Philosophical Ethics or Theological Ethics.
- **Creative Arts Requirement**
The study of the creative arts is essential to a liberal arts education. It provides students with the opportunity to develop integrative skills and to have creative experiences that enhance overall intelligence. Courses include Arts and the Human Experience, Understanding Art or Enjoyment of Music.
- **Faith and Reason Requirement**
Throughout history, the relationship of faith and reason has often informed the ways in which individuals search for truth and understand the world and their own humanness. Students will study how the interactions of religious faith and reason have been expressed and their relationship understood. Courses include Christian Philosophy, Medieval Philosophy or Faith and Atheism.

- **Global Diversity Requirement**
Knowledge of the world’s peoples contributes to students’ development as global citizens. The focus of this theme area is on concepts of cultural and social identity. Diversity may be explored through the study of historical developments; of linguistic, literary and artistic expressions; of geographical, social, political and economic systems; and of religious, spiritual and ethical themes. Courses include Shaping of the Modern World or Judaism, Christianity and Islam.
- **Social Justice Requirement**
Courses in this theme area emphasize social justice values because these values play an integral role in the formation and education of students as agents for ethical change. Through this requirement students are assisted in learning how to be informed global citizens and to take responsibility for being informed and productive participants in the life of society. Courses include Survey of Sociology.

SCHOOL OF LEADERSHIP CORE CURRICULUM

- **Adult Transition Seminar**
This course introduces the adult student to the college environment while sharpening and enhancing the skills necessary for academic success. Selected readings from many disciplines will be followed by a variety of writing assignments. Other exercises focus on developing skills in writing, reasoning and critical thinking.

COURSE DESCRIPTIONS

■ *Information Literacy*

Information literacy involves determining what information is needed and how to locate, evaluate and use that information. Full course description coming soon.

■ *Leadership and Social Change*

This course explores values and skills that allow leaders to make a positive impact on the societies in which they live. With a central theme of leadership, Duquesne University students in the School of Leadership and Professional Advancement ask themselves in this course how the skills they have developed are preparing them to address the social injustices they see in their world. The course is writing-intensive and integrates service-learning into ideas surrounding leadership and social change.

Majors

BEHAVIORAL SCIENCE

■ *Introduction to Behavioral Science*

This course is an introduction to and survey of the science of human behavior and mental processes. There will be a primary emphasis on the application of scientific reasoning and the empirical method to the study of topics such as learning and cognition, the biological bases of behavior, personality, motivation and emotion, social and group dynamics, developmental processes, and behavioral disorders and treatment.

■ *Research and Evaluation in Behavioral Science*

This course is an introduction to the fundamentals of quantitative behavioral research including the identification and selection of testable research problems, developing hypotheses, research designs, data analysis, writing research papers in APA style and ethical

conduct in research. Students will learn to critically evaluate published journal articles, including understanding potential sources of bias. Statistical Analysis is a prerequisite for this course.

■ *Statistical Analysis and Research Methods*

This course focuses on statistical methods in the social sciences. Students will learn appropriate techniques for gathering and analyzing data. Topics include: survey formulation, statistical approaches (includes regression analysis) and the use of statistical software packages in research.

■ *Integrative Capstone in Behavioral Science*

This course provides an integrative learning experience where students will be required to produce and present a summative project or paper drawing on current behavioral science research. This course will be the primary means of programmatic assessment.

■ *Social Environment and Human Behavior*

This course outlines how people's behavior, feelings and thoughts are influenced or determined by their social environment. Topics include person perception, prejudice, discrimination and diversity, the nature of attitudes and social cognition, group dynamics and behavior and interpersonal relations.

■ *Science of Positive Psychology*

This course covers the basics of the new science of positive psychology and reviews empirical evidence of successful positive psychology interventions. The focus will be on human strengths rather than weaknesses, and on understanding human happiness, well-being, flow, optimism and flourishing. Students will gain practical skills in applying positive psychology exercises to their own lives.

■ *Life Span Development*

This course focuses on the theoretical and empirical models that direct developmental research on adulthood and old age. A primary emphasis will be placed on reviewing the empirical literature concerning developmental changes in cognition, motivation and emotion.

■ *Disorders of Human Behavior*

This course is an overview of psychopathology and abnormal behavior among adults. The focus will be on theoretical models of abnormal behavior as they relate to the definition, etiology and treatment of mental disorders. Diagnostic classification of behavioral and biological features of the major syndromes of psychopathology will be discussed.

“MY FIRST SESSION WAS FANTASTIC! I HAD A BLAST BEING BACK AT SCHOOL. I REALLY DO BELIEVE THIS IS A LIFE-CHANGING EVENT FOR ME ... I COULD NOT BE HAPPIER TO BE A PART OF DUQUESNE!”

– STEVE BUCCILLI
AFTER MARKET TEAM LEADER, RESPIRONICS

COURSE DESCRIPTIONS

■ *Health and Human Behavior*

This course is concerned with how behavior influences the development of and recovery from disease. The course will introduce the biopsychosocial model and review existing behavioral, psychosocial and epidemiological data on the relationship between behavior and disease, and how behavior, emotion, and cognition can influence the disease process.

■ *Organizational Psychology*

This course explores in more detail the individual perspective of human behavior in the workplace. Specific topics addressed include, but are not limited to, personality, motivation and communication. Classical and modern psychological theories will be discussed.

■ *Organizational Socialization*

We will explore the inter-dependant dynamics of the interplay between the individual, the organization and the environment through the lens of social-psychology. Specific topics include values, norms, culture and social processes. This course will focus on the process by which organizations and individuals can and do change each other.

■ *Organizational Learning and Knowledge Management*

The purpose of this course is to examine individual, group and organizational learning processes in the workplace. We will discuss adult learning theories and best instructional practices as well as strategies for becoming a learning organization.

■ *Power and Politics in Organizations*

We will explore the processes of power, politics and persuasion. Specifically, we will address types and sources of power and learn the application of politics to getting things done within organizations. Finally, we will also improve our powers of persuasion by understanding the process and practicing the skill.

■ *Best Practices in Organizations*

This course will integrate classic management theories with current practices. The student will integrate multiple perspectives on leading organizations through classic articles, biographies and current

periodicals and or case studies. This course will explore selected topics and themes that vary by instructor and semester.

■ *Organizational Research*

This course provides students with an understanding of the critical role of research, systematic assessment and evaluation to identify and solve organization problems and to improve organization performance. The primary focus is on the practical application of research methods to improve organizational programs, services, policies and performance.

■ *World Class Organizations*

Leaders search for methods to fashion more effective and efficient ways to operate companies, tap human potential and create hospitable work environments. The fundamental fact that businesses are made up of people and not machines, computers or any other mechanical equipment is often overlooked. This course will consider organizational design and development in the paradigm-shifting light of the ingenious workplace. Organizations will be studied as identity-based coalitions, bound together in common narrative, and engaged in entrepreneurial innovation

■ *Organizational Design and Development*

Do you want to help your organization become a world class organization, capable of competing successfully in the global marketplace? Then you must understand the processes and underlying structures that contribute to sustaining organizational performance. This online course will introduce you to the key "pillars" in building a world class organization.

COMPUTER SYSTEMS TECHNOLOGY

■ *Introduction to Computer Systems*

The course is designed so that students can study the components of computing systems common to most computer architectures. In particular, this class will cover hardware organization, the Internet, computer programming, limits of computing and graphics.

■ *Introduction to Information Systems Design*

This course introduces students to the fundamentals of system analysis and design. Students will learn the language of data modeling and the processes involved in iterative design that allow users to improve the functionality of a computer system.

■ *Information Technology for Modern Organizations*

This course acquaints the student with the computer hardware and software resources required to function effectively in today's organizations. Students will also receive hands-on practice with software applications useful for organizational leadership. They will also examine the impact of the information highway on organizational operations.

■ *Leadership Trends in IT (Capstone Course)*

This course integrates the knowledge and abilities acquired within the entire program to allow the student to develop strategic decisions in the application of information technology. This capstone course will investigate the use and application of technology into the business entity. Through case studies and best practice examples, students will analyze the synergies and advantages to be gained from successful implementations of technology. Current trends within the information technology industry and their relation to business success will be discussed. Students will produce a comprehensive case analysis to demonstrate their understanding and proficiency in the area of strategic application of information technologies.

■ *Introduction to Programming*

The purpose of this course is to introduce students to program design process and programming skills. It will not assume prior programming experience. Material covered will include algorithms, and problem solving using a high-level programming language such as C, data structures, including lists, trees, graphs, and array.

■ *Fundamentals of Computer Programming*

This course builds on Introduction to Programming and focuses on advanced Java language features required for professional software

COURSE DESCRIPTIONS

development. Data structures, Computer Programming Fundamentals, C# Programming, Software Development Process, Enterprise Software Development, Web and network programming

■ *Project Management and Execution*

This course will enable students to understand what it takes for successful project execution and change management. They will focus on the PMI Project Management body of knowledge across all phases of a project and will learn the common processes, tools, software, techniques and theories that are needed to manage projects.

■ *Technical Communication and Writing*

IST professionals need to have the ability to translate highly technical information into documents, reports and other communication. Effective technical communication and writing begins with understanding the audience (including non-technical) and purpose. This course will detail planning, structuring, writing, editing, and usability testing. Students will learn to create effective documents including instructions, descriptions, processes and reports.

■ *Problem Solving with Information Systems and Technology*

This course builds on previous knowledge of information systems and technology to explain a scientific approach to problem solving. It will focus on addressing Information Systems and Technology related problems, and learning the methods, concepts and techniques needed to solve organizational problems by. Students will learn how to get the maximum business impact out of the implementation of an information system, as well as how to reliably implement and integrate technology into organizational systems.

■ *Database Management Systems*

This course explores the capabilities and basic architecture of a database and its role as an instrument of competitive advantage. The ability to operate and use a computer in the tasks of creation, retrieval, and maintenance of data files will be covered. Through the use of hands-on tasks, case studies, and projects, students will apply

the theories discussed to practical applications. Current microcomputer relational databases will be reviewed, and direct experience with one will be obtained. In addition, the ability to extract and organize data to better understand operational trends will be discussed. Topics include controls, objects, events, variables, multiple forms, procedures, functions, arrays; file I/O, error handling, and menus.

■ *Network Operating Systems*

This course introduces students to the fundamentals of operating systems. Different operating systems and their corresponding hardware implications will be discussed. Students will not only learn various operating systems, but also different hardware configurations.

■ *Computer and Network Security*

This course will provide practical knowledge on how to set up a secure and effective computer working environment. Students will learn the difference between electronic and cyber security. The general rules for obtaining and securing information and network systems will be discussed. Security breaches and the types of systems that are most vulnerable will also be explored. The basics of cryptography such as key management and digital signatures, etc. and network security such as PKI, IPSec, intrusion detection and prevention will also be examined.

■ *Managing Information Systems Strategically*

This course acquaints the student with the computer hardware and software resources required to function effectively in today's organizations. Students will also receive "hands-on" practice with software applications useful for organizational leadership. They will also examine the impact of the information highway on organizational operations.

■ *Web Technologies and Applications I*

This course will give students an understanding and introduction of the language and services available on the Web and the different

technologies used. It will cover areas such as the history of the web, search engines, HTML, JavaScript, CGI, Java, CSS, DHTML, Server-Side, Security, and other related topics. At the end of the course, students should be able to create and manage a simple web site.

■ *Web Technologies and Applications II*

This course follows on from Applications I and provides further exposure to various web development software suites and the creation of internet multimedia. Topics will include the creation of sophisticated web sites and applets, internet multimedia file types, acquisition and streaming audio/video and graphics animation plug-in programs, multimedia and distance learning and other related topics.

HUMANE LEADERSHIP MAJOR

■ *Cruelty to Animals and Interpersonal Violence*

During the past two decades, the relationship between cruelty to animals and interpersonal violence — once a subject of common anecdotal knowledge — has been substantiated by a significant body of work in social science. Participants in this course will gain a fundamental knowledge of this connection; examine both qualitative and quantitative studies and case histories of the correlation between cruelty to animals, child abuse, domestic violence, elder abuse and teen violence; and explore the broad terrain of community-level partnerships involving humane societies, social service providers and law enforcement agencies. Participants will learn how to recognize the at-risk or offending populations.

■ *Fundraising Basics and Financial Management*

This course covers the key financial management principles and skills that are relevant for nonprofit organizations. The class will include discussions on and exercises in a variety of topics, including: preparing and analyzing financial statements; budget development and management; managing endowments and grants; cash flow analysis; financial planning and forecasting; tax issues for nonprofit organizations; preparing for an audit review.

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■ *Fundraising, Philanthropy and Resource Development*

This course will cover the basics of fundraising for nonprofit organizations. The class will include: how to establish and implement a comprehensive fundraising strategy; how to establish positive relationships with current and potential donors; different approaches for fundraising from individual and institutional donors; the roles played by nonprofit boards, staff and volunteers in the fundraising effort; best practices in nonprofit fundraising.

■ *Studies in Humane Education*

This course will examine the history and theory behind the teaching of kindness to animals, and explore some of the most important topics in contemporary studies of humane education. These include the development of empathy and the theory of transference, the relevance of gender differences in attitudes and conduct toward animals, the challenge of correlation or blending and the evaluation of humane education's impacts and outcomes. What is the relationship between humane education and character education? Between humane education and environmental education?

■ *Animal Health and Behavior in Shelter Environment*

This course examines basic health and behavioral management issues involving shelter animals. Topics include epidemiology, shelter design and sanitation, immunization and vaccination policy, management of data, disease treatment protocols, the basic principles of nutrition and feeding and collaboration with public health agencies.

■ *Human Resource and Volunteer Management*

In this course students will consider the strategic importance of employees in helping an organization fulfill its mission goals. They will learn about best practices in recruitment and hiring, placement and orientation, staff development, environmental health and safety, labor relations, employee recognition, and compensation and benefits. The importance of understanding HR policy, employment agreements, fair employment practices, documentation and labor law will be stressed. The course will adopt the perspective of the HR generalist who must also learn where to go when additional expertise is needed.

■ *Compassion Fatigue*

This course, designed especially for animal care and control professionals and other animal advocates, will provide students with the expertise to assess the signs and symptoms of compassion stress, and to utilize appropriate strategies to prevent compassion fatigue and its related stresses, traumas and illnesses.

■ *Strategic Planning and Organizational Effectiveness*

Nonprofit organizations operate in a dynamic environment in which many other agencies compete for resources while serving the same constituency by providing a variety of services. Skilled leaders know how to assess an organization's current level of performance, and then move the organization toward even greater effectiveness. This course will teach leaders to think strategically in such a context as they plan for the organization's future success. They will learn how to link mission with strategy and to develop operational plans that maximize the organization's impact on its target constituency in its community. Emphasis will be placed on strategy formulation as a participatory process that engages those who will execute an organization's strategy by having them help shape it. Ways to combine skilled management practices with inspiring leadership will be discussed.

■ *Animal Protection as a Social Movement*

In the past four decades, the modern animal protection movement in the United States has worked to improve the lives of animals by providing shelter and safety, winning local, state and national policy protections, and transforming social attitudes and human behavior. Drawing on both sociological and political science literature on social movements, the course explores the ideas, activists, issues and organizations that comprise the animal protection movement and the diverse set of strategies employed by the movement, including public education, protest, lobbying, litigation, direct service, and elections.

■ *Marketing and Public Relations*

The use of strategies and tactics to generate public awareness, change public policy, or otherwise influence attitudes and conduct is fundamental. Public relations communications concepts and marketing techniques will be examined with respect to building relationships with the media and external constituencies. Emphasis is on practical application of public relations concepts and marketing strategies. The course relies in part on case studies and tactics that aid in developing a marketing and PR plan for the nonprofit organization.

■ *Nonprofit Board of Directors*

As the governing body of any nonprofit organization the Board of Directors is responsible for the running of the institution and every aspect of its well being. We will review sample nonprofit organizations and their board structure and will investigate and promote best practices of organizations which have been cited as leaders in the area of board effectiveness. In building and developing the board, we will explore techniques that can help ensure the right members can be identified and cultivated to serve. Students will be provided with tools and skills to help in their understanding of how senior staff can effectively assist in building a strong, active and committed board of directors.



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ORGANIZATIONAL LEADERSHIP

■ *Principles of Organizational Leadership*

Introduction to the historical concepts, principles and theories of leadership emphasizing self-assessment, contemporary views and issues, basic skills and competencies. Particular attention will be given to differentiating the interdisciplinary nature of leadership from the traditional discipline of management and to providing application opportunities within the classroom and/or workplace setting.

■ *Critical Thinking and Decision Making*

This course is designed to provide students with a broad-based, multi-disciplinary knowledge of decision making and the kind of well thought-out reasoning that informs good decision making. The ability to make good decisions is not only an essential life skill, it is an important element in leading within organizations and in society. Students will be expected to analyze, critique and apply good reasoning and thinking skills to decision-making processes.

■ *Organizational Communication*

This course investigates the scope and function of communication processes in organizations. Topics include: organizational theory, Japanese management styles, supervisor/subordinate communication patterns, managerial styles, informal communication, network analysis, organizational climate and culture, motivation and satisfaction and communication audits.

■ *Leadership Capstone*

The capstone seminar is the integrating experience for the organizational leadership concentration. Students will pull together their leadership philosophy and significant experiences from this past year, read and discuss case studies in leadership, prepare a summary of their significant leadership learning and learn to make an effective group presentation regarding their accomplishments in the leadership curricula.

■ *Corporate and Community Relations*

This course will sharpen students' knowledge of the business benefits of good corporate citizenship. Time will be spent discussing operational integrity and how the triple bottom line of financial/environmental/social performance can be measured. The value of linking corporate community relations with long-term shareholder value and profitability will also be discussed, as will multiple stakeholder relationships and effective outreach using concepts such as corporate philanthropy, sponsorships, cause-related marketing and employee volunteerism.

■ *Mediating Organizational Disputes*

This course is an exploration of the theories, methods, skills and practices associated with successful approaches to managing and, ultimately, mediating disputes within organizations. Students will learn current concepts and models, identify a variety of approaches to conflict and its management, review the distribution of organizational power and develop their own skill and ability to manage and mediate organizational conflict.

■ *Creating a High-Performance Success Path*

Naturally, being smart is an advantage. However, research supports that the most successful people and organizations approach their endeavors and deal with variables differently than those who are not as successful. A few prominent social scientists and consultants have found that "secrets" practiced by these highly successful "Star Performers" focus more on how they approach life and work, rather than cognitive ability alone. For this reason, this course explores such research completed by Stephen Covey, Robert E. Kelley, and other experts in the field of "success." Students will have an opportunity to benchmark their work strategies with star performers. As a result, students will create their own high-performance success path that can have a significant application to their lives.

■ *Personal Abundance and Creativity*

The course is designed to aid students in identifying their complete potential and to facilitate the viewing of their lives as a canvas on which they express this potential to create a work of art. The course

will address two questions: Who am I? What is my work? The first question represents identifying the student's complete potential. The second question represents the student's life's work, that which provides the opportunity for the expression of their complete potential and gives their life meaning, satisfaction and a driving sense of purpose.

■ *Careers in Organizations*

This course focuses on the changing role of career development in organizations, the leader's role as a mentor and career development strategies for individuals. Students will experience self-exploration and self-awareness to help make career decisions and forge a career plan. Since the role of mentoring is becoming increasingly important to organizational career development strategies and the career success of individuals, the mentor/protégé relationship and techniques to manage careers in organizations are examined.

■ *Leadership and Ethics*

In addition to learning more about the content of business and ethics and leadership, as examples of human behavior, this course will also emphasize and exercise critical-thinking skills. These skills, once sharpened, can be used in every area of one's personal and professional life; they are the basis of rational thought itself.

■ *Leadership and the American Presidency*

This course is intended to examine the modern presidency. We begin by examining the presidency of Franklin D. Roosevelt and proceed to the current president. What are the leadership qualities that qualify people for the presidency? Why have some presidents been regarded as successful leaders while others have not? What criteria do we use to measure or evaluate leadership in this context?

■ *Leadership and Organizational Culture*

This course will provide students with a better understanding of organizational culture and the power the culture has over the entire organization. We will take an in-depth look into the cultural characteristics of not only the organization but also the organization's

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leadership. From this analysis we will be able to clarify how the organization's culture is shaped, how it is passed on through various generations, groups, and subgroups. We will be able to assess whether the culture is a constraint or a facilitator to the organization's success and explore how a culture, once established, shapes the selection of future leaders.

■ *Leadership: Starting from the Self*

This course will explore the essentials of emotional intelligence as they relate to narrative nature of human being and the practical effects of this understanding for effective leadership. Emotional intelligence, via attention to one's personal narrative and individual identity, can be nurtured and strengthened in each of us—it is an ongoing process of discovery. Through thoughtful self-assessment and self-reflection, students will identify their strengths as well as their opportunities for personal growth by becoming skillfully engaged in his or her individual identity as the basis for expanded emotional intelligence.

■ *Organizational Psychology*

This course explores in more detail the individual perspective of human behavior in the work place. Specific topics addressed include, but are not limited to personality, motivation, and communication. Classical and modern psychological theories will be discussed.

■ *Organizational Socialization*

We will explore the inter-dependent dynamics of the interplay between the individual, the organization, and the environment through the lens of social-psychology. Specific topics include values, norms, culture, and social processes. This course will focus on the process by which organizations and individuals can and do change each other.

■ *Organizational Learning and Knowledge Management*

The purpose of this course is to examine individual, group, and organizational learning processes in the workplace. We will discuss adult learning theories and best instructional practices as well as strategies for becoming a learning organization.

■ *Power and Politics in Organizations*

We will explore the processes of power, politics, and persuasion. Specifically, we will address types and sources of power; learn the application of politics to getting things done within organizations. Finally, we will also improve our powers of persuasion by understanding the process and practicing the skill.

■ *Best Practices in Organizations*

This course will integrate classic management theories with current day practices. The student will integrate multiple perspectives on leading organizations through classic articles, biographies, and current periodicals and or case studies. This course will explore selected topics and themes that vary by instructor and semester.

■ *Organizational Research*

This course provides students with an understanding of the critical role of research, systematic assessment, and evaluation to identify and solve organization problems and to improve organization performance. The primary focus is on the practical application of research methods to improving organizational programs, services, policies, and performance.

■ *World Class Organizations*

Leaders search for methods to fashion more effective and efficient ways to operate companies, tap human potential, and create hospitable work environments. The fundamental fact that businesses are made up of people and not machines, computers or any other mechanical equipment is often over looked. This course will consider organizational design and development in the paradigm shifting light of the ingenious workplace. Organizations will be studied as identity-based coalitions, bound together in common narrative, engaged in entrepreneurial innovation.

■ *Organizational Design and Development*

Do you want to help your organization become a World Class Organization, capable of competing successfully in the global marketplace? Then you must understand the processes and

underlying structures that contribute to sustaining organizational performance. This online course will introduce you to the key "pillars" in building a World Class Organization.

PROFESSIONAL COMMUNICATION

■ *Exploring Intercultural Communication*

This course provides a foundation for improved intercultural communication. Exploring Intercultural Communication studies the influence of cultural diversity on interpersonal (one on one) interactions, but resists the temptation to trivialize intercultural communication by reducing it to a set of "do's and don'ts" of another culture. Instead, this course fosters understanding and respect for disparate worldviews. Second, the course transcends a limited "skills" approach and looks instead toward theory that grounds understanding of differences in belief, cultural practices, values and ethics and their influence on intercultural engagement in interpersonal settings. This course meets the requirements for the Global Diversity Theme Area core requirement.

■ *Human Communication in a Technological Age*

This course engages ethical and practical implications of an increasingly technologically mediated society in which people create, use, and are influenced by technological change in every sphere of human communication. Students explore ethical questions concerning new communication technologies and applications — learning to ask not "can it be done?" but "should it be done?" Students learn to build communicative practices in which technology assists, rather than controls, human communication.

■ *Communication in the Marketplace*

This course provides an introduction to communication in marketplace contexts, with particular attention to professional discourse with internal and external audiences. Topics may include an introduction to advertising and public relations/integrated marketing communication, professional communication in the workplace, and sales and service communication.

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■ *Communication Ethics*

This course explores theoretical and applied issues surrounding ethical decisions in relational, organizational and public communication contexts. Emphasis is placed on identifying “the good” that underlies various approaches to communication ethics and that emerge in narratives that guide personal and professional life.

■ *Integrative Capstone*

This course provides an opportunity to integrate communication theories in all domains of human life to generate an ethical framework for communication in human life.

■ *Communication and Community Relations*

This course explores community relations efforts as they are implemented by IMC/public relations professionals in nonprofit, corporate, agency and governmental organizations. Community relations are a vital part of corporate communications’ management function to lead, motivate, persuade and inform its various publics. Hence, it is an important facet of the public relations function of integrated marketing communication.

■ *Conflict Management in Organizations*

This course examines the role of communication in managing and regulating interpersonal and organizational conflict. Application to conflict in everyday interpersonal and professional communicative interaction is explored.

■ *Communication Management*

This course introduces the communication professional to the principles of managerial communication. Theory and application of managerial best practices are discussed. Students focus on scholarship of managerial communication and discuss differing managerial styles in relation to different corporate structures.

■ *Integrated Marketing Communication: Coordinating Advertising and Public Relations*

This course covers the principles and practices of marketing communication and emphasizes a comprehensive, integrated approach to the total marketing communication mix including advertising, public relations, sales, promotion, personal selling and interactive strategies.

■ *Organizational Communication*

This course examines current research in organizational communication. Topics including organizational socialization, decision making, leadership, functionalist, interpretive and cultural perspectives, systems and information processing approaches, communication networks, structure and environment, and other classic and contemporary issues.

■ *Strategic Corporate Communication*

This course examines theoretical and applied strategic management of communication in profit and not-for-profit corporate settings critical for organizational success at all levels. Topics include strategic message production for internal and external audiences, including employees, investors and other stakeholders.

■ *Public Speaking*

This course develops communicative skills necessary to analyze verbal discourse and to perform effectively in public speaking situations that confront the educated person and emphasizes the importance of standpoint and worldview in understanding, developing and articulating positions. This course meets the requirements for the Faith and Reason Theme Area core requirement

■ *Business and Professional Communication*

This course focuses on multiple modes of communication in business, government, industrial, and nonprofit or service organizations ranging from routine messages, memos, and e-mail to letters and professional presentations. Course highlights persuasion as a key component of all business and professional messages.

■ *Presentational Communication*

This course prepares students to grasp the dynamics and constraints of addressing people with oral communication in professional performance contexts. From a base in rhetorical theory and philosophy of communication, the course equips students to handle a range of oral presentations with agility, including principles and practices of audio-visual support.

■ *Exploring Interpersonal Communication*

This course introduces interpersonal communication praxis (theory-informed action) in personal and professional relationships. The course develops communication skills in a variety of personal and professional relationships, including friendships, romantic relationships, work relationships, and family relationships and explores how interpersonal justice, a requirement for social justice, both stemming from and contributing to its action, requires reflection and care. This course meets the requirements for the Social Justice Theme Area Core Requirement.