

March 2010 Addendum to 2009-2010 Academic Catalog

Effective March 29, 2010



ACTION	PAGE	ITEM
Update	Page 14	<p>Ellis University evaluates each candidate according to the following admission standards:</p> <p>Undergraduate:</p> <ul style="list-style-type: none"> • Completion of a high school diploma or its equivalent. • One of the following criteria: <ul style="list-style-type: none"> ○ Good academic standing and completion of at least 12 semester credits from an institution that is accredited by an accrediting association that is recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation. <ul style="list-style-type: none"> ▪ Good academic standing: students who have been academically dismissed from other colleges or universities are ineligible to pursue courses at Ellis University unless they meet one of the following conditions: <ul style="list-style-type: none"> • Earned 12 semester hours from an institution that is accredited by an accrediting association that is recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation with a minimum GPA of 2.0. • Have not attended any college or university for one year since being academically dismissed. • May appeal to the dean of the academic program to which they are applying and at the dean's discretion the previous requirements may be waived. Undergraduate students who have their appeal approved will be placed on academic probation and must have a GPA of 2.0 or higher upon the completion of their fourth course at Ellis University. Students will be restricted to one course per term and must meet weekly with their academic advisor. Students who fail to earn a GPA of 2.0 after their fourth course will be academically dismissed from the University. ○ An active military or honorably discharged veteran. ○ An individual over the age of 23. • Students who have not successfully completed 12 hours of college level work may be considered for provisional acceptance into the College Success Certificate. Students who are accepted provisionally are not admitted as a regular degree-seeking student until they satisfy the normal admission requirements. <p>Graduate:</p> <ul style="list-style-type: none"> • Completion of a bachelor's degree from an institution that is accredited by an accrediting association that is recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation.

March 2010 Addendum to 2009-2010 Academic Catalog

Effective March 29, 2010



		<ul style="list-style-type: none"> Depending on the major field of study, additional requirements may apply for admission. See specific Ellis University program for details. At the discretion of the dean, graduate admission requirements may be waived. Documentation of any exception will become a part of the student's permanent file. <p>International Students</p> <ul style="list-style-type: none"> A score of 79 on the IBT TOEFL for international applicants who graduated from a secondary school in which English was not the primary language of instruction.
Update	Page 45	<p>Program Name Change*</p> <p>Bachelor of Science in Information Technology is now</p> <p>Bachelor of Science in Management of Information Systems^</p> <p>*Only applies to new students enrolling in the program ^See program information below</p>
Update	Page 48	<p>Program Name Change*</p> <p>Master of Arts in Communication Arts – Advertising and Public Relations Specialization is now</p> <p>Master of Arts in Business Communications</p> <p>*Only applies to new students enrolling in the program</p>
Correction	Page 54 & Page 91	<p>CRJ 361 Correctional Treatment</p> <p>should be:</p> <p>CRJ 361 Institutional Corrections</p>
Correction	Page 54 & Page 94	<p>CRJ 460 Institutional Corrections</p> <p>should be:</p> <p>CRJ 460 Correctional Treatment</p>
Update	Pages 55-56	<p>Program Course Requirements*</p> <p>The number of required Core courses in the Bachelor of Arts in Paralegal Studies program has increased to 42.</p> <p>Core</p> <p>PLG 110 Introduction to Paralegal PLG 120 Legal Ethics and Professional Responsibility PLG 130 Introduction to Law PLG 140 Law Office Technology PLG 210 Legal Research and Writing PLG 220 Torts PLG 230 Civil Litigation PLG 240 Contract Law PLG 250 Advanced Research and Writing PLG 260 Criminal Law[#]</p>

March 2010 Addendum to 2009-2010 Academic Catalog

Effective March 29, 2010



		<p>PLG 270 Real Estate Law[#] PLG 310 Estate Planning[#] PLG 320 Family Law[#] PLG 410 Constitutional Law[#]</p> <p>The number of Paralegal Electives has been reduced to 21 credit hours.</p> <p>[#]Formerly part of paralegal electives.</p>
Updated	Page 85	<p>Field hours required</p> <p>CHD 111 Health, Safety & Nutrition in Early Childhood 3 Credits This course is an examination of the contributions of effective health, safety and nutrition practices on the well-being of children. Course will include a review of basic hygiene practices, health maintenance and illness prevention, as well as environmental safety practices, accident prevention, and nutritious meal planning for promoting optimal growth, development and learning. Community resources will be explored. <i>6 field experience hours are required. (Not required for students from CDA program with credits in ECE 101)</i></p>
Updated	Page 85	<p>Field hours required</p> <p>CHD 201 Observation and Assessment in Early Childhood 3 Credits Provides students with skills needed for observation of children, documentation, and interpretation to develop curriculum, long term projects and parent communication in early childhood programs. Overview of common assessment and observation tools in early childhood. Students observe children in structured and unstructured situations, record their observation, and use records as a way of assessing strengths and needs of individual children. Field observation is required. <i>15 field experience hours are required.</i> <i>Prerequisite: EDP 101</i></p>
Update	Page 86	<p>Field hours required</p> <p>CHD 211 Early Childhood Methods: Science and Math 3 Credits Examines theories of cognitive development as a framework for conceptualizing the way young children acquire scientific and mathematical skills, concepts, and abilities. The course enables students to research and develop appropriate individual and group scientific/mathematical activities for young children. It examines the fundamental concepts of comprehensive early childhood science and mathematics curriculums. Students learn to create an active, hands-on learning environment that fosters creativity, curiosity, confidence, and persistence. Students learn to plan a comprehensive, interactive program that meets individual and group needs, interests, abilities and development. Includes a field-based component in which students carry out activities in an early childhood setting and use scheduled conferences to evaluate current performance. <i>15 field experience hours are required.</i> <i>Prerequisite: TIE 110, RLT 202, and CHD 201</i></p>



Update	Page 86	<p>Field hours required</p> <p>CHD 212 Early Childhood Methods: Language and Social Studies 3 Credits This course examines theories of social and language development as a framework for conceptualizing the way young children acquire language, literacy, and social skills, concepts, and abilities. It enables students to research and develop appropriate individual and group language arts and social studies activities for young children. The course also examines the fundamental concepts of comprehensive early childhood social studies and language arts curriculums. Students learn to create an active, hands-on learning environment that fosters creativity, curiosity, confidence, and persistence. Students learn to plan a comprehensive, interactive program that meets individual and group needs, interests, abilities and development. The course includes a field based component in which students carry out activities in an early childhood setting and use scheduled conferences to evaluate current performance. <i>15 field experience hours are required.</i> <i>Prerequisite: TIE 110, RLT 202, and CHD 201</i></p>
Update	Page 86	<p>Field hours required</p> <p>CHD 241 Child, Family & Community Relations 3 Credits Study of diverse family structures, family systems theory, and the educator's role in working with families. Critical events in the lives of families and other stressors will be examined. Focus on effective methods of facilitating communications, parent involvement, and the coordination of family, school and community cooperation with culturally diverse populations. <i>15 field experience hours are required.</i> <i>(Not required for students from CDA program with credits in ECE 102)</i></p>
Update	Page 86	<p>Field hours required</p> <p>CHD 260 Guiding Young Children and Managing the Classroom 3 Credits This course investigates developmentally appropriate guidance and discipline practices that are supportive of heterogeneous populations, including children with challenging behaviors, in early childhood learning environments. Examines a relationship-based approach to adult-child interactions. Explores current brain research on the development of executive functions, and strategies for supporting children in the development of self-regulation, pro-social behaviors, communication, and conflict resolution skills. Addresses emotions and the limbic system and their impact on behavior. <i>15 field experience hours are required.</i> <i>Prerequisite: EDP 101 for students with a CDA credential or EDP 202</i></p>
Updated	Page 102	<p>Field hours required</p> <p>ECE 210 Art, Music, and Movement in Early Childhood 3 Credits This course provides students with a conceptual and experiential base for the use of art, movement, drama, and music in the education of young children. The content will focus on actual skill development, along with the rationale and importance of using these areas in a curriculum for young children.</p>

March 2010 Addendum to 2009-2010 Academic Catalog

Effective March 29, 2010



		<p>Through active participation with hands-on experiences, students work with the concepts of age and developmental appropriateness when designing fun activities with all subjects. Students will also investigate the development of self-taught art techniques in young children. Students practice working with various media and materials as used with the young child. This course presents developmentally appropriate musical activities with emphasis on movement, songs, and simple dances. Students learn to plan and implement a comprehensive and developmentally appropriate art, music, and movement program for young children. <i>15 field experience hours are required.</i> <i>Prerequisite: EDP 201</i></p>
Update	Page 102	<p>Field hours required</p> <p>ECE 101 Introduction to Early Childhood Education (CDA course) 3 Credits Examines the world of early childhood education. This course assists those individuals that are interested in a professional career as an early childhood educator. In addition, it covers current issues and trends regarding the benefits of early childhood education. This course also provides an overview of early childhood care and education, including the basic values, structure, organization, and programming in early childhood. Focuses on creating and maintaining a healthy and safe learning environment for young children. Students learn about the basic nutritional needs of children, good health practices, and accident prevention in the home and classroom. <i>15 field experience hours are required.</i></p>
Update	Page 103	<p>Name Change</p> <p>ECE 511 Mood and Learning in Early Childhood is now</p> <p>ECE 511 The Science of Early Childhood Brain Development</p>
Update	Page 105	<p>Field hours required</p> <p>EDP 102 Early Childhood Learning Communities (CDA course) 3 Credits Focuses on the child in the context of family and community. This course looks at issues of communication, diversity, professionalism, and social policy. It also promotes awareness and effective use of community resources. Students gain knowledge of the importance of parent-teacher partnerships in the education of young children. Skills will be developed to support families and enhance parent involvement in early childhood programs. Students learn to involve parents in understanding the child's home and school environments. <i>15 field experience hours are required.</i> <i>Prerequisite: EDP 101</i></p>
Update	Page 105	<p>Field hours required</p> <p>EDP 101 Early Childhood Growth and Development (CDA course) 3 Credits Focuses on how a teacher or caregiver can foster physical, emotional, social, creative, and cognitive development. This course provides instruction on the quality care techniques for children, from infancy to five years of age. It highlights the development of teaching and interaction skills that can be applied to a wide range of children from a variety of backgrounds and at all developmental levels. Students learn to support children's physical and</p>

March 2010 Addendum to 2009-2010 Academic Catalog

Effective March 29, 2010



		cognitive development, communication skills, and creative expression. <i>15 field experience hours are required.</i> <i>Prerequisite: ECE 101</i>
Update	Page 105	Field hours required EDP 201 Educational Psychology for Early Childhood 3 Credits This course focuses on an in-depth study of physical, social/emotional, cognitive, language, and aesthetic development from birth to age 8. Examines the foundations of major child development theories that are the basis of professionally defined “best practices” at the early childhood (birth-8) level. An exploration of child development in the context of gender, family, culture, and society. An emphasis on the implications for early childhood professional practice. Students learn key theories from an application and educational perspective for teachers of young children. <i>5 field experience hours are required.</i> <i>Prerequisite: EDP 101</i>
Update	Page 106	Field hours required EDP 202 Child Growth and Development: Conception to Adolescence 3 Credits Focus on children’s physical, social, emotional, and cognitive development from conception to adolescence. Major theories of growth and development will be examined. Concepts will be analyzed in regard to direct application to adult expectations of children at various ages and stages, developmentally appropriate program planning and curriculum implementation in early childhood settings. <i>15 field experience hours are required.</i> <i>(Not required for students from CDA program with credits in EDP 101)</i>
Update	Page 155	Field hours required RLT 202 Children’s Literature and Early Literacy 3 Credits Focuses on knowledge and practice of how young children in a culturally diverse society develop language and literacy skills. Exploration of children’s literature is the foundation of activities and curriculum that integrates language with beginning reading and writing concepts. Students explore ways in which children develop the basis of literacy and come to understand the social world. Students learn ways of creating an integrated curriculum that includes children’s literature and provides children with developmentally appropriate activities that foster the development of language and literacy. <i>15 field experience hours are required.</i> <i>Prerequisite: EDP 201</i>
Update	Page 157	Field hours required SPE 201 Survey of Exceptional Children 3 Credits This class focuses on an overview of children with exceptional cognitive, physical, social and emotional characteristics. Analysis of developmental and educational needs imposed by exceptionality is included. Identification, intervention strategies, methods, and programs designed to meet exceptional needs; including both high and low incidence disabilities are discussed. The course also talks about study of applicable federal and state laws and

March 2010 Addendum to 2009-2010 Academic Catalog

Effective March 29, 2010



		<p>requirements. Content focuses on functional methods for use by educators to assist in the provision of an inclusionary environment which enriches the education of children with and without special needs. <i>5 practicum hours are required.</i></p> <p><i>Prerequisite: EDP 201 and TIE 110</i></p>
Update	Page 162	<p>Course Description</p> <p>TIE 530: Multimedia/Authoring (3 Credits) Each candidate selects an instructional module for design and development in computer-based or web-based format for their own chosen module as the final course project. Weekly projects are cumulative and result in the implementation of a complete module of instruction that is to be created during the course. Candidates use a multimedia authoring software package of their choice to develop computer-based or web-based instruction. Candidates construct strategies for integrating the use of multimedia applications into their own classrooms with an awareness of the diverse needs of their students. The instructor uses individualized coaching to assist students. <i>Prerequisites: TIE 501 and CUR 500</i></p>
Update	October 2009 addendum, pages 9 & 18	<p>Field hours required</p> <p>CHD 220 Infants & Toddlers in Group Care 3 Credits This course is a study of biological and environmental influences on infant and toddler growth and development, and an examination of how to meet individual needs in a group setting. Exploration of infant temperament, attachment theory, and current research on the developing brain. Focus on reciprocal relationship building, with emphasis on the important role of the caretaker in facilitating attachment and individuation, and providing a secure base from which young children can explore their world. <i>24 practicum hours are required.</i></p>
Update	October 2009 addendum, page 19	<p>Field hours required</p> <p>CHD 310 Survey of Contemporary Issues in ECE 3 Credits Survey of issues in the care and education of young children, involving an examination of different perspectives on controversial matters, policy developments and current research. Focus on contemporary matters, such as inclusion, anti-bias and multicultural curriculum, blending theoretical and practical information that can assist in the creation of learning environments that are supportive and respectful of heterogeneous populations. Emphasis on self-reflection and critical appraisal of developments and progress in relation to a variety of policies and practices. <i>2 field experience hours are required.</i></p>
Update	October 2009 addendum, page 20	<p>Field hours required</p> <p>CHD 331 Children's Play and Learning 3 Credits This course is an examination of theories of play and an analysis of how play promotes development and learning in the domains. Focus on environmental preparations, selection of materials and activities. Attention is given to the multiples roles of the teacher, such as onlooker, supervisor, and provider of scaffolding, as well as constructive adult-child interactions during children's</p>

March 2010 Addendum to 2009-2010 Academic Catalog

Effective March 29, 2010



		play time. <i>25 field experience hours are required.</i> <i>Prerequisites: EDP 101 for students with CDA credential or EDP 202</i>
Update	October 2009 addendum, page 20	Field hours required CHD 335 Creating Appropriate Learning Environments for Young Children 3 Credits Investigation of a variety of curricular approaches in early childhood education from the United States and throughout the world, such as child-centered, teacher-directed and balanced curricula, Peace curriculum, environmental, and popular commercial curricula implemented today in many preprimary and primary programs. Indoor space and room arrangement, as well as outdoor environments are examined and analyzed in regard to their relative influence on exploration and learning. Also examined are various techniques for displaying children's work. <i>25 field experience hours are required.</i> <i>Prerequisites: CHD 331</i>
Update	October 2009 addendum, page 21	Field hours required CHD 351 Program Planning for School-Age Children 3 Credits This course prepares practitioners to plan and implement programs for school-age children. Involves examinations of curricula, materials and activities which are reflective of school-age children's interests and needs and that integrate the disciplines, including emergent curriculum, such as the Project Approach. <i>25 field experience hours are required.</i> Prerequisites: CHD 335
Update	October 2009 addendum, page 21	Field hours required CHD 421 Program Planning for Infants and Toddlers 3 Credits This course explores ways to plan high quality infant and toddler programs that are individually, culturally and developmentally appropriate. Focus on environmental concerns, scheduling issues, selection of materials and activities, and meeting child and family needs. <i>25 field experience hours are required.</i> <i>Prerequisites: CHD 250</i>
Update	October 2009 addendum, page 24	Field hours required CHD 496 The Reflective Practitioner in Child Development 3 Credits Students will be engaged in self-reflection of individual knowledge, skills, and dispositions leading to a final presentation of their professional portfolio. <i>25 field experience hours are required.</i> <i>This is the final class baccalaureate students take before graduation.</i>
Update	October 2009 addendum, page 27	Field hours required RLT 401 Language & Literacy Development 3 Credits Exploration of the linguistic principles and processes underlying language development, with attention to oral language as the foundation for reading and writing. Examines current research on language and literacy, including brain research, and focuses on methods of fostering literacy development. Emphasis on techniques of reading storybooks and informational texts to

March 2010 Addendum to 2009-2010 Academic Catalog

Effective March 29, 2010



		<p>children, to promote comprehension and vocabulary development, and meaningful activities for facilitating phonological awareness, writing, and reading. <i>25 practicum hours are required.</i> <i>Prerequisites: RLT 202 and CHD 212</i></p>
Update	October 2009 addendum, page 29	<p>Field hours required</p> <p>SPE 313 Methods of Teaching Young Children with Special Needs 3 Credits Exploration of individually and developmentally appropriate techniques for facilitating the development and learning of young children with special needs in the communication, social, emotional, cognitive, adaptive, and motor domains, in a variety of settings. Attention will be given to compliance with pertinent legislation, individualized and family-centered plans and programming, team collaboration and practices, accommodations and modifications in the least restrictive environment, assistive technology, and educational and behavioral intervention strategies addressing a variety of disabilities. <i>25 practicum hours are required.</i> <i>Prerequisites: SPE 201 and CHD 201</i></p>

March 2010 Addendum to 2009-2010 Academic Catalog

Effective March 29, 2010

Bachelor of Science in Management of Information Systems

Today, computers are applied to every industry and every level of human interaction. Information Technology (IT) professionals, often working with people in every walk of life, design systems, create computer based solutions, introduce computer human interfaces, configure and manage networks and serve as technical consultants in technical as well as non-technical fields.

Ellis University's career-oriented programs prepare students for some of today's fastest growing professions. This program develops students' skills in analyzing and solving technology-related problems. The program prepares students to adapt to new innovations in technology.

Upon completion of the Bachelor of Science in Management of Information Systems program, students will be able to demonstrate:

1. Mastery of the fundamental principles, concepts and techniques associated with software development, telecommunications and developmental methodologies.
2. Teamwork and interpersonal skills needed to function effectively in the business context (applications and technologies).
3. An awareness of and commitment to professional and ethical business practices.
4. Focused critical thinking skills evidenced in the analysis, design, construction and testing of simple and complex information systems.
5. Effective written business and technical communication skills.
6. Effective application of modeling and problem-solving techniques.
7. Identify and solve unstructured real-world problems by identifying central issues, recognizing causal factors and generating evidence-based viable solutions.

Degree requirements

Core		55
CSC 120	Computer Programming I	3
CSC 130	Computer Organization	3
CSC 170	Computer Architecture	3
CSC 180	Computer Programming II	3
CSC 260	Data Structures	3
CSC 330	Operating Systems	3
CSC 370	Introduction to Computer	3
ITE 251	Discrete Structures I	3
ITE 252	Discrete Structures II	3
ITE 290	Database Systems	3
ITE 305	Internet Programming Language I	3
ITE 320	Web-based Multimedia Development I	3
ITE 410	Internetworking Lab	1
ENG 251	Project Engineering	3
<i>MGT 201</i>	<i>Business Organization and Administration</i>	3
MGT 421	Cyber Law, Policy and Ethics	3
<i>MIS 105</i>	<i>Introduction to Information Technology</i>	3
<i>MIS 325</i>	<i>Structured Systems Analysis and Design</i>	3
<i>MIS 430</i>	<i>Information Resource Management</i>	3

General Education Core 42

Ellis University Core Curriculum requirements can be found on page 37-38.

General Electives 15

March 2010 Addendum to 2009-2010 Academic Catalog

Effective March 29, 2010

Concentrations:**Information and Network Security (three of the following courses) 9**

ITE 365	Secure Programming	3
ITE 385	Introduction to Computer and Network Security	3
ITE 440	Network Security and Perimeter Protection	3
ITE 445	Operating System Security	3
ITE 460	Topics in Information Technology	3

Or**Interactive Multimedia 9**

ITE 420	Internet Programming Language II	3
ITE 460	Topics in Information Technology	3
ARG 201	Computer Graphics I	3

Or**Telecommunications (three of the following courses) 9**

TEL 110	Telecommunication Fundamentals	3
TEL 321	Cellular and Wireless Technology	3
TEL 330	High Speed Information Networks	3
TEL 410	Advanced Cellular and Wireless Systems	3
TEL 420	Internetworking Technology I	3
TEL 430	Internetworking Technology II	3

Total Semester Hours: 121