

**Educational Correspondence
Training School**

3520 West 26th Street, Erie, PA 16506
(814) 833-1911 Fax (814) 833 - 9341 Toll Free (866) 833-1911
www.ectschool.com

**Academic Catalog
Diploma Programs
2001 - 2002 - 2003**



ECTS has been reviewed and approved as an Authorized Provider of continuing education and training programs by The International Association for Continuing Education and Training.

Revised 4/11/03

LICENSED BY:



Pennsylvania State Board of Private Licensed Schools
333 Market Street, Harrisburg, Pennsylvania, 17126-0333

ADMINISTRATION / STAFF:

Patrick G. Rossi, Ed.D. President / CEO - president@ects.school.com
Linda A. Swartwood, Acting Director - business@ects.school.com
Angela M. Mook, Coordinator of Technology - media@ects.school.com
Rocco A. Mook, Coordinator of Program Development - ramook@mdvl.net
Renee Calabrese, Director of Admissions, Affirmative Action Officer - admin@ects.school.com
Cynthia Webster, Advertising Director - advertising@ects.school.com

FACULTY

Patrick G. Rossi	Ed.D. Education - California Coast University, Santa Ana, CA M.S. Criminal Justice Administration - Mercyhurst College, Erie, PA B.A. Police Science, Mercyhurst College, Erie, PA B.A. Sociology, Mercyhurst College, Erie, PA
Kevin Arrington	B.A. Computer Science, California University of Pennsylvania Minor Business Management
Kathryn E. Burns	B.A. Business Administration, Mercyhurst College, Erie, PA M.S. (In progress) Counseling Psychology, Gannon University, Erie, PA
Dennis Cerami,	M.S. Guidance and Counseling, Gannon University, Erie, PA B.S. Business Administration, Gannon University, Erie, PA Certified Educational Administration, Edinboro University, Edinboro, PA Certified Guidance Counselor, Secondary School Level, State of Pennsylvania
Richard Klopfer	M.S. Mathematics, University of North Carolina, Chapel Hills, NC B.S. Secondary Education- Mathematics, Edinboro University, Edinboro, PA
Val Leone	M.S. Counselor Education, Gannon University, Erie, PA B.A. History, Gannon University, Erie, PA Certified Professional Counselor, Pennsylvania Counselor Certification Board Pennsylvania Teacher Certification - Social Studies
Robert Ludwig	B.A. Secondary Education- English/Language Arts, Mercyhurst College, Erie, PA B.A. English Literature, Penn State University, Behrend, Erie, PA A.A. Liberal Arts, Penn State University, Behrend, Erie, PA
Jeffrey A. Malek	M.S. (In progress) Environmental Studies, Gannon University, Erie, PA B.S. Environmental Science, Gannon University, Erie, PA Minor Pre-Law
Reneva A. Sweet	M.A. Speech Communications, Edinboro University, Edinboro, PA B.S. Business Administration/Accounting, Edinboro University, Edinboro, PA Minor Computer Science - Information Processing

MEMBERSHIPS:

National Council for Occupational Education (N.C.O.E.)
Manufacturer's Association of Northwest Pennsylvania (M.A.N.P.)
Erie Area Chamber of Commerce

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GENERAL INFORMATION

The Educational Correspondence Training School brings the most current course material to you at the lowest possible cost. Offering a curriculum, which challenges our students to integrate their professional and life experiences with the mastery of the academic content required in their disciplines, our programs are completed through independent, self-paced instruction under faculty supervision, which does not require attendance at any specific location, either on or off-campus. ECTS is committed to operate ethically and professionally, with academic integrity and respect for the individual. We strive to cultivate in our students and graduates the same intellectual, analytical and critical abilities encouraged by other institutions of higher learning, and to develop students' competencies in areas critical to their success in today's ever changing social and work environments.

MISSION STATEMENT

Educational Correspondence Training School (ECTS) is dedicated to the preparation of men and women in occupational skills necessary to qualify them for entry into their chosen career. ECTS offers off-campus, non-residential, programs for a special population of self-directed, mid-career adults by utilizing a combination of distance learning and correspondence methodologies. ECTS is committed to meeting the needs of qualified, highly motivated, independent students whose geographic limitations and/or time constraints preclude them from completing their education in traditional, on-campus educational programs.

PURPOSE

The purpose of all Diploma Programs offered by the Educational Correspondence Training School is to enable students to acquire a body of knowledge in a specific discipline, to think critically, to improve their ability to make significant contributions to the missions of their employers, to use their knowledge to improve the functioning of the communities in which they live and work; to enhance their personal satisfaction, to improve their level of confidence and self-esteem through the accomplishments of long term academic goals, and to provide a pathway for students to continue the pursuit of additional life-long learning experiences.

In developing and evaluating programs of study, the Educational Correspondence Training School seeks to continually improve its existing nontraditional, distance learning programs. To ensure ongoing program excellence, responsibilities are shared between qualified faculty and administrative staff. All programs offered by the Educational Correspondence Training School share the following common purposes:

- To develop an individualized program plan of study for each student.
- To develop the student's understanding of the language and information specific to their discipline.
- To enable students to effectively integrate concepts and skills across functional areas.
- To develop skills in research methodology.
- To enable students to successfully meet course work requirements without classroom attendance.
- To instill in students the value of life-long learning.

OBJECTIVES

All programs offered the Educational Correspondence Training School share the following common objectives. These objectives have evolved over time and are continually shaped by students, faculty, staff, employers, other constituencies and the ever-changing socioeconomic climate.

- To provide students with the most comprehensive and current information available in their field of study.
- To utilize evaluation materials which require the students to demonstrate the effective integration of concepts and skills.
- To expose all students to the basics of research methods.
- To make available to students all materials necessary to successfully complete their diploma requirements, and to provide students access to faculty members who can provide assistance and guidance when necessary.
- To allow students to complete diploma requirements at their own pace.
- To encourage students to take advantage of life-long learning opportunities.

AFFIRMATIVE ACTION POLICY

The Educational Correspondence Training School is committed to a policy of nondiscrimination and equal opportunity for all students, regardless of race, color, religious affiliation, sex, or national origin. This policy is applicable to all employment practices, admission of students, placement and services to students.

ACADEMIC INFORMATION**ADMISSION REQUIREMENTS**

ECTS requires that a student graduate from a recognized high school or have a General Equivalency Diploma (GED.), complete an admissions enrollment form, complete and sign an enrollment agreement, Students should possess a reading level commensurate with that of the average high school graduate.

APPLICATION PROCEDURE

To apply for enrollment, an application form, available at the school, mailed upon request or downloaded from our web site (www.ectschool.com), must be completed and submitted with the deposit of \$150.00 * to:

**Admissions Department, Educational Correspondence Training School
3520 West 26th Street,
Erie, Pennsylvania, 16506.**

GRADING SYSTEM & GRADUATION REQUIREMENTS

Course will be evaluated through a series of lesson tests as described in the Study Guide for each course of study. Tests will consist of True/False, Fill-in Blank - Matching and some essay questions. Grading policies are established as follows:

<i>Grade</i>		<i>Pt. Value grade:</i>
A	92 - 100%	4.0
B	81 - 91%	3.0
C	75 - 80%	2.0
D	70 - 74%	1.0
F	Below 70%	0

When the course work is completed, a grade will be issued. The student's record will be reviewed by their advisor, to determine whether he / she is making satisfactory progress when the course work has been completed.

To be eligible for graduation, a student must successfully complete all courses and lessons designated in his / her curriculum, having maintained a passing grade in all course work.

CANCELLATION / TERMINATION POLICY

Educational Correspondence Training School will not cancel any course or program once the signed enrollment agreement is received and accepted by all parties. If a student is terminated as a result of inadequate Academic Progress as explained, the termination will be made in writing by the school explaining the reasons for such termination. Students may file an appeal with the Director of the Educational Correspondence Training School.

If it is found that any other person other than the students submitted any test or research paper, the student will be terminated immediately and will not be permitted to take any further courses from the Educational Correspondence Training School. Refunds for terminations will be calculated using the provisions in the Withdrawal and Refund Policies of ECTS.

WITHDRAWAL AND REFUND POLICY

Educational Correspondence Training School charges tuition and fees for each Program of Study. All withdrawn or terminated students that have a tuition obligation to the school will be processed in accordance with the Pennsylvania Department of Education, State Board of Private Licensed School, 22 Pa Code, "73.132 - 73.137 in the following manner: The school shall pay any refund due within 30 days after the date of withdrawal if the student officially withdraws or is dismissed. Written notification of withdrawal is not a required condition for making refunds

Refunds will be made on the following schedules:

Cancellation Period - A student canceling after the 7th calendar day following the date of enrollment (date which the student signed the enrollment agreement) but prior to receipt by the school of the first completed home study lesson, all monies paid to the school shall be refunded.

After the Cancellation Period - After the cancellation period had passed, but before you have submitted any lessons to the school for correction, you will be charged a "registration fee" of 15% of the total program tuition or \$150.00, which ever is less.

After Submission of First Lesson - If a student enrolls and withdraws or is discontinued after submission of the first completed lesson, but prior to the completion of the program, minimum refunds will be calculated as follows:

- Students will be assessed the "registration fee" as explained above in the "After the Cancellation Period" paragraph and then
- Up to and including completion of the first 10% of the program, you are obligated for 10% of the total tuition
- Beyond completion of 10% of the program and up to and including completion of 25% of the program, you are obligated for 25% of the total tuition.
- Beyond completion of 25% of the program and up to and including completion of 50% of the program, you are obligated for 50% of the total tuition
- Beyond completion of 50% of the program, you are obligated for the full tuition.

The percentage of the program completed is determined by comparing the number of completed lessons received for correction services by the school to the total number of lessons in the program. If the student has paid for the program using Master Card or Visa, cash refunds are not

available. The school will credit the appropriate Master Card or Visa account.



DATE OF DETERMINATION

The date of determination of termination, for refund purposes, will be the date that the Educational Correspondence Training School receives the request of cancellation or withdrawal from the program. Withdrawals and cancellations do not need to be in writing. The date of determination may also be the date which the student is terminated, in writing, by the Educational Correspondence Training School. Termination of a student by the Educational Correspondence Training School may occur for any of the following reasons:

- ! It is found that another person is completing the students lessons.
- ! The student has failed to make tuition payments if the tuition installment payment option has been elected.
- ! The student fails to maintain academic progress as described in the Academic Progress section of the school catalog.

All refunds will be made within thirty days (30 days) of the students last day of enrollment or from the date of termination.

EMPLOYMENT ASSISTANCE

The Educational Correspondence Training School neither guarantees nor provides employment assistance.

REPETITION OF COURSES

If it is necessary for a student to repeat a course, the second grade will replace the first grade. The second grade will be used in determining the grade-point average. Repeated courses will be included in the calculation for credit hours earned / attempted for satisfactory progress. The student will be not be financially responsible for repeating a course, however, if the second attempt also results in a failing grade the student will be charged a rate of \$150.00 per additional attempt. After a second failure, another textbook may be assigned. Students who fail a course may move onto the next sequence of lessons, but the failed course must be brought to a passing grade to meet the graduation requirements.

DISASTER CLAUSE

In the event of natural disasters affecting operations (i.e. fire, flood, hurricane, tornado, etc.) the school reserves the right to suspend training for a period not to exceed 90 days, providing the school evidences positive effectiveness every 30 days to reactivate the school.

DEFINITION OF PROGRAMS AND COURSES

Programs are a series of lessons grouped into specific courses, which will lead to either a certificate or a diploma.. Programs are designed to lead the student to a new career opportunity, although the Educational Correspondence Training School does not guarantee employment after completing the desired program.

Courses are individual courses that a student may wish to take for many reasons. Students taking a course, which also may be one found within a program, will receive a "certificate of completion" upon successfully passing the particular course.

DEFINITION OF LESSONS

Course are listed generally by title and then by the number of lessons. Each course has specific chapters of study and a corresponding test. The individual chapters and test are classified as lessons.

DEFINITION OF THE CLOCK HOUR

The clock hour consists of 50 minutes of active course activity. Each course offered by the Educational Correspondence Training School is calculated to take the equivalent of 45 - 60 clock hours (or 3 to 4 credit hours) to complete.

DEFINITION OF THE CREDIT HOUR

The credit hour is the equivalent of 15 clock hours.

RE-ENTRY PROCEDURE

A student must apply for re-admittance to the school after being withdrawn or dismissed. The re-admittance policy is as follows:

- ▶ The student must complete a new Application for Admission. The student must re-enroll under the current tuition / fee and program requirements.
- ▶ The student must obtain permission from the School Director to re-enroll. The School Director determine what previously completed courses from ECTS will be accepted to the original or new program of study.
- ▶ The student must consult with the Business Office to verify all financial obligations to the school have been met. If the student has been out of school for more than one year, a re-entry fee of \$150.00 must be paid.

CURRICULUM CHANGES

ECTS may from time to time have to adjust curricula to stay abreast of the requirements of the business community at all times. This entails periodic revision to the courses and programs offered by the school. Any modification to the original enrollment agreement will be made in writing and agreed to and signed by both the student and the school.

CREDIT FOR PREVIOUS EDUCATION AND TRAINING

Appropriate tuition credit may be given for comparable previous education and training and the training period will be shortened accordingly upon review of academic transcripts from another institution. The acceptance of credits from a previous education institution must be completed prior to the start of the training program.

Credits transferred into ECTS must be completed with a grade of a C or better. The maximum number of credits transferable into ECTS are:

- ▶ Two Year Program - 9 Credits
- ▶ One Year Program - 4 Credit

All transfer credits are assessed on a course-by-course basis. Transferability of credits to ECTS may be affected by the age of the credits and by the program to which related technology has changed since the student earned the credits. All courses challenged by a student must be completed prior to the start of the program.

ACADEMIC PROGRESS/PROGRAM COMPLETION REQUIREMENTS

The student's progress will be evaluated at regular intervals and he / she will be given a progress report at the end of each three-month period. Records will reflect the progress attained in all phases of the course and will be kept in each student's file permanently at ECTS, available to the student upon request. A student must attain a 70% average. The student who does not achieve a 70% average will be put on "academic notice" for the next course and must obtain an accumulative 70% average in the next course after receiving such "academic notice". Failure to correct a grade deficiencies may result in termination.

Maximum time for course completions is set at 8 weeks. Based upon this 8 week allocation, the maximum time for program completion is calculated from the date of enrollment by multiplying the number of courses by the 8 week time frame. (For example: Police Science = 15 courses X 8 weeks per course = 120 weeks to complete the entire program). In the event that the maximum time is exceeded and no extensions have been granted by the Educational Correspondence Training School, the student will not be issued a diploma, and the student will be terminated from the program. If a student is terminated for failing to complete the program within the maximum time, he or she may reapply as a new student and they will be given credit for the previous course work if the program requirements have not changed since their initial entry into the program. If the program requirements have changed since their initial entry into the school, the student must meet the new requirements.

Courses are identified within each of the Diploma Program Descriptions, and all lessons associated with the course must be completed within the allotted time frame. If the course is not completed within the time frame allotted, and no extensions have been requested by the student, ECTS will notify the student, in writing, that the course must be completed on a specific date. After the date has expired and the course has not been completed and received by the school and no extension requests have been made by the student and granted by the school, it will be deemed that the student has withdrawn, and ECTS will then terminate the student's enrollment. Any refunds or tuition outstanding will be determined by the enrollment agreement and refund policies of the Educational Correspondence Training School.

Extensions of time may be granted on an individual basis. The request for an extension of course submission must be made in writing to the student's advisor or the Academic Dean. The request must at a minimum state the following: the reason for the request and the time for course completion and submission. Approvals or denials will be made in writing to the student. If the course is not completed within allotted time, the student will receive a failing grade, and must retake the course



ECTS AND IACET

The Educational Correspondence Training School (ECTS) has been reviewed and approved as an Authorized Provider of continuing education and training programs by The International Association for Continuing Education and Training (IACET). This category of approval reflects ECTS' attention to quality criteria in all phases of planning and delivery of its continuing education programs.

According to the Association's Criteria and Guidelines, IACET maintains a unique and highly respected position in the field of continuing education and training. Its broad membership base contains a wealth of ideas and experience that cannot be found in any one profession. The Association's activities in identifying and disseminating effective teaching and learning practices for adults have led to the wide scale adoption of the CEU, principles of good practice, assessment and evaluation methods. Many professions, associations, and licensing boards utilize these criteria and principles to review and enhance their professional development programs.

According to the Association's Publication, *The Continuing Education Unit Criteria and Guidelines* (August 2000), "the two most common uses of a CEU are: 1. to supply an employer or prospective employer with information on continuing education and training experiences pertinent to an occupational competence, and 2. to provide documentation to registration boards, certification bodies, or professional and occupational societies of continuing education undertaken to maintain or increase professional competence..."

ECTS awards CEU for participation in most courses. This is based upon ten contact hours per unit. Upon completion of the course, each participant will be presented with a certificate on which CEU are printed as a permanent record.

THE CEU.

The Continuing Education Unit (CEU) is a uniform unit of measurement to record participation in non-credit academic, professional and vocational programs.

It is based upon attendance at short courses and other non-credit continuing educational programs sponsored by organizations following the guidelines established by the International Association for Continuing Education and Training (IACET) on the CEU.

It is intended to serve a variety of interests in non-credit continuing education including both public and private organizations and is used without regard to age, educational background, course subject matter, program format or method of instruction.

The CEU serves a number of purposes:

- a uniform unit of measure for continuing education and training
- a nationally recognized unit of measure
- a concept that can be used by different sponsors
- a concept useful in a variety of learning formats
- criteria by which the quality of learning activities are judged
- a systematic means for program development and delivery
- criteria by which educational sponsors are evaluated
- a requirement for the documentation of learning experiences

An organization which follows the guidelines of the International Association for Continuing Education and Training (IACET) may award CEU.

DEFINITIONS

One Continuing Education Unit is defined as: 10 contact hours of participation, in an organized continuing education experience, under responsible sponsorship, capable direction, and under qualified instruction.

For organizations to award CEU, they must follow the criteria and guidelines developed by the International Association for Continuing Education and Training (IACET). A copy of these guidelines may be purchased from the International Association for Continuing Education and Training, 1620 I Street, N.W., Washington, D.C. 20006.

The CEU is not . . .

- to be used or awarded for any program or course carrying any academic credit at any level.
- The CEU is not to be awarded for activities such as attendance at orientation, internal organization, on-the-job methods, employee procedures or rights and other such company-specific programs regardless of their educational merit.
- Meetings dealing with policy making, committee activity, delegate assemblies, conferences, professional societies or other such activities do not qualify for the CEU.
- Programs in which mass media (radio, TV) are used as the instructional method do not qualify for the CEU unless they are an integral part of a program that otherwise qualifies.
- On-the-job training, apprenticeships, work experience, individual scholarship or self-directed study do not qualify unless they are part of an otherwise qualified program.
- Non-educational activities connected with professional societies or associations which may be used to qualify for group membership or certification do not warrant CEU assignment.

CRITERIA FOR ASSIGNING CEU

The International Association for Continuing Education and Training (IACET) has provided the following administrative and program criteria as a minimum to meet the essential requirements for awarding CEU.

ADMINISTRATIVE CRITERIA FOR PROGRAM SPONSORS

- **Organization** -- The sponsoring organization must have an identifiable educational arm with professional staff to administer and coordinate an organized schedule of continuing educational programs.
- **Responsibility and Control** -- The sponsoring organization must maintain administrative control to ensure that the educational objectives are met.
- **Facilities** -- The sponsoring organization must provide or arrange for appropriate education facilities and a library or reference materials sufficient for the specified educational activity.
- **Records** -- A permanent record of each individual's participation (based on time attendance) must be maintained and

CRITERIA FOR EACH NEW PROGRAM OR COURSE

- **Definition** -- Each program or course must meet the definitions described in **IACET's** *Criteria and Guidelines*.
- **Planning** -- The programs or courses must be planned in response to the educational needs of a specific group. Inputs must be available from the target group as well as from experts in the field.
- **Purpose** -- A clear statement of the program or course purpose and goals must be prepared before initiating the program.
- **Instruction** -- Qualified instructors must be used for all aspects of the courses or programs.
- **Performance** -- Specific performance requirements for awarding CEU must be established prior to the start of the course.
- **Registration** -- Sufficient detail must be kept to certify that individuals have participated in substantially all of the course for which the CEU are being awarded and that there is adequate information for a permanent record.
- **Evaluation** -- Procedures should be implemented during the planning stages which can be used to evaluate the effectiveness of the program. The **IACET** indicates that group indices usually suffice, but that provisions for individual evaluations should be made wherever appropriate.
- **Records** -- Within the program there must be a system for verification of satisfactory completion of courses for programs attended by individuals and for the transmittal of such data to the office maintaining permanent records.

HOW ECTS ASSIGNS CEU

- **Number of CEU Assigned**
Most of the Programs and Certificate Courses are assigned CEU in accordance with guidelines of the International Association for Continuing Education and Training (IACET). Since most courses run approximately 45 hours, 4.5 units are typically awarded. The number of CEU are registered on the Certificate of Completion presented to each person who fully completes a course.
- **Records**
ECTS maintains a computerized list of past students so that anyone who has completed a course can have a Transcript (including the course title, date, instructor's name and title, and number of CEU assigned).

COUNSELING

The Educational Correspondence Training School subscribes to an open door policy of counseling for any academic or personal matter the student wishes to discuss. Staff members are available for student advisement. Each student is assigned an Instructor/Advisor to assist and aid the student with his / her concerns.

INSTRUCTOR AVAILABILITY

Students may contact the Educational Correspondence Training School at anytime for assistance with their studies. Instructors will answer any question that you may have. If your instructor is not in the office at the time of your call, he or she will be contacted and they will return your call before the end of office hours that day. Instructors may also be contacted via e-mail at dean@ectschool.com.

COMPLAINT PROCEDURES

Students may contact the Director of Admissions, Mrs. Renee Calabrese at 814-833-1911 or by email to admin@ectschool.com. in the event questions or concerns arise regarding the terms or conditions of the enrollment agreement. If the issue is not satisfactorily resolved, they may make a written complaint to the:

State Board of Private Licensed Schools, Pennsylvania
Department of Education, 333 Market Street, Harrisburg, PA 17126-0333.

SCHOOL CALENDAR/ OFFICE HOURS

The Educational Correspondence Training School office hours are 8:30 a.m. to 4:30 p.m. EST, Mondays through Fridays. Offices are closed on the following Holiday Schedules.

	2002 Holidays	2003 Holidays
New Years	January 1	January 1
Martin Luther King	January 21	January 20
Presidents Day	February 18	February 17
Good Friday	April 19	April 21
Memorial Day	May 27	May 26
Independence Day	July 4	July 4
Labor Day	September 2	September 1
Thanksgiving	November 28-29	November 24-31
Christmas	December 25-31	December 25-31

TUITION, BOOKS, AND FEES**TUITION**

Tuition consists of only one fee, which covers the entire Program of Study. **The application deposit is part of the total tuition.**

Students will be not be financially responsible for repeating a failed course; however, if the second attempt also results in a failing grade the student will be charged \$150.00 for the third and each additional attempts.

TUITION OBLIGATION

A student may not graduate, nor receive any Diploma, grades, transcripts or letters of recommendation until all unpaid financial accounts, current or delinquent, have been satisfied. Any Diploma, grades, transcripts or letters of recommendation will be retained and not released by the school until such obligations have been satisfied.

If a student withdraws, or is terminated by the Educational Correspondence Training School, from a diploma program, they will be responsible for payment of the prorated tuition based upon the following schedules.

Up to and including completion of 10% of the Program Lessons -	10% of the total tuition is owed
Beyond 10% completion up to and including 25% of the Lessons-	25% of the total tuition is owed
Beyond 25% completion up to and including 50% of the Lessons -	50% of the total tuition is owed
Beyond 50% completion of the Lessons -	100% of the total tuition is owed

STUDENT PAYMENT PLAN OPTIONS

Students may elect to pay the full tuition or use a payment plan option. Please refer to the Application/Enrollment Agreements for the specific terms of payment plans available. **Special Terms can be arranged on an individual basis.**

Receipts will be sent indicating the payment and current balance owed. **Students electing the payment plan options must also complete the Tuition Installment Agreement.**

TEXTBOOKS

Tuition is stated with or without the cost of textbooks. **Student specifically requests either option on the Tuition Installment Agreement.**

Students may purchase the text books directly from the Publisher as identified on the individual course requirements, or by accessing our web site and ordering through the various links, which are known to handle the required texts. We urge the student to purchase the textbooks on their own so that they can be certain of getting the best price available, but the choice is yours.

Texts are identified in the course descriptions which includes the author, ISBN, edition, and other pertinent information. It is recommended that you search various Book websites, such as Amazon.com or BarnesNoble.com to compare prices. Both links are available on our website.

Police Science Diploma Program

Police Science Diploma Program is a 15 course 110 lesson curriculum, which prepares the student to enter the diverse field of criminal justice. The student is provided with instruction based on the foundations of the American Criminal Justice System, progressing through the various stages of that system in a logical sequence of course structure and presentation. In-depth concentration will focus around that of the police officer, where in most instances the criminal justice system begins. The Police Science Diploma Program has also integrated other components or training and skill development from an interdisciplinary approach, such as Sociology, Psychology.

* Students who complete the Diploma Program in Police Science will be qualified to obtain employment as a police officer, security officer and/or correctional officer. Private institutions such as College and University campus's also require, in most instances, advanced training in the field of police science for their departments of public safety, security, of police entities. Additionally, with the violence that has been plaguing the nations public schools, many are now invoking their statutory rights to create "police departments" or "security departments" within the school districts.

Because of the very nature of the Diploma Program in Police Science is "interdisciplinary", a student holding this diploma also qualifies for numerous fields outside of the criminal justice system. Many graduates holding this type of diploma have been placed in social agencies, half-way houses, juvenile rehabilitation centers, drug and alcohol rehabilitation centers, mental health facilities, etc. These positions are normally in the capacity of counselors for these social type entities.

PROGRAM SPECIFIC

Lessons

CRJS 101 -	Introduction to the Criminal Justice System -	1-5	
CRJS 103 -	Police Human Relation / Public Relations -	6-13	
CRJS 105 -	Constitutional Law I -	14-20	
CRJS 107 -	Constitutional Law II -	21-26	
CRJS 109 -	Juvenile Justice -	27-33	
CRJS 111 -	Introduction to Corrections -	34-40	
CRJS 113 -	Introduction to Psychology -	41-47	
CRJS 115 -	Introduction to Sociology -		48-53
CRJS 201 -	Introduction to Criminology -	54-61	
CRJS 203 -	Criminology II -	62-68	
CRJS 205 -	Criminal Investigations -	69-75	
CRJS 207 -	Evidence -	76-91	
CRJS 209 -	Handling the Emotionally Disturbed -	92-96	
CRJS 211 -	Issues In Criminal Justice	97-103	
CRJS 212 -	Introduction to Community Policing	104-110	
Total Lessons		110 Lessons	

- *Students should check with their state and local police officer, correctional officer, and security officer employment requirements. Some exclusions do exist, such as prior criminal offenses, psychological evaluations, etc. Some states, such as Pennsylvania, require formal police academy training and / or advanced course work.*

<i>Total Tuition with Textbooks</i>	<i>Total Tuition without Textbooks</i>
	\$1250.00
\$2124.00	

CRJS 101 - Introduction to the Criminal Justice System

Curriculum provides the student with a frame of reference for understanding the legal, administrative, social control, human interaction and human behavior, and ethical and moral concepts focused around the criminal justice system.

Introduction to Criminal Justice, Third Edition, Lawrence F. Travis III 1998, Anderson Publishing.

ISBN 0870848410

CRJS 103 - Police Human Relations

This training focuses on establishing effective police and community relations, understanding the human relations dimensions to police and citizen encounters, and establishing an effective personal and professional code of conduct.

Human Relations & Police Work: 4th edition Larry Miller, Michael Braswell, (September 1996) ISBN: 0881339199 Special Topics in Policing, Second Edition, Harry W. More Anderson Publishing

ISBN 0870848399

CRJS 105 - Constitutional Law I

A comprehensive study and analysis of the United States Constitution with special emphasis on those amendments to the Constitution that affect the administration of justice; a study review of court decisions which interpret the Constitution, especially those decisions of the Supreme Court of the United States.

Constitutional Law, Eighth Edition, John C. Klotter, Jacqueline R. Kanovitz & Michael I. Kanovitz

ISBN 0870845098

CRJS 107 - Constitutional Law II

In the second part of the Constitutional Law course CRJS 107, a review of CRJS 105 will be completed, then emphasis on practical applications of the law, such as, completing affidavits of probable cause, search warrants, arrest warrants, etc

Same Text as CRJS 105

CRJS 109 - Juvenile Justice

This course will provide the student with an analytical look at the history, current trends and theoretical approaches to the broad concept of juvenile delinquency and juvenile justice. .

Juvenile Justice: An Introduction, Third Edition, 1999 John T. Whitehead & Steven P. Lab,

ISBN 0870849042

CRJS 111 - Introduction Corrections

The course will examine the framework as we discuss each element of the subject. Diverse aspects of this complex yet dynamic field are unified for students, later as correctional researchers or practitioners, and as citizens.

American Corrections: 5th edition (July 1999) Todd R. Clear, George F. Cole, Wadsworth Pub Co.

ISBN: 0534521479

PSY 113 - Introduction to Psychology

The extended look in this course will explore the newer issues of, Beyond the Boundaries: How psychology is used in other fields and a Multi cultural Perspective, emphasizing the differences between cultural groups and how psychology addresses these differences.

Psychology: Robert Baron 4th edition Bk & CDR available edition (June 1999), Prentice Hall.

ISBN: 0205290132

SOC 121 - Introduction to Sociology

Introduction to Sociology is designed to orient the student about the personal choices he or she may have to make in the next few years, such as getting married, education, pursuing a career or raising children. Sociology, while it cannot make those decisions easier, does offer the student a new way of seeing them.

Introduction to Sociology, 6th edition (July 1998) Henry L. Tischler, Robert Mendelsohn,

ISBN: 0155082973



CRJS 201 - Introduction to Criminology

Students will study the historical and current perspectives of criminological theories, which will form the basis of independent thought processes thereby expanding their perception of the causes of crime and why people commit crime.

Criminology: Explaining Crime and Its Context, Stephen E. Brown, Finn-Aage Esbensen & Gilbert Geis Third Edition

ISBN 0870841157

CRJS 203 - Criminology II

This course is a continuation of the Introduction to Criminology course. New areas of study are predicated in topics of crime reporting, criminological research methodology, the future of crime, and specific criminological typological studies.

Introduction to Criminology, Theories, Methods, and Criminal Behavior, 4th Edition, Frank E. Hagan, Wadsworth Publishing 1998

ISBN 0830414789

CRJS 205 - Criminal Investigations

This course is devoted to orienting the student to the roles and functions of the criminal investigation process and the police patrol officer's role in this process.

Criminal Investigation: A Method for Reconstructing the Past, Third Edition, James W. Osterburg & Richard H. Ward (2000), Anderson Publishing. ISBN 0870843303

CRJS 207 - Evidence

A thorough study of the evidence rules with specific emphasis on the application of these rules in preparing and presenting evidence.

Criminal Evidence, Seventh Edition, John C. Klotter, Anderson Publishing 2000 ISBN 0870845322

CRJS 209 - Handling the Emotionally Disturbed and Custody

Landlord tenant disputes require different considerations than domestic disturbances; persons afflicted with mental illness who are confused and frightened and acting "strangely" are different than those who, for criminal or terrorist purposes, take a hostage.

A Guide to Crisis Intervention, 1st Edition, Kristi Kanel, Wadsworth Publishing, 1999

ISBN 0534355218

Elements of Mediation, 1st Edition, Sharon C. Leviton, James L. Greenstone,

ISBN 053423982X

CRJS 211 - Issues in Criminal Justice

Students will be subjected to thought provoking concepts to which they may or may not personally agree, such as capital punishment, police discretion and court philosophy.

Justice, Crime and Ethics, Third Edition, Michael C. Braswell, Belinda R. McCarthy & Bernard J. McCarthy ISBN 0870840738

CRJS 212 - Introduction to Community Policing

This course explores community policing: a revolutionary movement, a philosophy and an organizational strategy that has changed the face of law enforcement.

Community Policing : A Contemporary Perspective, 2nd edition; Robert C. Trojanowicz, Bonnie Bucqueroux, Victor E. Kappeler, Larry K. Gaines 1998, Anderson Pub Co.

ISBN: 0870848763

Entrepreneurial Management Diploma Program

The Entrepreneurship Program offers a unique learning opportunity to students who aspire to start, or secure employment in, a business having high growth potential. The program helps students identify viable career options in Entrepreneurship, expand their basic knowledge of the entrepreneurial process, and develop a repertoire of venture management skills and techniques

This diploma program is designed to provide instruction in the knowledge and skills required for business entrepreneurship. Program content includes evaluation of business concepts, development of sound business and marketing plans, legal responsibilities, financial management and competition.

The program will attempt to educate students about the challenges and rewards of entrepreneurship, recognizing that entrepreneurial skills and behaviors can be developed. The study of entrepreneurship will provide information on generating innovative ideas, avoiding the problems and pitfalls of entrepreneurship, examining where and how to find assistance and support, and applying learning to personal, community-service, and business ventures. Entrepreneurship motivates students and provides them with support in planning for their success.

The curriculum is designed to provide basic education and background in this field. With satisfactory completion of this program and applicable work experience, students may pursue occupations such as Small Business Owner, Accounting/Budgeting Assistant and/or Administrative Assistant in Records Management, Marketing, Sales, Advertising or Personnel departments.

Entrepreneurial Management Diploma Program Course Requirements

PROGRAM SPECIFIC

EPT101 Introduction to Entrepreneurship	1-7
EPT105 Business Planning	8-12
EPT107 Business Management	13-16
EPT250 Special Topics in Small Business Mgmt.	17-21
BUS110 Principles of Advertising and Sales	22-26
BUS120 Business Law	27-40
BUS122 Entrepreneurial Financing	41-45
ACT101 Principles of Accounting	46-58
ACT103 Accounting II	59-71
Total Lessons	71 lessons

<i>Total Tuition with Textbooks</i>	<i>Total Tuition without Textbooks</i>
<i>\$1762.00</i>	<i>\$995.00</i>

ACT101 Principles of Accounting

Fundamental principles of accounting in a business situation with emphasis on accounting cycles and financial statements for service and merchandising businesses, particularly proprietorships. Other topics may include: receivables, payables, inventories, accruals, deferrals, plant assets, internal control, payroll and related taxes., preparation and analysis of financial statements for external use. Accounting techniques and internal control and introduced within the framework of current business practices. Computer software may be used in this course.

Accounting, 4/e, Charles T. Horngren , Walter T. Harrison ,Linda Smith Bamber July 1998

ISBN 0130823058

ACT 103 Accounting II

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and statements and extensive analyses of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

Accounting, 4/e, Charles T. Horngren , Walter T. Harrison ,Linda Smith Bamber July 1998,

ISBN 0130823074

BUS110 Principles of Advertising and Sales

Techniques used by advertisers to create or heighten consumer awareness. Focus is on the buyer-seller relationship and the impact of advertising and sales in our economy. This course is designed to introduce you to the important features and characteristics of the advertising business in the United States. It is intended to give you an overview of how the advertising industry operates, what ad people do, and some of the effects of advertising on industry and society.

An understanding of advertising should be useful to those who would like to consider an advertising or mass media career, as well as those who are simply curious about the messages that surround us all. The course provides an overview of advertising rather than practice in advertising techniques.

Advertising: Principles and Practice, 5/e William D. Wells, John Burnett, Sandra Moriarty, 1999

ISBN 0130835714

BUS120 Business Law

A study of legal aspects of contracts, sales contracts, negotiable instruments agency, partnerships, corporations, and property for the purpose of expanding the student's understanding of the legal rights and liabilities in the ordinary course of business. Legal aspects of business transactions and their ramifications for actual business situations with emphasis on the application of business law. Topics include: bailment, sales, security devices, negotiable instruments, leases and mortgages, legal aspects of business associations including employment, agency, partnerships, trusts and specialized associations.

Business Law: Principles, Cases, and Policy, 4/e, Mark Roszkowski January 1997

ISBN 0673523985

BUS122 Entrepreneurial Financing

Practical and applications (rather than theory) based, this course focuses on the needs of individuals interested in starting a small business—primarily those organized as sole proprietorships, partnerships, or small Subchapter S corporations. It emphasizes small businesses exclusively--with specific examples of the non-corporate market.

Entrepreneurial Finance: Finance for Small Business, 2/e, Philip J. Adelman, Alan M. Marks

Prentice Hall

ISBN 01-0859680

E.C.T.S.

EPT101 Introduction to Entrepreneurship

An introductory course for students other than entrepreneurship majors. The course, which is designed around the business plan, examines how to formulate business ideas, select a location, select a legal form of organization, locate financing sources, assess the market, develop a human resource management system, and establish budgets for control.

Effective Small Business Management: An Entrepreneurial Approach, 6/e, Norman M. Scarborough, Thomas W. Zimmerer June 1999

Prentice Hall Business Publishing,

ISBN 01-0807087

EPT105 Business Planning

Identification of considerations in the decision making process as they apply to the small business owner. Topics include: business and marketing plan analysis, securing financing, production, pricing and capital investments. In the end you will have a workable business plan that's far more than just a written document.

Business in Action, 1/e, Courtland L Bovee, John V. Thill , July 2000

ISBN 01-0179620

EPT107 Small Business Mgmt

This course delivers a concise, practical plan for success centered around the business plan--the heart of small business management. It follows through with solid techniques for successfully running a small business. The emphasis on the business plan as a major theme throughout the course. A good strategy immediately distinguishes your business from those of your competitors, and gives your customers a solid reason for choosing to do business with you.

Small Business Entrepreneurship: An Ethics and Human Relations Perspective, 1/e, Lavern S. Urlacher December 1998

ISBN 013636408X

EPT250 Special Topics in Small Business Management

The emerging theory of complex systems research has resulted in a growing movement to reinvigorate management. Theory, research, practice, and education can all benefit by adopting a more dynamic, systemic, cognitive, and holistic approach to the management process. As interest in the study of complex systems has grown, a new vocabulary is emerging to describe discoveries about wide-ranging and fundamental phenomena.

Organizational Behavior : Concepts, Controversies, Applications 8th Bk&cdr edition Stephen P. Robbins (January 1998) **ISBN: 0138574596**

Paralegal Diploma Program

This program consists of 9 courses and 53 lessons in Paralegal studies. While lawyers assume ultimate responsibility for legal work, they often delegate many of their tasks to paralegals. In fact, paralegals continue to assume a growing range of tasks in the Nation's legal offices and perform many of the same tasks as lawyers. Nevertheless, they are still explicitly prohibited from carrying out duties which are considered to be the practice of law, such as setting legal fees, giving legal advice, and presenting cases in court.

One of a paralegal's most important tasks is helping lawyers prepare for closings, hearings, trials, and corporate meetings. Paralegals investigate the facts of cases and ensure all relevant information is considered. They also identify appropriate laws, judicial decisions, legal articles, and other materials that are relevant to assigned cases. After they analyze and organize the information, paralegals may prepare written reports that attorneys use in determining how cases should be handled. Should attorneys decide to file lawsuits on behalf of clients, paralegals may help prepare the legal arguments, draft pleadings and motions to be filed with the court, obtain affidavits, and assist attorneys during trials. Paralegals also organize and track files of all important case documents and make them available and easily accessible to attorneys.

In addition to this preparatory work, paralegals also perform a number of other vital functions. For example, they help draft contracts, mortgages, separation agreements, and trust instruments. They may also assist in preparing tax returns and planning estates. Some paralegals coordinate the activities of other law office employees and maintain financial records for the office. Various additional tasks may differ, depending on the employer.

Employment of Paralegals is projected to increase as employers recognize that Paralegals do many legal tasks for lower salaries than lawyers. Most job openings will result from new job opportunities as the industry expands.

For this program the students must certify on the enrollment agreement that they have basic knowledge and experience in the use of a personal computer and one of the following software programs:

- Windows Word
- MS Office Word 95 or later
- Word Perfect 6.1 or later

Students must also certify that they have access to a computer, to prepare legal documents within the curriculum, and that they understand that any costs or fees associated with this requirement are separate from the tuition of this program. Students should check with their local libraries, since many have computer availability either free or for a nominal fee.

Program Courses	Lessons
LA101 Fundamentals of Paralegal Assisting	1-4
LA103 Introduction to legal concepts	5-9
LA105 Tort Law	10-12
LA107 Legal Terminology for Paralegals	13-20
LA111 Legal Terminology II	21-23
LA113 Legal Office Procedures	24-28
LA117 Introduction to Legal Research	29-34
LA121 Introduction to Criminal Procedures	35-39
BUS120 Business Law	40-53
Total	53 Lessons

Total Tuition with Textbooks	Total Tuition without Textbooks
	\$900.00
\$1567.00	

LA101 - Fundamentals of Paralegal Assisting

This course is designed specifically for those without prior background in the law or legal assisting, offering a comprehensive—but *extremely concise and to the point*—overview of legal principles. It covers a variety of areas—such as contracts, civil and criminal law, procedure and discovery, legal research, real estate, and decedents' estates—while focusing on the ethical responsibilities of legal assistants. Introducing students to specific skills—including the writing of briefs and analysis of statutory materials. Topics include, service on out-of-state defendants; reduction of service of process costs in federal court; and in rem and quasi in rem cases, the relationship between tort and breach of contract actions as part of civil law, explores the differences between statutory and common-law marriages, and indicates the requirements that must be shown for each one, joint ownership; property laws; service of process issues; and dissolution of marriage matters, reading and briefing of cases; legal research; writing skills; ethics; and contracts.

Basics of Paralegal Studies, The, 3/e, David Lee Goodrich, 2001

ISBN 013088331X

LA103 Introduction to legal concepts

This course provides students with an interesting introduction to law presented in an effective skill-building format. It explains the basics of the U.S. legal system, focusing first on organization and operation, then introducing students to the major areas of law practice and the legal principles that apply. Throughout the course, legal concepts are defined and explored in a clear, concise manner with numerous examples to demonstrate the application of theory. Topics include, introduction in the form of an interoffice memorandum, duties and responsibilities that are typical of the area of law, case study involving criminal and civil implications, trial procedure and research

Introduction to Law, 1/e, Joanne Banker Hames, Yvonne Ekern, 1998

ISBN 0132447819

LA105 - Tort Law

Providing a sound introduction to law and the American legal system, this course emphasizes understanding torts shows students the critical role this branch of law plays and how it affects people from all walks of life. Begins with an introduction to laws, followed by an introduction to torts, coverage on torts to the person, property, and reputation; malpractice; torts to other civil rights; defenses, remedies and damages involving the torts learned; and careers in torts for attorneys and paralegals. Discussions are general—not state-specific—tort laws, and shows that the basic concepts of tort law are rooted in a particular set of ideas which do not change with each new legislative session. Integrates many examples throughout to clarify material, add perspective, and deepen understanding. Topics include, Introduction to Torts, Introduction to Law, Torts II, Personal Injury, Defamation, and Entertainment Law, contracts and criminal law

All About Torts, 1/e Constantinos E. Scaros, 2000 I S B N 0130811610

LA107 Legal Terminology for Paralegals

This course covers terms used in: Criminal law, Law in Torts, Law of contracts, Law of personal property and agency, Practice and procedure, Law of wills and estates, Law of real property, Family law, Law of negotiable instruments, and Business organization and bankruptcy. Topics include legal terms within the context of laws in which they are used, background information on many legal terms, Latin Terms and Phrases.

Legal Terminology, 3/e, Gordon W 1998,

ISBN 013260373X

BUS120 Business Law

This course teaches the basic tenets of Business Law. Students will learn such concepts as contracts, torts, and legal ethics. The course teaches students the legal principles required for them to function well in their daily business environment and in today's lawsuit-prone society. Topics include, Legal Research that takes the student through available sources, incorporates problems and case discussions, provides instruction in Employment Law, and ethical considerations are discussed in relevant portions of the course.

Business Law: Principles, Cases, and Policy, 4/e, Mark Roszkowski January 1997

ISBN 0673523985

LA 111 Legal Terminology II

This course explores the concepts of legal terminology while exposing students to the most frequently used legal documents. The goal of the course is not only to familiarize students with the linguistics of the legal environment, but to make them comfortable and confident in using them. The course covers the concepts of legal terminology from all angles, including definition, spelling, pronunciation, punctuation, capitalization and usage. Other topics include, listening, typing, editing, word processing and document design.

Legal Terminology and Transcription, 1/e, Marilyn K. Wallis, 1996

ISBN 0131907115

LA113 - Legal Office Procedures

Designed as a total concepts/applications learning experience, this course presents basic legal concepts in various fields of law, outlines the preparation of documents commonly used in those fields, and provides hands-on examples and projects involving data from actual cases. The approach simplifies a complicated subject into a logical, meaningful course that prepares students for successful careers as law office support staff, and provides instructors with a total instructional program that is both interesting and easy to teach. Topics include, preparing new-matter forms, guidelines for maintaining the latest in legal office software support, information about the law office, legal procedures, terminology, case preparation, Personal Injury; Adoption (Independent); Probate (Testate); Corporation; Unlawful Detainer (Eviction of a Tenant); Criminal Law.

Legal Office Procedures, 5/e Joyce Morton, 2001

ISBN 0130155977

LA117 - Introduction to Legal Research

This course is designed to aid the researcher in acquiring and perfecting legal research skills. This is an introductory course, and no prior familiarity is required to understand the research concepts presented. The course also provides steps in learning computerized research emphasizing Lexis and Westlaw. It also includes detailed research footnotes to court rules and decisions that explain the reasons for concepts and provide citations to aid in actual research. Topics include, court rules and decisions that explain the reasons for concepts and provide citations to aid in actual research.

Legal Research: FUN-damental Principles, 1/e, Myra A. Harris, 1997

ISBN 0134379225

LA121 Introduction to Criminal Procedures

This course provides students with a thorough understanding of our justice system, explains the duties and responsibilities of the law enforcement agencies, courts, and correctional departments from the time of arrest through the sentencing of the criminal offender. Avoiding confusing legalese, it addresses why we have laws and why those laws are broken, the constitutional rights of an accused, and the underlying philosophy of correctional endeavors. The course helps students gain a deeper understanding of our justice system and of the role each member must play to achieve, through teamwork, law and order for all. Topics include, constitutional and civil rights, expanding crime problem, legal process from jury selection to sentencing, crime causation, Acquaints students with procedures in their area and highlights differences throughout the country.

Procedures in the Justice System, 6/e, Gilbert B. Stuckey, Cliff Roberson, Harvey Wallace, 2001

ISBN 0130165840

Correctional Officer's Diploma Program

The Correctional Officer's Diploma Program is designed to address the needs of correctional officers seeking advanced training beyond their basic training. Taken from a more managerial perspective, this program would be beneficial to those seeking to upgrade their skills, for promotional or other institutional advancement, or to seek management positions. The program covers topics such as, a review of the criminal justice system, constitutional rights of prisoners, sociology, psychology, offender classification and programs, behavioral recognition, identifying gangs, practical reasoning, sexual harassment, hostage survival techniques and environmental security procedures, report writing, positive climate, conflict resolution, offender disciplinary procedures, and effective communication.

This program would also be beneficial to those seeking entry level positions in Corrections, however it is not a prerequisite to gaining employment. The primary duty of Correctional Officers is to maintain custody and supervise the conduct of inmates in prisons, penitentiaries, conservation camps and community correctional work centers. Officers supervise inmates during work, meals, bathing, recreation and in all other activities, and escort them during transfers inside and outside of the institution.

Correctional Officers work in various sized penal institutions, ranging from tightly controlled, maximum-security prisons to light-security complexes resembling college campuses. Some work in small, minimum-security conservation camps located in forest and brush lands throughout the state. A few are assigned to "halfway houses" or to community correctional centers, which are located in several major cities.

Those seeking employment in corrections should check on the hiring requirements for your state. Generally, you must be 21 years old, have a high school diploma, and be free of criminal convictions.

COURSES		Lessons
CRJS111	Introduction to Corrections	1 - 5
CRJS113	Introduction to Psychology	6 - 10
CRJS115	Introduction to Sociology	11 - 14
CRJS 214	Constitutional Rights in Corrections	15 - 17
CRJS216	Correctional Counseling	18 - 22
CRJS222	Issues in the Privatization of the U.S. Correctional Industry	23 - 25
CRJS224	Case Management for Correctional Personnel	26 - 28
CRJS226	Issues and Theory of Capital Punishment	29 - 31
CRJS228	Report Writing for Correction's Managers	32 - 36
CRJS230	Issues in Corrections	37 - 39
Total Lessons		39

Total Tuition with Textbooks	Total Tuition without Textbooks
\$1300.00	\$759.00

CRJS 111 Introduction Corrections

Corrections is a system composed of large and small organization, administered by various levels of government, seeking to achieve complex and sometimes competing goals through professional and nonprofessional employees who are put in contact with one another in direct authority over offenders. The course will examine the framework as we discuss each element of the subject. Diverse aspects of this complex yet dynamic field are unified for students, later as correctional researchers or practitioners, and as citizens. Academically, corrections is interdisciplinary. Sociology, psychology, history, law and political science contribute significantly.

American Corrections: 5th edition (July 1999) Todd R. Clear, George F. Cole

ISBN: 0534521479

PSY 113 Introduction to Psychology

Introduction to psychology will explore the trends that psychology has changed in the recent years. The most important of these changes in the growing effort of the field to extend to a broader society, both by applying the principles and findings of psychology to practical problems, and by recognizing the increasing cultural diversity present in all societies. The extended look in this course will explore the newer issues of, Beyond the Boundaries: How psychology is used in other fields and a Multi cultural Perspective, emphasizing the differences between cultural groups and how psychology addresses these differences.

Psychology; Robert Baron 4th edition Bk & CDR available edition (June 1999)

ISBN: 0205290132

SOC 121 Introduction to Sociology

Introduction to Sociology is designed to orient the student about the personal choices he or she may have to make in the next few years, such as getting married, education, pursuing a career or raising children. Sociology, while it cannot make those decisions easier, does offer the student a new way of seeing them. It allows the student to step back and look at the social forces that shape even the most private aspects of your life - not only the big decision, but everyday concerns such as your tastes, political views, and how you spend your leisure time. Sociology will aid the student in placing their personal experience into the context of the world.

Introduction to Sociology, 6th edition (July 1998) Henry L. Tischer, Robert Mendelsohn

ISBN: 0155082973

CRJS214 Constitutional Rights in Corrections

This course details the significant changes in recent years in judicial policy toward prison litigation. Significant new Supreme Court cases such as *Sandin v. Connors* and *Farmer v. Brennan* are discussed, along with materials and information on frivolous claims, access to the courts, good-time credits and the current trend in reducing prisoners' benefits.

Constitutional Rights of Prisoners, Sixth Edition, John W. Palmer

ISBN 0870842277

CRJS216 Correctional Counseling

This course presents the foundations of correctional intervention, including views of the major systems of therapeutic intervention, diagnosis of mental illness, and correctional assessment and classification, treating sex offenders and treating substance abuse in offender populations. The course provides detailed descriptions and cross-approach comparisons which can help policymakers and facilitators better determine which of several techniques might be especially useful in their particular setting.

Correctional Counseling and Rehabilitation, Fourth Edition Patricia Van Voorhis, Michael Braswell & David Lester

ISBN 1583605053

CRJS222 Issues in the Privatization of the U.S. Correctional Industry

This course sheds considerable light on the controversial subject of privatization of corrections, and clarifies some of the mystery surrounding it. Challenging arguments are raised by privatization's proponents and opponents, as many of the relevant issues are examined.

Privatization and the Provision of Correctional Services: Context and Consequences, G. Larry Mays & Tara Gray

ISBN 0870845527

CRJS224 Case Management for Correctional Personnel

Correctional case management has evolved from a more traditional counseling and rehabilitative model to a contemporary process that requires helping professionals take on broader, more eclectic roles that include assessment, referral, intervention, evaluation and, on occasion, advocacy roles.

This course provides a thorough introduction to the history and current state of the process, focuses on the importance of communication skills, the nature of offender/counselor interactions, the uses of transference, and professional paradoxes. Tables, examples and case studies are used amply and effectively to demonstrate the practice of correctional case management.

Correctional Case Management, Richard Enos & Stephen Southern

ISBN 0870841645

CRJS226 Issues and Theory of Capital Punishment

This course explores the issues surrounding the death penalty, providing an exhaustive introduction to the subject, starting with its history and taking the student through the facts, issues, opinions and controversies surrounding capital punishment.

Deathquest: An Introduction to the Theory and Practice of Capital Punishment in the United States, Robert Bohm

ISBN 0870842129

CRJS228 Report Writing for Correction's Managers

This course provides practical advice on report writing—with specific writing samples and guidelines included for law enforcement, security, corrections and probation personnel. The course textbook goes beyond the routine English-grammar approach to deal with the difficult but often-ignored problem of documentation that will hold up in court. Important concepts are emphasized with related checklists and forms.

Report Writing for Criminal Justice Professionals, Second Edition, Jerrold G. Brown & Clarice R. Cox

ISBN 0870842048

CRJS230 Issues in Corrections

This course presents an incisive discussion of diverse issues in corrections today. Examining contemporary challenges facing corrections, such as fiscal limitations, AIDS in prisons, and prison gangs. This course also explores such prevailing topics as ethical issues, women in prison, professionalism among correctional officers, shock incarceration, probation, and the use of technology and community rehabilitative options.

Corrections: Dilemmas and Directions, Peter J. Benekos & Alida V. Merlo

ISBN 0870842358

