Saint Elizabeth University

# ACADEMIC CATALOG

2015–2016

SAINT ELIZABETH UNIVERSITY

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# 2015-2016 Academic Catalog

Welcome to the 2015-2016 online academic catalog for the College of Saint Elizabeth.

This version of the catalog is the most up-to-date representation available and is subject to change. Course descriptions are updated on a regular basis and section changes are made as needed.

**Please note:** in the case of discrepancies between the online and published catalogs, the online version always takes precedence.

# Academic Programs

Students enjoy a range of educational choices at the College of Saint Elizabeth. We offer majors and programs of study in business, education, the liberal arts and science, nursing and the health professions, and other fields.

Cross registration with nearby educational partners expand your academic options. And students have abundant opportunities to combine classroom theory with real-world practice by doing internships, independent research, service-learning, and other projects.

## Allied Health Studies

### Program Overview

With the U.S. Bureau of Labor Statistics projecting that managerial opportunities in health care will grow an estimated 23% between 2012 and 2022, a Bachelor's degree in Allied Health Studies is a smart choice.

The program in Allied Health Studies builds on a strong base of general education courses and includes in-depth perspectives in health and health care delivery. Students gain an understanding of health issues and public health trends, learn to utilize management, organizational and communication skills in health care positions, interpret health care and disease-related research and use this information to change and improve health care.

### Outcomes

- Act as motivated members of the health care profession dedicated to assessing and addressing the health care needs of society and improving health and wellness for individuals, groups and populations.
- Demonstrate knowledge, skills and values related to missions, management and outcomes of complex health care organizations and delivery systems.
- Effectively communicate verbally, visually, electronically and in written forms to encompass all levels of communication from mass media communication levels to the individual interpersonal communication levels.
- Apply cross-cultural and global perspectives in various aspects of health care as appropriate.
- Synthesize and apply critical decision making skills to health related problems, using problem solving skills and ethical guidelines.

### Graduates

Students graduating from the program will be prepared for entry-level positions in a variety of health care and health related areas such as hospitals, nursing homes, assisted living facilities, doctor's offices, insurance companies, local, county and federal health care agencies, corporate and commercial settings. They are also prepared for a variety of graduate programs.

## B.A. in Allied Health Studies

### Requirements

**Core Requirements (41 credits)**

| | | |
|---|---|---|
| AHS101 | Introduction to Allied Health Studies | 4 |
| AHS200 | Global Health and Cultural Perspectives | 4 |
| AHS300 | Health Care Organizations & Delivery Sys | 4 |
| AHS307 | Epidemiology and Human Disease | 4 |
| AHS310 | Health Promotion & Planning | 4 |
| AHS410 | Research in Health Care | 4 |
| AHS450 | Senior Seminar | 2 |
| AHS495 | Internship | 2 |
| BUS100 | Intro to Bus:Domestic&Global Dimensions | 2 |
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |
| MATH119 | Elementary Statistics | 4 |
| PHIL331 | Ethics in Health Care | 3 |

## Course Sequence for B.A. in Allied Health Studies

**First Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS100 | Intro to Bus:Domestic&Global Dimensions | 2 |
| AHS101 | Introduction to Allied Health Studies | 4 |
| | General Education and Electives | 8-10 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| MATH119 | Elementary Statistics | 4 |
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |
| | General Education and Electives | 8 |

**Second Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| AHS200 | Global Health and Cultural Perspectives | 4 |
| | General Education and Electives | 10-12 |

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| AHS300 | Health Care Organizations & Delivery Sys | 4 |
| | General Education and Electives | 10-12 |

**Third Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| AHS307 | Epidemiology and Human Disease | 4 |
| AHS310 | Health Promotion & Planning | 4 |
| | General Education and Electives | 6-8 |

**Spring Semester (13-15 Credits)**

| | | |
|---|---|---|
| AHS410 | Research in Health Care | 4 |
| PHIL331 | Ethics in Health Care | 3 |
| | General Education and Electives | 6-8 |

**Fourth Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| AHS450 | Senior Seminar | 2 |
| AHS495 | Internship | 2 |
| | General Education and Electives | 8-10 |

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| AHS495 | Internship | 2 |
| | General Education and Electives | 10-12 |

Students may transfer in up to 90 credits. The total major in Allied Health is 42-44. Graduation requirement is 120 credits. Students may be over the "120" credit if they transfer in the complete allowance of 90 credits.

If the student has earned an A.A.S degree from an institution that has an articulation agreement with CSE, they will generally be required to take CSE 200 and Element III for their general education requirements. All transfer students will be assessed individually by the Admissions Office for correct placement in General Education Requirements.

Students transferring from a school without a current CSE Articulation agreement will be evaluated on an individual basis for transfer credit acceptance.

Students transferring into CSE with an Associate's Degree (A.S.) will be required to take Element III of the College general education program.

## Capstone Seminar

Students will complete a faculty guided, culminating research project that begins during the internship and ends in the Senior Seminar course.

## Suggested Minors

- Biology
- Chemistry
- Communication

- Foods and Nutrition
- Psychology
- Sociology

# American Studies

## Program Overview

The American Studies  Minor seeks to broaden and deepen students' knowledge about the American Experience from colonial to present times. Employing a multidisciplinary approach, students pursuing  this  minor examine the historical, literary, political, spiritual, social, and aesthetic identities and achievements of the American people across the generations. In so doing, students should be inspired to develop and maintain an intellectual curiosity that will augment their future professional success and personal development.

Flowing from the Mission of the College of Saint Elizabeth, the Mission of the American Studies minor is to provide a multidisciplinary curriculum that fosters students' understanding of the history, culture, institutions, and diversity of the United States of America and its peoples, in the expectation that this knowledge will enhance students' comprehension of America's present and future opportunities, challenges, and identity.

## Outcomes

- Acquire a broad-based, multi-disciplinary knowledge of American life and culture, past and present.
- Develop the analytical-reasoning skills required to understand and evaluate complex material about past and present American life and culture, emanating from a variety of disciplinary perspectives.
- Acquire the skills needed to research, organize, and write substantive papers on topics pertinent to the study of American life and culture, past and present.
- Develop the oral-communication skills required to discuss and verbally interpret and appraise subject matter pertinent to the study of American life and culture, past and present.
- Apply the skills gained from the American Studies Minor in successful ways to other contexts, including graduate school, employment, and everyday life situations.

## Graduates

With the range of skills they acquire, students in the American Studies minor acquire broad preparation for a variety of professional endeavors.

These include:

- Elementary school teaching
- Law
- Government service
- Journalism
- Corporate employment

## Minor in American Studies

### Requirements

**The American Studies Minor consists of 18 credits, to be completed by taking the following courses:**

AMST 100

HIS100 Survey American History 4

The remaining 12 credits are to be taken in one of two Concentrations: Arts and Sciences or Human and Social Development. With the help of their advisor, American Studies minors will choose a Concentration and will select courses of interest within it whose content emphasizes key aspects of life in the United States, past or present.

Selected coursework must be drawn from at least two subjects, and at least one 300-level course must be taken toward the American Studies minor.

# Art

## Program Overview

The mission of the Art Program is dedicated to the development of the creativity of the individual, respect for human expression, and understanding of the importance of the world's artistic objects from various religious, political and social contexts

throughout the ages. The Art Program promotes communication, social responsibility and service to others, and the understanding and expression of our shared human condition through the practice and study of art.

All CSE students are invited and encouraged to take courses in Studio Art and Art History to experience the excitement of artistic creation which supports innovative learning across the disciplines and adds to the education of a well-rounded person who can enjoy making and reflecting on art for the rest of his or her life.

New studios, equipment, an art history lecture room, and the Therese A. Maloney Art Gallery with an active professional art exhibition schedule, all in Annunciation Center, provide increased learning opportunities for all CSE students. Embedded within the Art Studios area is a MAC computer lab which has up-to-date hardware and photographic, graphic design, and multi-media related software programs which promote the incorporation of computer-generated graphics in all courses.

The Art Program offers two levels for an art major and two separate minors. The general Art Major Program (39 credits) provides the artistically minded major with the opportunity to become skilled and esthetically enriched through a variety of art experiences. By earning a B.A. degree in Art, the student is prepared for entrance into art-related professions. If paired with a major in another discipline or with a minor in Art or another discipline, the Art major will offer students visual acuity and design excellence beneficial in a variety of professions.

For the especially talented Art major interested in pursuing graduate study in Art, a more rigorous Art major curriculum (71-77 credits) will offer that student broad as well as in-depth exposure to skills and techniques and the chance to be immersed in one medium as they prepare to apply for an M.A. or M.F.A. program. This program must be approved by the Chairperson. The student will work closely with an Art Program faculty mentor and will take art courses at CSE as well as at other nearby campuses.

The general Art minor (17-19 credits) introduces basic artistic skills and allows each student to sample a variety of media and courses without the greater rigors of the full major.

The new minor in Graphic Design (24 credits) was created to help students increase their fluency in graphic design esthetics, strategies and computer software which, in turn, will enhance their viability for employment. By combining a Major in Art and a Minor in Graphic Design, students will be better prepared for a graphic design related job and for possible application to graduate school in Graphic Design or a related design field.

## Outcomes

- Students will develop conceptual, analytical and creative skills related to their own artistic practice and to the understanding of art around the world and across the centuries.
- Students will acquire the technical skills, familiarity with materials and safety procedures as related to the practice of art in general and in their individual courses.
- Students will acquire knowledge about major works of world art; learn to contextualize those objects within the societies, time periods and circumstances in which they were created; be knowledgeable about the major methodologies for interpreting art; and be able to research and communicate about the history of art.
- Students will learn professional practices in the field of art to enable them to participate in a variety of aesthetic pursuits, internships and apprenticeships, and to seek employment in art-related fields.
- Highly qualified and motivated students will learn about the aesthetic, practical and professional requirements to prepare themselves for applications to graduate schools and for a professional career as an artist.

## Graduates

Students completing the B.A. degree in Art are equipped with skills to succeed in a variety of art-related careers. Some of our students become professional artists while others work in art museums, art galleries or other art-related careers. Many combine Art with Education and use their art skills in the classroom or teach art as a specialized subject.

A double major or a major and minor in the following areas are just some of the combinations students follow to pursue various career paths:

- Art and Business
- Art and Communication
- Art and English
- Art and Justice Studies
- Art and Math
- Art and Psychology

Now with our minor in Graphic Design, students can be even better equipped to bring their artistic and design skills to their chosen professions.

Recent graduates have pursued graduate studies in programs such as Graphic Design at Pratt University, Visual Culture at New York University, Art Therapy at Caldwell College, Painting at Kean University and Montclair State University, Studio Art at Marywood University and Art Education at Kean University.

We encourage students who wish to go on to graduate programs at the M.A., M.F.A. and Ph.D. levels to speak with the Chairperson as soon as possible to construct the proper program to qualify for graduate school and to learn about the application procedures. Please contact the Chair no later than the first semester of your Junior Year.

## B.A. in Art

### Requirements for Track in General Studio Art (39 credits)

**Level I**

| | | |
|---|---|---|
| ART105 | Ceating Art:21st Cent | 3 |

**Level II**

| | | |
|---|---|---|
| ART119 | Intro to Photography | 3 |
| ART121 | Intro to Advertising & Graphic Design | 4 |
| ART201 | Color & Design | 4 |
| ART205 | Drawing | 4 |
| ART220 | Great Works of World Art I | 4 |
| ART230 | Great Works Wrld Art II | 4 |

**Level III**

| | | |
|---|---|---|
| ART300 | Painting Processes | 4 |
| ART305 | Sculpture | 4 |
| ART330 | JR Professional Practice Seminar | 1 |

**Level IV**

| | | |
|---|---|---|
| ART433 | Senior Art Seminar | 3 |

### Requirements for Track in Graduate Preparation for Master in Fine Arts (71-79 credits)

Requirements are all the courses in the General Studio Art major plus another 32-40 credits of Studio Art courses both at CSE and other colleges and universities. This program must be approved by the Program Chairperson and your Studio Art mentor by the beginning of your first semester Junior Year.

## Capstone Requirement

The Capstone Requirement for Art majors consists of preparing a portfolio of their best artwork and passing a three hour comprehensive exam on art terms and art history as determined by the professor each year. These requirements are part of the ART433 Senior Art Seminar. In addition, seniors hang 8-10 works as part of a Senior Art Exhibition, usually held during their last semester, which is also part of their Seminar grade.

## Minor in Studio Art

### Requirements (17-19 credits)

**Level I**

| | | |
|---|---|---|
| ART105 | Ceating Art:21st Cent | 3 |

**Level II**

| | | |
|---|---|---|
| ART201 | Color & Design | 4 |
| | or | |
| ART205 | Drawing | 4 |

**Level II: Art History (one required)**

| | | |
|---|---|---|
| ART220 | Great Works of World Art I | 4 |
| | or | |

| | | |
|---|---|---|
| ART230 | Great Works Wrld Art II | 4 |

**Any Level: 2 Electives**

choice of any Art courses; prerequisites may apply (3-4)

## Minor in Graphic Design

### Requirements (24 credits)

**Level I**

| | | |
|---|---|---|
| ART121 | Intro to Advertising & Graphic Design | 4 |
| ART119 | Intro to Photography | 3 |
| | or | |
| ART131 | | |

Art Majors must select ART131

**Level II**

| | | |
|---|---|---|
| ART230 | Great Works Wrld Art II | 4 |

**Electives: Select three of the courses below:**

**Level III**

| | | |
|---|---|---|
| ART255 | Typography and Layout | 4 |
| ART260 | Intermed Advertising and Graph Des | 4 |
| ART310 | 2D and 3D Package Design | 4 |
| ART315 | Advanced Graph Design and Portfolio | 4 |

# Biology

## Program Offerings

The Biology program offers both a B.S. and a B.A. in Biology, as well as a variety of dual degree programs in collaboration with other prestigious institutions. Students take classes in our new labs, work on state-of-the-art instruments, and can join faculty-led research projects.

Careers in the health care profession are considered among the highest employment growth areas for the next 10 to 15 years and many of these careers require advanced degrees beyond the bachelor's degree.

The Biology Program at the College of Saint Elizabeth has a long history of preparing students for a wide variety of careers in health care. We have affiliation agreements with professional graduate programs in many areas that either guarantee our students direct entrance into their programs, should the prerequisite requirements be met, or place our students in a higher priority pool of applicants compared to the at-large population of applicants.

Students who compile a strong undergraduate record can take advantage of our articulation agreements with Rutgers University, Le Moyne College, Methodist University, AUA College of Medicine, and others. County College students enjoy seamless transfers.

## Overview & Mission

The Biology Program provides a rigorous and solid foundation to the principles of all important areas of modern biology. In the training of a biology major, emphasis is placed on critical thinking and investigative skills. The program also provides ancillary courses for students majoring in biochemistry and foods & nutrition. It also offers courses for non-science majors in an effort to increase the science literacy of all students and to provide a foundation for extending their understanding of science in daily life. The College of Saint Elizabeth is a member of Beta Beta Beta, the national biological honor society.

Students fulfilling the requirements for a Bachelor of Science degree in biology are prepared for professional or graduate school. Students may also choose a Bachelor of Arts degree in biology which will prepare them for science-related careers outside of biology, such as business, health services, medical law and ethics, public health, science journalism, and science/health reporting.

Students can also obtain a Bachelor of Science in Clinical Laboratory Science by completing three years of course work in the Biology department of the College of Saint Elizabeth followed by 15 months at Rutgers University and its affiliated laboratory facilities. Options at Rutgers include medical technology or cytotechnology. Following completion of the three years plus 15 months, a student will obtain a joint degree from the two

institutions. A complete description of the programs at Rutgers can be found at http://shrp.rutgers.edu/dept/CLS/.

A Bachelor of Science in Medical Imaging Sciences is a joint degree conferred by the College of Saint Elizabeth and Rutgers University – School of Health Related Professions after completion of three years at CSE followed by 15 months at Rutgers University. Students have four programs of study to choose from – Cardiac Sonography, Diagnostic Medical Sonography, Vascular Sonography and Nuclear Medicine Technology. A complete description of the programs at Rutgers can be found at http://shrp.rutgers.edu/dept/med_imaging/.

The College of Saint Elizabeth (CSE) and the New York College of Podiatric Medicine (NYCPM) have developed a 3+4 program for qualified students. Students attend the College of Saint Elizabeth for three years and complete their required pre-requisite science and math courses as well as general education course requirements. Following the successful completion of all course requirements at CSE, a student will then attend the New York College of Podiatric Medicine for four years and complete training in podiatric medicine. A student receives her B.S. in Biology after completing the first year of the program at NYCPM and her D.P.M. at the completion of the program. A complete description of the New York College of Podiatric Medicine program can be found at http://www.nycpm.edu/.

The College of Saint Elizabeth (CSE) and Saint Joseph College, School of Pharmacy have developed a joint program for qualified students interested in pursuing a B.S./Pharm.D degree. Students attend the College of Saint Elizabeth for three years and complete their required pre-requisite science and math courses as well as general education course requirements. Following the successful completion of required biology and general education courses at CSE, a student will then attend Saint Joseph College, School of Pharmacy for three years and complete training in pharmacy. A student receives her B.S. in Biology after completing the first year of the program at Saint Joseph College and her Pharm.D at the completion of the program at Saint Joseph College, School of Pharmacy. A complete description of the Pharm.D program at Saint Joseph School of Pharmacy can be found at http://www.auamed.org/.

American University of Antigua College of Medicine will offer admission to the educational program leading to the Doctor of Medicine degree to graduates (B.S. in biology) of the College of Saint Elizabeth. The College of Saint Elizabeth (CSE) and the American University of Antigua College of Medicine (AUA) have developed a B.S./M.D. program for qualified students. Students attend the College of Saint Elizabeth for four years and complete their B.S. in Biology at CSE. Following the successful completion of a B.S. in Biology at CSE, the student will then attend AUA for four years and complete training in medicine. A student receives her M.D. at the completion of the program at AUA. A complete description of AUA medical program can be found at http://www.usj.edu/academics/schools/school-of-pharmacy/.

Compatible with the Mission and Values of the College of Saint Elizabeth, the mission of the Biology Program is to provide students with a rigorous and comprehensive introduction to the principles in biology. Our program emphasizes the application of the scientific process and practical skills necessary to be successful in attaining different career choices, and to be able to communicate the impact and significance of biology to society. The Biology Programs goal is to create a teaching and learning environment which:

- Provides students the breadth of knowledge in the biology discipline
- Provides students with investigative skills and promotes critical thinking
- Teaches and fosters ethical behavior and professional integrity
- Prepares students for admission into professional and graduate degree programs as well as the ability to be competitive in the science industry market and in science related careers.
- Prepares students to be informed and to communicate the major issues at the forefront of the biology discipline

## Outcomes

Through completion of biology coursework and the capstone experience*, students in the B.A./B.S. biology degree program will demonstrate their competence in the major by being able to:

- Demonstrate knowledge of key biological principles in the general and sub-branches of the biology discipline
- Demonstrate how the scientific process is applied
- Access and effectively utilize current biological literature and communicate effectively in a variety of methods, including written papers, as well as oral presentations. Students will also be proficient in the use of modern technologies which facilitate communication (B.A./B.S. program)
- Demonstrate the integration of biology and the impact of science and their roles as biologists in society (B.A./B.S. program)

*Capstone Experience: an exam is given in two parts on two separate dates. The first day of the exam includes objective questions that consists of multiple choice questions covering Fundamentals of Biology I and II, Microbiology and Cell Biology. In addition, a separate exam section covers basic solution calculations. The second day consists of essay questions in upper-level elective courses specific to the B.A. program and B.S. program.

## Graduates

Students who have graduated from the Biology Program have followed numerous career paths. Graduates have been accepted and/or entered professional schools in veterinary medicine at Oklahoma State Veterinary School and Ross University Veterinary School.

Other students have been accepted in medical schools such as Robert Wood Johnson Medical School and American University of Antigua College of Medicine (AUA). Some have entered Ph.D. programs in various areas of science or Physician Assistant programs. Recent graduates are attending programs at Rutgers University and Seton Hall University.

Other graduates of the program have chosen other career paths, such as careers in pharmaceutical research, state public health/environmental and clinical laboratories, biostatistical analysis, documentation management, and privately owned pet stores.

## B.A. in Biology

### Requirements (44-45 credits)

**Core Requirements (33 credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| BIO209 | Microbiology | 4 |
| BIO251 | Cellular Biology | 4 |
| BIO303 | Genetics | 4 |
| BIO431 | Senior Seminar | 1 |
| BIO--- | 300-Level Elective | 4 |
| BIO--- | 300/400-Level Elective | 4 |
| BIO--- | 400-Level Elective | 4 |

A grade of C+ or better is required for BIO111, BIO113

BIO 300-Level Elective, BIO 300/400 Level Elective, BIO 400-Level Elective: Research and non-major courses cannot be used to fulfill Requirements for the major.

**Related Requirements**

| | | |
|---|---|---|
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH119 | Elementary Statistics | 4 |

### Recommended Course Sequence for BA Biology

**First Year**

**Fall Semester (First Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |

| | | |
|---|---|---|
| CSE110 | Literacy I | 4 |

**Spring Semester (Second Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH119 | Elementary Statistics | 4 |
| | or | |
| MATH151 | Calculus I | 4 |
| CSE120 | Intergrated Literacy II | 4 |

CHEM153: Prerequisites required.

**Second Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO209 | Microbiology | 4 |
| | Free Elective | 8 |
| CSE | CSE200-level General Education | 4 |

CSE200 level: Prerequisites required.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |
| | Free Elective | 4 |
| CSE | CSE 200-level General Education | 4 |
| CSE | CSE200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO251, CSE200 level, CSE300: Prerequisites required.

**Third Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| | Free Elective | 8 |
| BIO | BIO300/400 | 4 |
| CSE | CSE200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

CSE200 level, CSE300: if not yet taken

BIO300/400, CSE200 level, CSE300: Prerequisites required.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| | Free Elective | 4-8 |
| BIO303 | Genetics | 4 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | or | |
| CSE400 | Essentials Capstone | 4 |

CSE300:if not yet taken

BIO303, CSE300, CSE400: Prerequisite required.

**Fourth Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| BIO431 | Senior Seminar | 1 |
| CSE400 | Essentials Capstone | 4 |
| | and-or | |
| | Free Electives | 8-12 |

CSE400: if not yet taken

BIO300/400, BIO431, CSE400: Prerequisites required.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| | Free Electives | 8-12 |

BIO300/400: Prerequisites required.

## Capstone Requirement

Capstone Experience: an exam is given in two parts on two separate dates. The first day of the exam includes objective questions that consist of multiple choice questions covering Fundamentals of Biology I and II, Microbiology and Cell Biology. In

addition, a separate exam section covers basic solution calculations. The second day consists of essay questions in upper level elective courses specific to the B.A. program.

## B.S. in Biology

### Requirements (69 credits)

**Core Requirements (37 credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| BIO209 | Microbiology | 4 |
| BIO251 | Cellular Biology | 4 |
| BIO303 | Genetics | 4 |
| BIO431 | Senior Seminar | 1 |
| BIO--- | 300-Level Elective | 4 |
| BIO--- | 300-Level Elective | 4 |
| BIO--- | 400-Level Elective | 4 |
| BIO--- | 400-Level Elective | 4 |

BIO111, BIO113: A grade of C+ or better is required.

BIO300-Level Elective, BIO300-Level Elective, BIO400-Level Elective: Research and non-major courses cannot be used to fulfill Requirements for the major.

**Related Requirements (32 or 36 credits)**

| | | |
|---|---|---|
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| MATH151 | Calculus I | 4 |
| MATH153 | Calculus II | 4 |
| | or | |
| MATH119 | Elementary Statistics | 4 |
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

MATH149: If needed

MATH153, MATH119 can be taken with approval of major advisor.

### Recommended Course Sequence BS Biology: Pre-Medicine, Pre-Veterinary and Pre-Dentistry Track

**First Year**

**Fall Semester (First Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | or | |
| MATH119 | Elementary Statistics | 4 |
| CSE110 | Literacy I | 4 |

**Spring Semester (Second Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| CSE120 | Intergrated Literacy II | 4 |

CHEM153: Prerequisites required.

**Second Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO209 | Microbiology | 4 |
| CHEM211 | Organic Chemistry | 4 |

| | | |
|---|---|---|
| CSE | CSE200-level General Education | 4 |
| MATH119 | Elementary Statistics | 4 |

MATH119: if not yet taken

CHEM211, CSE200 level: Prerequisites required.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| CSE | CSE200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO251, CHEM213, CSE200 level, CSE300: Prerequisites required.

**Third Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| PHYS149 | General Physics I | 4 |
| BIO | BIO300/400 | 4 |
| CHEM325 | Biochemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

CSE200 level, CSE300: if not yet taken

BIO300/400, CHEM325, CSE200 level, CSE300: Prerequisites required.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| PHYS153 | General Physics II | 4 |
| BIO303 | Genetics | 4 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | or | |
| CSE400 | Essentials Capstone | 4 |
| CHEM323 | Biochemistry I | 3 |
| | or | |
| | Free Elective | 4 |

BIO303, CSE300, CSE400, CHEM323: Prerequisites required.

CSE300: If not yet taken.

CHEM323: Recommended.

**Fourth Year**

**Fall Semester (First Semester) (17 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| BIO431 | Senior Seminar | 1 |
| CSE400 | Essentials Capstone | 4 |
| | and-or | |
| | Free Electives | 8-12 |

BIO300/400, BIO431, CSE400: Prerequisites required.

CSE400: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| | Free Electives | 8-12 |

BIO300/400: Prerequisites required.

## Capstone Requirement

Capstone Experience: an exam is given in two parts on two separate dates. The first day of the exam includes objective questions that consist of multiple choice questions covering Fundamentals of Biology I and II, Microbiology and Cell Biology. In addition, a separate exam section covers basic solution calculations. The second day consists of essay questions in upper level elective courses specific to the B.S. program.

## Sufficient Progress in the Major

- Students must have passed BIO111 and BIO113 with a grade of C+ or better in order to continue as a biology major in their sophomore year.
- Students must pass, with a grade of C or better, BIO209, BIO251, CHEM151, CHEM153 (and all of their respective labs), MATH151 and MATH153 or MATH119 prior to the start of fall semester of the junior year to continue as a biology major.
- Students in the B.A biology degree program must have passed all of the above courses as well as BIO303 and at least one upper-level biology elective – all with a grade of C or better – prior to the start of the fall semester of the senior year to continue as a biology major.
- In addition, students in the B.S. biology degree program must have passed all of the above courses as well as BIO303, CHEM211 and CHEM213 and at least one upper-level biology elective – all with a grade of C or better – prior to the start of the fall semester of the senior year to continue as a biology major.

## B.S. in Clinical Laboratory Science

During the first three years at the College of Saint Elizabeth, a student must fulfill all of the general education requirements of the College. The student must also complete the following science and mathematics courses required by both institutions prior to admission to Rutgers University:

### Medical Laboratory Science

**Required Courses (52 or 56 credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| BIO209 | Microbiology | 4 |
| BIO251 | Cellular Biology | 4 |
| BIO303 | Genetics | 4 |
| BIO415 | Immunology | 4 |
| BIO417 | Physiology | 4 |
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CHEM323 | Biochemistry I | 3 |
| MATH149 | Pre-Calculus Math | 4 |
| MATH151 | Calculus I | 4 |
| | or | |
| MATH119 | Elementary Statistics | 4 |

MATH149 if needed

An overall grade point average of 2.75 (A=4.0) and grades of C or better are required in all of the above courses.

**In addition, the following science courses are recommended:**

| | | |
|---|---|---|
| BIO413 | Molecular Biology Techniques | 4 |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

### Recommended Course Sequence: Medical Laboratory Science

**First Year**

**Fall Semester (First Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | or | |

| | | |
|---|---|---|
| MATH119 | Elementary Statistics | 4 |
| CSE110 | Literacy I | 4 |

**Spring Semester (Second Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| CSE120 | Intergrated Literacy II | 4 |

CHEM153: Prerequisites apply.

**Second Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO209 | Microbiology | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CSE | CSE200-level General Education | 4 |
| MATH119 | Elementary Statistics | 4 |
| | or | |
| CSE | CSE200-level General Education | 4 |

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| CSE | CSE 200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO251, CHEM213, CSE200-level, CSE300: Prerequisites apply.

CSE200-level: If still needed.

**Summer (8 Credits)**

| | | |
|---|---|---|
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

PHYSICS I, PHYSICS II: Prerequisites apply.

**Third Year**

**Fall Semester (First Semester) (17 Credits)**

| | | |
|---|---|---|
| BIO121 | Human Anatomy & Physiology I | 4 |
| BIO | BIO300/400 | 4 |
| CHEM325 | Biochemistry II | 4 |
| BIO431 | Senior Seminar | 1 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | or | |
| CSE400 | Essentials Capstone | 4 |

BIO300/400, CHEM325, BIO431, CSE300, CSE400: Prerequisites apply.

CSE300, CSE400: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO123 | Anatomy & Physiology II | 4 |
| BIO303 | Genetics | 4 |
| CHEM323 | Biochemistry I | 3 |
| CSE400 | Essentials Capstone | 4 |

BIO303, CHEM323, CSE400: Prerequisites apply.

CSE400: If not yet taken.

## Cytotechnology

**Required Courses (60 or 66 credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| BIO209 | Microbiology | 4 |
| BIO251 | Cellular Biology | 4 |
| BIO303 | Genetics | 4 |

| | | |
|---|---|---|
| BIO309 | Histology | 4 |
| BIO321 | Comparative Anatomy | 4 |
| BIO417 | Physiology | 4 |
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CHEM323 | Biochemistry I | 3 |
| MATH149 | Pre-Calculus Math | 4 |
| MATH151 | Calculus I | 4 |
| | or | |
| MATH119 | Elementary Statistics | 4 |

MATH149 if needed

An overall grade point average of 2.75 (A=4.0) and grades of C or better are required in all of the above listed courses.

**In addition, the following science courses are recommended:**

| | | |
|---|---|---|
| BIO415 | Immunology | 4 |
| CS115 | Intro to Computer Science I | 4 |

BIO111 and BIO113 or their equivalents are prerequisites for all major courses designated 200 or above except BIO209. Students can fulfill the prerequisites by means of College Level Examination Program (CLEP) examinations or advanced placement tests.

## Recommended Course Sequence: Cytotechnology

**First Year**

**Fall Semester (First Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | or | |
| MATH119 | Elementary Statistics | 4 |
| CSE110 | Literacy I | 4 |

**Spring Semester (Second Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| CSE120 | Intergrated Literacy II | 4 |

CHEM153: Prerequisites apply.

**Second Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO209 | Microbiology | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CSE | CSE200-level General Education | 4 |
| MATH119 | Elementary Statistics | 4 |
| | or | |
| CSE | CSE200-level General Education | 4 |

MATH119: if not yet taken

CHEM211, CSE200-level: Prerequisites apply.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |
| CHEM213 | Organic Chemistry II | 4 |

| | | |
|---|---|---|
| CSE | CSE200-level General Education | 4 |
| CSE | CSE200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO251, CHEM213, CSE200 level, CSE300: Prerequisites apply.

CSE200-level: If still needed.

**Summer (8 Credits)**

| | | |
|---|---|---|
| PHYS | PHYSICS I | 4 |
| PHYS | PHYSICS II | 4 |

PHYSICS I, PHYSICS II: Prerequisites apply.

**Third Year**

**Fall Semester (First Semester) (17 Credits)**

| | | |
|---|---|---|
| BIO121 | Human Anatomy & Physiology I | 4 |
| BIO | BIO300/400 | 4 |
| CHEM325 | Biochemistry II | 4 |
| BIO431 | Senior Seminar | 1 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | or | |
| CSE400 | Essentials Capstone | 4 |

BIO300/400: BIO309 & BIO415 are required for this program.

BIO300/400, CHEM325, BIO431, CSE300, CSE400: Prerequisites apply.

CSE300, CSE400: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO123 | Anatomy & Physiology II | 4 |
| BIO303 | Genetics | 4 |
| BIO | BIO300/400 | 4 |
| CSE400 | Essentials Capstone | 4 |

BIO300/400: BIO309 & BIO415 are required for this program.

BIO303, BIO300/400, CSE400: Prerequisites apply.

CSE400: If not yet taken.

## B.S. in Medical Imaging Science

During the first three years at the College of Saint Elizabeth, a student must fulfill all of the general education requirements of the College. The student must also complete the following science and mathematics courses required by both institutions prior to admission to Rutgers University.

**Requirements (68-72 credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| BIO121 | Human Anatomy & Physiology I | 4 |
| BIO123 | Anatomy & Physiology II | 4 |
| BIO209 | Microbiology | 4 |
| BIO303 | Genetics | 4 |
| | Two additional upper-level biology electives | 8 |
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CHEM323 | Biochemistry I | 3 |
| MATH119 | Elementary Statistics | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| MATH151 | Calculus I | 4 |
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

*MATH149 if needed*

*An overall grade point average of 2.75 (A=4.0) and grades of C or better are required in all of the above courses. More than one C is discouraged.*

Subtotal: 107-109

## Recommended Course Sequence for Medical Imaging Sciences

Total credits: 107-109

**First Year**

**Fall Semester (First Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | or | |
| MATH119 | Elementary Statistics | 4 |
| CSE110 | Literacy I | 4 |

**Spring Semester (Second Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| CSE120 | Intergrated Literacy II | 4 |

CHEM153: Prerequisites apply.

**Second Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO209 | Microbiology | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CSE | CSE200-level General Education | 4 |
| MATH119 | Elementary Statistics | 4 |
| | or | |
| CSE | CSE200-level General Education | 4 |

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| CSE | CSE200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO251, CHEM213, CSE200-level, CSE300: Prerequisites apply.

CSE200-level: If still needed.

**Summer (8 Credits)**

| | | |
|---|---|---|
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

PHYSICS I, PHYSICS II: Prerequisites apply.

**Third Year**

**Fall Semester (First Semester) (17 Credits)**

| | | |
|---|---|---|
| BIO121 | Human Anatomy & Physiology I | 4 |
| BIO | BIO300/400 | 4 |
| CHEM325 | Biochemistry II | 4 |
| BIO431 | Senior Seminar | 1 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | or | |
| CSE400 | Essentials Capstone | 4 |

BIO300/400, CHEM325, BIO431, CSE300, CSE400: Prerequisites apply.

CSE300, CSE400: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO123 | Anatomy & Physiology II | 4 |
| BIO303 | Genetics | 4 |
| BIO | BIO300/400 | 4 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | and-or | |
| CSE400 | Essentials Capstone | 4 |

BIO303, BIO300/400, CSE300, CSE400: Prerequisites apply.

CSE300, CSE400: If not yet taken.

## B.S. in Biology/M.S. in Physician Assistant Dual Degree Program

Physician Assistants are in high demand and are considered one of the top 10 jobs for the foreseeable future. Interest in this career has exploded and acceptance into PA programs is in many cases as competitive as for medical school.

CSE is fortunate to have three guaranteed seats a year in the two-year PA program at Le Moyne College for highly qualified students. The top three students in each graduating class from CSE who earn a B.S. in Biology from CSE and meet Le Moyne's prerequisite requirements are guaranteed admittance into the two-year M.S. Physician Assistant Program.

Visit www.lemoyne.edu/pa for more information about their M.S. Physician Assistant Program.

### Recommended Course Sequence

In fulfilling the requirements for the B.S. in Biology as stated below, the student automatically fulfills the prerequisites for acceptance into Physical Assistant program at Le Moyne College.

The typical four-year course of study at CSE for students interested in pursuing a career as a physician assistant is as follows:

**First Year**

**Fall Semester (First Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | or | |
| MATH119 | Elementary Statistics | 4 |
| CSE110 | Literacy I | 4 |

**Spring Semester (Second Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| CSE120 | Intergrated Literacy II | 4 |

CHEM153: Prerequisites apply.

**Second Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO209 | Microbiology | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CSE | CSE200-level General Education | 4 |
| MATH119 | Elementary Statistics | 4 |
| | or | |
| CSE | CSE200-level General Education | 4 |

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |

| | | |
|---|---|---|
| CHEM213 | Organic Chemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| CSE | CSE 200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO251, CHEM213, CSE200-level/300: Prerequisites apply.

**Third Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO121 | Human Anatomy & Physiology I | 4 |
| BIO | BIO300/400 | 4 |
| CHEM325 | Biochemistry II | 4 |
| CSE | CSE 200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO300/400, CHEM325, BIO431: Prerequisites apply.

CSE200-Level/CSE300 if not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO123 | Anatomy & Physiology II | 4 |
| BIO303 | Genetics | 4 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | or | |
| CSE400 | Essentials Capstone | 4 |
| CHEM323 | Biochemistry I | 3 |
| | or | |
| | Free Elective | 4 |

BIO303, CSE300, CSE400: Prerequisites apply.

CSE300: If not yet taken.

**Fourth Year**

**Fall Semester (First Semester) (16-17 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| BIO431 | Senior Seminar | 1 |
| PHYS149 | General Physics I | 4 |
| CSE400 | Essentials Capstone | 4 |
| | and-or | |
| | Free Elective | 3-4 |

BIO300/400, BIO431, CSE400: Prerequisites apply.

CSE400 if not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| PHYS153 | General Physics II | 4 |
| PSY100 | General Psychology* | 4 |
| CSE400 | Essentials Capstone | 4 |
| | and-or | |
| | Free Elective | 4 |

BIO300/400, CSE400: Prerequisites apply.

CSE400: If not yet taken.

NOTE: Le Moyne requires 750 patient-related activities prior to attending PA school. Acquiring certification and working as a EMT or CNA are two excellent ways of obtaining the required hours.

## B.S. in Biology/Doctor of Medicine Dual Degree Program

American University of Antigua College of Medicine will offer admission to the educational program leading to the Doctor of Medicine degree to graduates (B.S. in biology) of the College of Saint Elizabeth. The College of Saint Elizabeth (CSE) and the American University of Antigua College of Medicine (AUA) have developed a B.S. / M.D. program for qualified students. Students attend the College of Saint Elizabeth for four years and complete their required prerequisite science and math courses as well as general education course

requirements. Following the successful completion of a B.S. in biology at CSE, a student will then attend the American University of Antigua College of Medicine (AUA) for four years and complete training in medicine. A student receives her M.D. at the completion of the program at AUA.

## CSE Degree Program Requirements

Admission to Program:

Applicants will be evaluated based on high school record (completion of high school English, mathematics, biology, chemistry, and physics), grade point average, satisfactory SAT scores, and high school math/science teacher recommendations.

While enrolled at CSE, students must meet the following criteria:

- Completion of prerequisite math and science courses in the biology major. A grade of C+ or better is required for BIO111 and BIO113; a grade of C or better in the other prerequisite math and science courses.
- Students are to maintain a minimum cumulative G.P.A of 3.25 (on a 4.00 scale) or better in the prerequisite math and science courses, and an overall cumulative G.P.A. of 3.5.
- Completion of all General Education requirements.
- Completion of B.S. in Biology.

## Qualifying for enrollment at AUA:

- Completion of all prerequisite math and science courses for biology major (as described above) along with the completion of general education courses and all prerequisite courses required for admission to AUA.
- Required G.P.A as described under CSE requirements.
- A score of 24 or higher on the Medical College Admission Test (MCAT).
- Satisfactory evaluation in a personal interview by AUA interviewer and recommendation for admission by an AUA Admission Officer who has interviewed the applicant in person.
- A timely and satisfactory formal application.

# B.S. in Biology/Doctor of Pharmacy (Pharm.D) Dual Degree Program

A joint program leading to a Bachelor in Science (B.S.) in Biology from the College of Saint Elizabeth, Morristown, N.J./Doctoral level degree in Pharmacy (Pharm.D.) at Saint Joseph College, West Hartford, Connecticut. Saint Joseph College, School of Pharmacy will give priority admission to dual degree program applicants from the College of Saint Elizabeth and other dual degree program schools when those applicants have completed the first three years in the dual degree program, satisfied admission requirements of the Pharm.D program and are otherwise competitive with other applicants competing for admission to the Pharm.D program.

Pharmacists are health practitioners who specialize in dispensing drugs prescribed by physicians and communicate with patients and other healthcare providers about drug information and patient care. Pharmacists who are trained in the United States must earn a Pharm.D. degree from an accredited college or school of pharmacy. The Bachelor of Pharmacy degree has been replaced by the Pharm.D. degree. A Pharm.D can seek employment in retail pharmacies (privately owned or in retail drugstore chains), hospital/nursing home pharmacies, and in pharmaceutical industries, which includes companies that research , manufacture, or sell drugs.

The College of Saint Elizabeth (CSE) and Saint Joseph College, School of Pharmacy have developed a joint program for qualified students interested in pursuing a B.S./Pharm.D degree. Students attend the College of Saint Elizabeth for three years and complete their required prerequisite science and math courses as well as general education course requirements. Following the successful completion of required biology courses and general education courses at CSE, a student will then attend Saint Joseph College, School of Pharmacy for three years and complete training in pharmacy. A student receives her B.S. in Biology after completing the first year of the program at Saint Joseph College and her Pharm.D at the completion of the program at Saint Joseph College, School of Pharmacy.

While enrolled at CSE students must meet the following criteria:

- Completion of prerequisite math and science courses in the biology major. A grade of C+ or better is required for BIO111 and BIO113; a grade of C or better in the other prerequisite math and science courses.
- Students are to maintain a minimum cumulative G.P.A of 3.25(on a 4.00 scale) or better in the prerequisite math and science courses, and an overall cumulative G.P.A. of 3.4.
- Completion of all General Education requirements.
- Evidence of understanding of the profession as demonstrated by experience in health profession.
- Demonstrated integrity.

## Qualifying for enrollment at Saint Joseph College, School of Pharmacy:

- Completion of all prerequisite math and science courses for biology major (as described above) along with the completion of general education courses and all prerequisite courses required for admission to Saint Joseph College, School of Pharmacy.
- Required G.P.A as described under CSE requirements.
- Satisfactory scores on the PCAT (Pharmacy College Admission Test)
- A timely and satisfactory formal application
- Satisfactory evaluation in a personal interview by Saint Joseph College, School of Pharmacy interviewer and recommendation for admission by Saint Joseph College, School of Pharmacy Admission Officer who has interviewed the applicant in person.

**Course Requirements (52 or 56 credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| BIO121 | Human Anatomy & Physiology I | 4 |
| BIO123 | Anatomy & Physiology II | 4 |
| BIO209 | Microbiology | 4 |
| BIO251 | Cellular Biology | 4 |
| BIO303 | Genetics | 4 |
| BIO--- | 300/400 Level Course | 8 |
| MATH149 | Pre-Calculus Math | 4 |
| MATH151 | Calculus I | 4 |
| MATH119 | Elementary Statistics | 4 |
| | or | |
| MATH153 | Calculus II | 4 |
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

MATH149 if necessary

BIO111 and BIO113 or their equivalent is a prerequisite for all major courses designated 200 or above except BIO 209. Students can fulfill this prerequisite by means of College Level Examination Program (CLEP) examinations or advanced placement tests.

Students must also fulfill all requirements for General Education.

### Recommended Course Sequence-Pre pharmacy track

As of April 2015

**First Year**

**Fall Semester (First Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | or | |

| | | |
|---|---|---|
| MATH119 | Elementary Statistics | 4 |
| CSE110 | Literacy I | 4 |

**Spring Semester (Second Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| CSE120 | Intergrated Literacy II | 4 |

CHEM153: Prerequisites apply.

**Second Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO209 | Microbiology | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CSE | CSE200-level General Education | 4 |
| MATH119 | Elementary Statistics | 4 |
| | or | |
| CSE | CSE200-level General Education | 4 |

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| CSE | CSE 200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO251, CHEM213, CSE200/300-level: Prerequisites apply.

CSE200-level: If still needed.

**Summer (8 Credits)**

| | | |
|---|---|---|
| PHYS | PHYSICS I | 4 |
| PHYS | PHYSICS II | 4 |

PHYSICS I, PHYSICS II: Prerequisites apply.

**Third Year**

**Fall Semester (First Semester) (17 Credits)**

| | | |
|---|---|---|
| BIO123 | Anatomy & Physiology II | 4 |
| BIO | BIO300/400 | 4 |
| CHEM325 | Biochemistry II | 4 |
| BIO431 | Senior Seminar | 1 |
| | Free Electives | 4 |

BIO300/400, CHEM325, BIO431: Prerequisites apply.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO125 | Women & Science:History,Health & Hope | 3 |
| BIO303 | Genetics | 4 |
| BIO | BIO300/400 | 4 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | and-or | |
| CSE400 | Essentials Capstone | 4 |

BIO303, BIO300/400, CSE300, CSE400: Prerequisites apply.

CSE300, CSE400: If not yet taken.

## B.S. in Biology/Doctor of Physical Therapy Dual Degree Program

Demands for physical therapists will continue to grow over the next 10-15 years. Forbes listed physical therapy as one of the top 10 careers in demand. An earned doctoral degree is quickly becoming the required degree to work in this field.

Acceptance into doctoral degree programs is

extremely competitive. The College of Saint Elizabeth has an affiliation agreement with Methodist University that guarantees admittance into their Doctor of Physical Therapy program for two qualified students from CSE every year. This is a 4+3 program where students earn a B.S. in Biology from the College of Saint Elizabeth and then attend Methodist University for three additional years to earn the DPT degree.

Visit www.methodist.edu/dpt for a complete description of their three-year Doctor of Physical Therapy program.

## Recommended Course Sequence

In fulfilling the requirements for the B.S. in Biology as stated below, the student automatically fulfills the prerequisites for acceptance into Physical Therapy by Methodist University.

The typical four-year course of study for students interested in Physical Therapy is as follows:

**First Year**

**Fall Semester (First Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | or | |
| MATH119 | Elementary Statistics | 4 |
| CSE110 | Literacy I | 4 |

**Spring Semester (Second Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| CSE120 | Intergrated Literacy II | 4 |

CHEM153: Prerequisites apply.

**Second Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO209 | Microbiology | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CSE | CSE200-level General Education | 4 |
| MATH119 | Elementary Statistics | 4 |
| | or | |
| CSE | CSE200-level General Education | 4 |

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| CSE | CSE 200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO251, CHEM213, CSE200-level/300: Prerequisites apply.

**Third Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO121 | Human Anatomy & Physiology I | 4 |
| BIO | BIO300/400 | 4 |
| CHEM325 | Biochemistry II | 4 |
| CSE | CSE 200-level General Education | 4 |

| | | |
|---|---|---|
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO300/400, CHEM325: Prerequisites apply.

CSE200-Level/CSE300 if not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO123 | Anatomy & Physiology II | 4 |
| BIO303 | Genetics | 4 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | or | |
| CSE400 | Essentials Capstone | 4 |
| CHEM323 | Biochemistry I | 3 |
| | or | |
| | Free Elective | 4 |

BIO303, CSE300, CSE400: Prerequisites apply.

CSE300: If not yet taken.

**Fourth Year**

**Fall Semester (First Semester) (16-17 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| BIO431 | Senior Seminar | 1 |
| PHYS149 | General Physics I | 4 |
| CSE400 | Essentials Capstone | 4 |
| | and-or | |
| | Free Elective | 3-4 |

BIO300/400, BIO431, CSE400: Prerequisites apply.

CSE400 if not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| PHYS153 | General Physics II | 4 |
| PSY100 | General Psychology* | 4 |
| CSE400 | Essentials Capstone | 4 |
| | and-or | |
| | Free Elective | 4 |

BIO300/400, CSE400: Prerequisites apply.

CSE400: If not yet taken.

NOTE: Two courses in Psychology required as free electives.

## B.S. in Biology/Doctor of Podiatric Medicine (D.P.M.) Dual Degree Program

A joint program leading to a Bachelor in Science in Biology from the College of Saint Elizabeth/Doctor of Podiatric Medicine (D.P.M.) from the New York College of Podiatric Medicine.

Podiatrists specialize in diagnosing, treating and preventing ailments and injuries of the foot, ankle and lower leg. Podiatrists are trained in surgery, management of wound care and radiology. In addition, podiatrists can prescribe orthotic devices to assist in aligning the feet, knees and hips properly to relieve pain. The number of diabetic patients is rapidly increasing in the United States. Podiatrists play a critical role in the management of diabetic foot care. The need for foot and ankle care will become increasingly important to maintaining a healthy lifestyle.

The College of Saint Elizabeth (CSE) and the New York College of Podiatric Medicine (NYCPM) have developed a 3+4 program for qualified students. CSE has four seats available for each entering class at NYCPM. Students attend the College of Saint Elizabeth for three years and complete their required prerequisite science and math courses as well as general education course requirements. Following the successful completion of all course requirements at CSE, a student will then attend the New York College of Podiatric Medicine for four years and complete training in podiatric medicine. A student receives her B.S. in Biology after completing the first year of the program at NYCPM and her D.P.M. at the completion of the program.

### Combined Degree Program Requirements

Admission to combined degree program:

Applicants will be evaluated based on high school record (completion of high school English, mathematics, biology, chemistry, and physics), grade point average, satisfactory SAT scores, and

high school math/science teacher recommendations.

While enrolled at CSE, students must meet the following criteria:

- Completion of prerequisite math and science courses. A grade of C+ or better is required for Bio. 111 and Bio. 113. A grade of C or better in the other prerequisite math and science courses.
- Students are to maintain a minimum cumulative G.P.A of 3.2 (on a 4.00 scale) or better in the prerequisite math and science courses and an overall cumulative G.P.A. of 3.4.
- Completion of all General Education requirements.
- Shadowing a podiatrist (minimum of 60 hours).

## Qualifying for enrollment at NYCPM:

- Completion of all prerequisite math and science courses (as described above) along with the completion of general education courses and all prerequisite courses required for admission to NYCPM.
- Required G.P.A as described under CSE requirements.
- Submission of a satisfactory Medical College Admission Test (MCAT) score.
- Three letters of recommendations. Two letters must be from faculty in the biology program.
- Satisfactory evaluation in a personal interview by NYCPM interviewer.
- A timely and satisfactory formal application.

**Required Courses (64 or 68 credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| BIO121 | Human Anatomy & Physiology I | 4 |
| BIO123 | Anatomy & Physiology II | 4 |
| BIO209 | Microbiology | 4 |
| BIO251 | Cellular Biology | 4 |
| BIO--- | 300/400 Level Course | 8 |
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| MATH151 | Calculus I | 4 |
| MATH119 | Elementary Statistics | 4 |
| | or | |
| MATH153 | Calculus II | 4 |
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

MATH149 if needed

**Other Requirements**

Completion of all General Education requirements

BIO111 and BIO113 or their equivalents are prerequisites for all major courses designated 200 or above except BIO209. Students can fulfill the prerequisites by means of College Level Examination Program (CLEP) examinations or advanced placement tests.

Affiliation Agreement NY College of Podiatric Medicine and CSE

## Minor in Biology

**Required Courses (20 credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| BIO209 | Microbiology | 4 |

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |
| | Two 300 or 400 level electives | 8 |

# Business Administration

## Program Overview

The mission of the Business Administration program is to promote a community of learning in which our students grow to become individuals who can effectively work in diverse business environments, and who are prepared to handle challenging ethical situations with understanding and respect. The program seeks to provide a learning environment that expands the students' ability to effectively address business issues using critical thinking, creative problem solving, and innovative decision-making. With a strong liberal arts foundation, our graduates are prepared for leadership roles in the complex and ever-changing business world.

The program offers a Bachelor of Science or a minor in Business Administration, a Leadership Program and minor, an Accounting Concentration, and a Combined BA or BS/MS in Management Degree. Courses are offered in hybrid, online and in-person formats.

## Offerings

### Major or Minor in Business Administration

Graduates with a Business Administration major from the College of Saint Elizabeth are equipped with the skills to succeed in a range of environments (corporate, government, non-profit, business), and fields (financial, manufacturing, telecommunication, insurance, pharmaceutical, information technology.) They can choose concentrations that will prepare them for such areas as:

- Accounting
- Advertising and promotion
- Corporate administration
- Human resources
- Information systems
- Marketing
- Operation and project management
- Sales
- Web design

### Accounting Concentration

The Accounting Concentration, starting in the fall semester of 2015, is a 24 consecutive month program (including winter sessions and summer) with a pathway to CPA certification. The concentration is primarily designed for Associates Degree students. However, an "alternate path" is available to Women's College freshmen starting fall 2015, and non-Associate Degree Continuing Studies students who complete the prerequisites. Courses will be offered in hybrid, on-line and in-person formats.

Per state of New Jersey requirements, students in the Accounting Concentration who are seeking to become certified public accountants (CPAs) must complete 150 credit hours of education. Students should check certification requirements and plan accordingly. One option is for eligible students to join the Combined BS/MS Degree Program in Management.

### Combined Degree Program: BA or BS / MS in Management

Our combined undergraduate/graduate business program allows a CSE undergraduate in any major to enter the MS in Management program in a seamless, streamlined approach. It is open to all CSE undergraduates who meet the academic criteria, and no GRE or GMAT exam is required. Undergraduate students may take up to three graduate courses which count as general electives, which may enable them (upon completion of their undergraduate degree) to complete their master's degree in less than 12-15 months. Taught from a leadership perspective, this experiential program prepares graduates to change or advance careers, compete in industry trends, and manage evolving organizational environments. Graduate students may choose from one of two specializations: Human Resources Management or Organizational Change Management.

## Outcomes

### Bachelor of Science in Business Administration

Students who complete the program will:

- Master the tools and content necessary to compete successfully in today's global environment.
- Utilize emerging technology to facilitate individual and team decision-making.
- Recognize the role of external and ethical factors in making good management decisions.
- Achieve professional competence and leadership skills to guide organizational change.

### Leadership Minor

A minor in Leadership will demonstrate knowledge of:

- Leadership qualities and how those qualities shape effective leaders
- Leadership theories and practices
- Leadership strategies and how those strategies impact group dynamics
- Historical and modern-day leaders and how their influence affects local and global communities

### Accounting Concentration

Students who complete the Accounting Concentration program will:

- Demonstrate foundational knowledge of accounting required to attain professional competence and certification.
- Apply professional knowledge as well as college-level quantitative and research skills in solving challenging business problems.
- Develop effective oral and written communication skills needed for successful professional presentations.
- Develop teamwork and leadership skills needed for professional success.
- Demonstrate knowledge and awareness of the moral and ethical demands confronting contemporary businesses.
- Develop knowledge of the global forces that have an impact on contemporary business organizations.

## B.S. in Business Administration

### Requirements (40 credits)

**Required Courses**

| | | |
|---|---|---|
| BUS100 | Intro to Bus:Domestic&Global Dimensions | 2 |
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |
| BUS215 | Principles of Marketing&ConsumerBehavior | 4 |
| BUS227 | Theories of Micro Economics | 3 |
| BUS235 | Business Law I | 3 |
| BUS242 | Accounting I | 3 |
| BUS300 | Business Finance I | 3 |
| BUS400 | Research Methods & Project Management | 4 |
| BUS490 | Senior Capstone Seminar | 4 |
| BUS495 | Internship | 3 |
| BUS | Business Administration Elective Courses | 6-8 |

Elective Courses: All students are encouraged to take BUS320 Human Resource Management and COMM223 Public Speaking

**Related Requirement:**

| | | |
|---|---|---|
| MATH119 | Elementary Statistics | 4 |

### Course Sequence for BS in Business Administration

**First Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS100 | Intro to Bus:Domestic&Global Dimensions | 2 |
| | General Education Element I | 6 |
| | Electives | 6-8 |

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |

| | | |
|---|---|---|
| MATH119 | Elementary Statistics | 4 |
| | General Education Element I | 6 |
| | Electives | 2 |

MATH119: Co-Requisite of program/must have completed Math096/Math098

**Second Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| MATH119 | Elementary Statistics | 4 |
| BUS227 | Theories of Micro Economics | 3 |
| | General Education and Electives | 6-8 |

MATH119: Co-Requisite of program/must have completed Math096/Math098

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS235 | Business Law I | 3 |
| BUS215 | Principles of Marketing&ConsumerBehavior | 4 |
| | General Education and Electives | 6-8 |

**Third Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS242 | Accounting I | 3 |
| BUS | Business Elective | 3 |
| | General Education and Electives | 7-8 |

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS300 | Business Finance I | 3 |
| BUS | Business Elective | 3 |
| | General Education and Electives | 7-8 |

**Fourth Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS400 | Research Methods & Project Management | 4 |
| BUS | Additional Business Electives and/or Internship Recommended | 3 |
| | General Education and Electives | 7-8 |

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS490 | Senior Capstone Seminar | 4 |
| BUS | Additional Business Electives and/or Internship Recommended | 3-6 |
| | General Education and Electives | 6-9 |

## Concentration in Accounting (Accelerated A.S. to B.S. completion only)

**Students are expected to enter the CSE Accounting Concentration with an Associate's degree including 60 or more credits; 24 of which are specified as follows:**

- Accounting I (3 credits)
- Accounting II (3 credits)
- Economics I (3 credits)
- Economics II (3 credits)
- Principles of Management (3 credits)
- Principles of Marketing (3 credits)
- Accounting Information Systems (3 credits)
- Statistics (3 credits)

**Required Courses (33 Credits)**

| | | |
|---|---|---|
| BUS235 | Business Law I | 3 |
| BUS247 | Intermediate AccountingI | 3 |
| BUS249 | Intermediate Accounting II | 3 |
| BUS300 | Business Finance I | 3 |
| BUS303 | Business Finance II | 3 |
| BUS308 | Cost Accounting | 3 |
| BUS313 | Auditing | 3 |
| BUS404 | Advanced Accounting | 3 |

| | | |
|---|---|---|
| BUS408 | Tax Accounting | 3 |
| BUS494 | Accounting Capstone | 3 |

## Leadership Program

**Required Courses (4 credits)**

| | | |
|---|---|---|
| LDSP111 | Becoming a Leader* | 1 |
| LDSP205 | Leadership Dynamics | 1 |
| LDSP210 | Applied Leadership | 1 |
| LDSP301 | Leadership Theories* | 1 |

Students enrolled in the Leadership Minor and Program are required to complete several co-curricular requirements.

## Minor in Business Administration

**Requirements (18 credits)**

| | | |
|---|---|---|
| BUS100 | Intro to Bus:Domestic&Global Dimensions | 2 |
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |
| BUS227 | Theories of Micro Economics | 3 |
| BUS242 | Accounting I | 3 |
| BUS3/4XX | Business Administration Elective Courses | 6 |

## Minor in Leadership

A minimum of 18 credits are required.

**Total credits: 12 credits**

| | | |
|---|---|---|
| LDSP111 | Becoming a Leader* | 1 |
| LDSP205 | Leadership Dynamics | 1 |
| LDSP210 | Applied Leadership | 1 |
| LDSP301 | Leadership Theories* | 1 |
| LDSP305 | 21st Century Leadership etc." | |
| LDSP310 | Diversity & Leadership | 2 |
| LDSP401 | Leadership Senior Seminar* | 4 |

**Students enrolled in the Minor will need to complete 2 elective courses. Below is a list of approved electives:**

| | | |
|---|---|---|
| COMM205 | | |
| WS200 | Feminisms in Global Perspectives | 4 |
| COMM223 | Public Speaking and Presentation Skills I | 2 |
| COMM224 | Presentation Skills | 3 |
| WS299 | Spec Topics: | 3 |
| ENG204 | Business Writing | 4 |

Additional electives will be considered and approved by the Director of Community and Leadership Development.

## M.S. in Management: Specialization in Human Resources Management

### Program Overview

The M.S. in Management consists of 10 courses with a total of 30 credits, and is offered in both traditional and online tracks. The program offers a choice of specialization in either Human Resource Management or Organizational Change Management, combining advanced study in current trends and best practices with a competency-based curriculum. Taught from a leadership perspective, this experiential program prepares graduates to change or advance careers, compete in industry trends, and manage evolving organizational environments. Students who graduate from the M.S. in Management program are equipped to succeed and lead in a variety of career opportunities in corporate, government, non-profit, and private organizations.

Current College of Saint Elizabeth undergraduates (of any major) may streamline their entry into the M.S. in Management program by taking advantage of the Combined Degree Program. It is open to CSE undergraduates who meet the academic criteria, and no GRE or GMAT exam is required. Undergraduate students may take up to three graduate courses which count as general electives,

which may enable them (upon completion of their undergraduate degree) to complete their master's degree in less than 12-15 months.

## Outcomes

Students who complete the M.S. in Management program will:

- Be able to manage and provide leadership in a changing global environment
- Maximize use of analytics and other emerging technology to facilitate individual and team decision-making
- Utilize external and ethical factors to informed management decision.
- Develop professional competence and skills to lead organizational change

**Required Courses**

| | | |
|---|---|---|
| BUS601 | Human Resource Management | 3 |
| BUS603 | Compensation & Benefits | 3 |
| BUS608 | Human Resources Training & Development | 3 |
| BUS609 | Legal Aspects of Human Resources | 3 |
| BUS623 | Research Methods | 3 |
| BUS634 | Organizational Behavior | 3 |
| BUS671 | Financial Planning for Managers | 3 |
| BUS690 | Seminar in Change Management | 3 |
| MC626 | Ethical Issues | 3 |
| | One elective required | |

## Transfer Credit Policy

Transfer of credits into the M.S. in Management: Specialization in Human Resources Management is subject to evaluation and approval by the program Director. All graduate transfer credits must carry a minimum 3.0 grade on a 4.0 scale. A maximum of nine credits can be accepted in transfer.

# M.S. in Management: Specialization in Organizational Change

## Program Overview

The M.S. in Management consists of 10 courses with a total of 30 credits, and is offered in both traditional and online tracks. The program offers a choice of specialization in either Human Resource Management or Organizational Change Management, combining advanced study in current trends and best practices with a competency-based curriculum. Taught from a leadership perspective, this experiential program prepares graduates to change or advance careers, compete in industry trends, and manage evolving organizational environments. Students who graduate from the M.S. in Management program are equipped to succeed and lead in a variety of career opportunities in corporate, government, non-profit, and private organizations.

Current College of Saint Elizabeth undergraduates (of any major) may streamline their entry into the M.S. in Management program by taking advantage of the Combined Degree Program. It is open to CSE undergraduates who meet the academic criteria, and no GRE or GMAT exam is required. Undergraduate students may take up to three graduate courses which count as general electives, which may enable them (upon completion of their undergraduate degree) to complete their master's degree in less than 12-15 months.

## Outcomes

Students who complete the M.S. in Management program will:

- Be able to manage and provide leadership in a changing global environment
- Maximize use of analytics and other emerging technology to facilitate individual and team decision-making
- Utilize external and ethical factors to informed management decision.
- Develop professional competence and skills to lead organizational change

**Required Courses**

| | | |
|---|---|---|
| BUS611 | Strategic Management | 3 |
| BUS617 | Managing Info for More Effective Dec Mak | 3 |
| BUS619 | Organizational Theory | 3 |
| BUS623 | Research Methods | 3 |
| BUS634 | Organizational Behavior | 3 |
| BUS671 | Financial Planning for Managers | 3 |
| BUS673 | Project Management | 3 |
| BUS690 | Seminar in Change Management | 3 |
| MC626 | Ethical Issues | 3 |
| | One elective required | |

## Transfer Credit Policy

Transfer of credits into the M.S. in Management: Specialization in Organizational Change is subject to evaluation and approval by the program Director. All graduate transfer credits must carry a minimum 3.0 grade on a 4.0 scale. A maximum of nine credits can be accepted in transfer.

# Combined Degree Program: B.S. or B.A./M.S. in Management

## Program pre-requisites:

Students must have completed 72 credits with a minimum GPA of 3.25.

**Majors in Business Administration must have completed:**

| | | |
|---|---|---|
| BUS242 | Accounting I | 3 |
| BUS215 | Principles of Marketing&ConsumerBehavior | 4 |
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |
| BUS320 | Human Resource Management | 4 |

**Minors in Business Administration must have completed:**

| | | |
|---|---|---|
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |
| BUS | At least two other 200/300 level Business courses | |

**Criminal Justice majors must have completed:**

| | | |
|---|---|---|
| JUS221 | Criminal Law | 4 |
| JUS305 | Public Safty Supervision & Mgt | 4 |
| JUS325 | Victimology | 4 |

**Other academic majors must have completed:**

| | | |
|---|---|---|
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |
| BUS | At least two other 200/300 level Business courses | |

BUS121

BUS121 will be accepted for Allied Health and Foods & Nutrition Majors

Some of these prerequisites may be waived at the discretion of the Chair of the Business and Health Administration program for those students who are able to demonstrate considerable experience in these areas.

**Graduate level courses open for combined degree students:**

| | | |
|---|---|---|
| BUS619 | Organizational Theory | 3 |
| BUS634 | Organizational Behavior | 3 |
| BUS601 | Human Resource Management | 3 |
| BUS679 | Management Skills | 3 |
| MC626 | Ethical Issues | 3 |

## Admission

Persons with baccalaureate degrees in fields other than management or business are encouraged to apply with the understanding that they may be required to take one or more undergraduate courses as prerequisites to satisfy admissions criteria and/or prerequisites for courses. In particular, Principles of Management or its equivalent is a program prerequisite.

A maximum of nine (9) credits can be accepted in transfer into the M.S. in Management Program. All transfer credits must carry a minimum 3.0 grade point average (on a 4.0 scale). MC626 Ethical Issues and BUS 690 Seminar in Change Management must be taken at the College of Saint Elizabeth.

### Application Procedure

Application forms to apply to the M.S. in Management traditional and online degree tracks are available in the Office of Admissions, and .

Applications should be submitted to the Office of Admissions. The application submission should include the following:

- Completed application form
- Personal statement and resume
- Official transcripts from all college/universities attended (including the College of Saint Elizabeth)
- Two Letters of Reference (see application form) – for students with less than 66 credits taken at the College of Saint Elizabeth (i.e. transfer students).

## Chemistry and Biochemistry

### Program Overview

Flowing from the mission of the College of Saint Elizabeth, the Chemistry and Biochemistry Program is committed to providing a basic knowledge of this liberal art to many students and a thorough undergraduate chemical and biochemical education to its majors. It demands of them honesty, accuracy, and clarity in the carrying out and reporting of their work.

Through the precision of chemistry and biochemistry, it strives to discipline their minds and by chemistry's and biochemistry's ever-increasing insight into the truths of nature, it endeavors to widen their vision. The program encourages its majors to contribute to the discovery of these truths by their research.

### Outcomes

After successfully completing a major in chemistry or biochemistry, the student will have developed:

- A proficiency at experimental work as it pertains to planning and executing experiments using the literature, manipulating chemicals, keeping records, analyzing and interpreting data and completing a research project.
- An ability to effectively and accurately communicate their findings to the science and non-science community in written and oral form.
- An understanding of molecular functionality, bonding, and reactivity as it pertains to reaction mechanisms, synthesis, kinetics, and the thermodynamic laws governing organic, inorganic and biochemical systems.
- An understanding of the use and principles governing the interaction of matter with radiation, including spectral interpretation regarding the nature of bonding in molecules and the electronic structure of atoms.
- An understanding of the biochemical processes in living systems and the structures that support them, and the ability to manipulate, isolate, and purify biologically important materials.
- An understanding of analytical methods, organic techniques, and biochemical techniques used in carrying out chemical investigations.

In addition, biochemistry majors develop an in-depth knowledge of biology, cell function, genetics, microbiology, and biochemical analysis techniques.

### Graduates

Students completing the degree in chemistry or biochemistry are equipped with the skills to succeed in scientific and science-related careers. Our students are prepared for advanced educational pursuits in graduate or professional schools.

Many graduates go on to receive Ph.D.'s and M.D.'s from major graduate and medical schools, such as:

- Cornell University
- Fordham University
- Georgetown University
- The Mayo Institute

- New York University
- Purdue University
- Rutgers University
- SUNY
- University of Toronto
- Virginia Commonwealth University
- Yale University

Graduates in chemistry and biochemistry from CSE work in a variety of careers:

- Attorney
- Physician
- Research Scientist
- Teacher

Some examples of industrial positions held by CSE graduates include analytical chemists, biochemists, medicinal chemists, and research chemists in the pharmaceutical, environmental, and personal care industries at the following:

- Johnson & Johnson
- Kraft Foods
- L'Oreal USA
- Merck
- Novartis

## B.S. in Biochemistry

### Requirements (69 credits)

**Required Courses (53 credits)**

| | | |
|---|---|---|
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CHEM301 | Physical Chemistry I | 4 |
| CHEM323 | Biochemistry I | 3 |
| CHEM325 | Biochemistry II | 4 |
| CHEM337 | Senior Research | 4 |
| CHEM433 | Coordinating Seminar:Senior | 1 |
| BIO111 | Fundamentals of Biology I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| BIO209 | Microbiology | 4 |
| BIO251 | Cellular Biology | 4 |
| BIO413 | Molecular Biology Techniques | 4 |

**Related Requirements (16 credits)**

| | | |
|---|---|---|
| MATH151 | Calculus I | 4 |
| MATH153 | Calculus II | 4 |
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

### Four-Year Degree Plan: BS Biochemistry

**First Year**

**Fall Semester (18 Credits)**

| | | |
|---|---|---|
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| BIO111 | Fundamentals of Biology I | 4 |
| | General Education | 6 |

**Spring Semester (18 Credits)**

| | | |
|---|---|---|
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| | General Education | 6 |

**Second Year**

**Fall Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM211 | Organic Chemistry | 4 |
| MATH153 | Calculus II | 4 |
| BIO209 | Microbiology | 4 |
| | General Education | 4 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM213 | Organic Chemistry II | 4 |
| BIO251 | Cellular Biology | 4 |
| | General Education | 4 |
| | General Education | 4 |

**Third Year**

**Fall Semester (12 Credits)**

| | | |
|---|---|---|
| CHEM301 | Physical Chemistry I | 4 |
| | or | |
| CHEM325 | Biochemistry II | 4 |
| PHYS149 | General Physics I | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | General Education | 4 |

**Spring Semester (12 Credits)**

| | | |
|---|---|---|
| CHEM323 | Biochemistry I | 3 |
| | or | |
| BIO413 | Molecular Biology Techniques | 4 |
| PHYS153 | General Physics II | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | General Education | 4 |

**Fourth Year**

**Fall Semester (13 Credits)**

| | | |
|---|---|---|
| CHEM301 | Physical Chemistry I | 4 |
| | or | |
| CHEM325 | Biochemistry II | 4 |
| CHEM433 | Coordinating Seminar:Senior | 1 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | General Education | 4 |
| | Elective | 4 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM323 | Biochemistry I | 3 |
| | or | |
| BIO413 | Molecular Biology Techniques | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | Elective | 4 |
| | Elective | 4 |
| | Elective | 4 |

## Capstone Requirement

Students will fulfill the capstone requirement by the successful completion of two comprehensive examinations: one written and one oral.

Preparation for the comprehensive examinations will be offered through CHEM433.

## B.S. in Biochemistry with a Concentration in Forensic Science

### Requirements (79 credits)

**Required Courses (63 credits)**

| | | |
|---|---|---|
| CHEM113 | Intro to Forensic Science | 4 |
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CHEM301 | Physical Chemistry I | 4 |
| CHEM323 | Biochemistry I | 3 |
| CHEM325 | Biochemistry II | 4 |
| CHEM337 | Senior Research | 4 |
| CHEM433 | Coordinating Seminar:Senior | 1 |
| BIO111 | Fundamentals of Biology I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| BIO209 | Microbiology | 4 |
| BIO251 | Cellular Biology | 4 |
| BIO413 | Molecular Biology Techniques | 4 |
| JUS101 | Introduction to Justice Studies | 2 |
| JUS231 | Criminal Procedure | 4 |

CHEM113 or equivalent approved by the program chairperson

**Related Requirements (16 credits)**

| | | |
|---|---|---|
| MATH151 | Calculus I | 4 |
| MATH153 | Calculus II | 4 |
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

### Four-Year Degree Plan: BS in Biochemistry with Concentration in Forensic Science

**First Year**

**Fall Semester (18 Credits)**

| | | |
|---|---|---|
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| BIO111 | Fundamentals of Biology I | 4 |
| | General Education | 6 |

**Spring Semester (18 Credits)**

| | | |
|---|---|---|
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| | General Education | 6 |

**Second Year**

**Fall Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM211 | Organic Chemistry | 4 |
| MATH153 | Calculus II | 4 |
| BIO209 | Microbiology | 4 |
| JUS101 | Introduction to Justice Studies | 2 |
| | or | |
| | General Education | 4 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM213 | Organic Chemistry II | 4 |
| BIO251 | Cellular Biology | 4 |

| | | |
|---|---|---|
| CHEM113 | Intro to Forensic Science | 4 |
| | or | |
| | General Education | 4 |
| | General Education | 4 |

**Third Year**

**Fall Semester (12 Credits)**

| | | |
|---|---|---|
| CHEM301 | Physical Chemistry I | 4 |
| | or | |
| CHEM325 | Biochemistry II | 4 |
| PHYS149 | General Physics I | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| JUS101 | Introduction to Justice Studies | 2 |

**Spring Semester (12 Credits)**

| | | |
|---|---|---|
| CHEM323 | Biochemistry I | 3 |
| | or | |
| BIO413 | Molecular Biology Techniques | 4 |
| PHYS153 | General Physics II | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| CHEM113 | Intro to Forensic Science | 4 |
| | or | |
| | General Education | 4 |

**Fourth Year**

**Fall Semester (13 Credits)**

| | | |
|---|---|---|
| CHEM301 | Physical Chemistry I | 4 |
| | or | |
| CHEM325 | Biochemistry II | 4 |
| CHEM433 | Coordinating Seminar:Senior | 1 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | General Education | 4 |
| JUS231 | Criminal Procedure | 4 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM323 | Biochemistry I | 3 |
| | or | |
| BIO413 | Molecular Biology Techniques | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | Elective | 4 |
| | General Education or Elective | 4 |
| | Elective | 4 |

## Capstone Requirement

Students will fulfill the capstone requirement by the successful completion of two comprehensive examinations: one written and one oral. Preparation for the comprehensive examinations will be offered through CHEM433.

## B.S. in Chemistry

### Requirements (57 credits)

**Required Courses (41 credits)**

| | | |
|---|---|---|
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CHEM301 | Physical Chemistry I | 4 |
| CHEM303 | Physical Chemistry II | 4 |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| CHEM323 | Biochemistry I | 3 |
| CHEM337 | Senior Research | 4 |
| CHEM411 | Inorganic Chemistry | 4 |
| CHEM433 | Coordinating Seminar:Senior | 1 |

**Related Requirements (16 credits)**

| | | |
|---|---|---|
| MATH151 | Calculus I | 4 |
| MATH153 | Calculus II | 4 |
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

### Four-Year Degree Plan: BS in Chemistry

**First Year**

**Fall Semester (14 Credits)**

| | | |
|---|---|---|
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | General Education | 6 |

**Spring Semester (14 Credits)**

| | | |
|---|---|---|
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| | General Education | 6 |

**Second Year**

**Fall Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM211 | Organic Chemistry | 4 |
| MATH153 | Calculus II | 4 |
| PHYS149 | General Physics I | 4 |
| | General Education | 4 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM213 | Organic Chemistry II | 4 |
| PHYS153 | General Physics II | 4 |
| | General Education | 4 |
| | General Education | 4 |

**Third Year**

**Fall Semester (12 Credits)**

| | | |
|---|---|---|
| CHEM301 | Physical Chemistry I | 4 |
| | or | |
| CHEM411 | Inorganic Chemistry | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| | General Education | 4 |

**Spring Semester (12 Credits)**

| | | |
|---|---|---|
| CHEM323 | Biochemistry I | 3 |
| | or | |
| CHEM303 | Physical Chemistry II | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | General Education | 4 |
| | General Education or Elective | 4 |

**Fourth Year**

**Fall Semester (13 Credits)**

| | | |
|---|---|---|
| CHEM301 | Physical Chemistry I | 4 |
| | or | |
| CHEM411 | Inorganic Chemistry | 4 |
| CHEM433 | Coordinating Seminar:Senior | 1 |
| CHEM337 | Senior Research | 4 |
| | or | |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| | or | |
| | General Education | 4 |
| | Elective | 4 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM323 | Biochemistry I | 3 |
| | or | |
| CHEM303 | Physical Chemistry II | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | Elective | 4 |
| | Elective | 4 |
| | Elective | 4 |

## Capstone Requirement

Students will fulfill the capstone requirement by the successful completion of two comprehensive examinations: one written and one oral. Preparation for the comprehensive examinations will be offered through CHEM433.

## B.S. in Chemistry with a Concentration in Forensic Science

Requirements (67 credits)

**Required Courses (51 credits)**

| | | |
|---|---|---|
| CHEM113 | Intro to Forensic Science | 4 |
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CHEM301 | Physical Chemistry I | 4 |
| CHEM303 | Physical Chemistry II | 4 |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| CHEM323 | Biochemistry I | 3 |

| | | |
|---|---|---|
| CHEM337 | Senior Research | 4 |
| CHEM411 | Inorganic Chemistry | 4 |
| CHEM433 | Coordinating Seminar:Senior | 1 |
| JUS101 | Introduction to Justice Studies | 2 |
| JUS231 | Criminal Procedure | 4 |

CHEM113 or equivalent approved by the program chairperson

**Related Requirements (16 credits)**

| | | |
|---|---|---|
| MATH151 | Calculus I | 4 |
| MATH153 | Calculus II | 4 |
| PHYS149 | General Physics I | 4 |
| PHYS153 | General Physics II | 4 |

## Four-Year Degree Plan: BS in Chemistry with Concentration in Forensic Science

**First Year**

**Fall Semester (14 Credits)**

| | | |
|---|---|---|
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | General Education | 6 |

**Spring Semester (14 Credits)**

| | | |
|---|---|---|
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| | General Education | 6 |

**Second Year**

**Fall Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM211 | Organic Chemistry | 4 |
| MATH153 | Calculus II | 4 |
| PHYS149 | General Physics I | 4 |
| JUS101 | Introduction to Justice Studies | 2 |
| | or | |
| | General Education | 4 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM213 | Organic Chemistry II | 4 |
| PHYS153 | General Physics II | 4 |
| CHEM113 | Intro to Forensic Science | 4 |
| | or | |
| | General Education | 4 |
| | General Education | 4 |

**Third Year**

**Fall Semester (12 Credits)**

| | | |
|---|---|---|
| CHEM301 | Physical Chemistry I | 4 |
| | or | |
| CHEM411 | Inorganic Chemistry | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| JUS101 | Introduction to Justice Studies | 2 |
| | or | |
| | General Education | 4 |

**Spring Semester (12 Credits)**

| | | |
|---|---|---|
| CHEM323 | Biochemistry I | 3 |
| | or | |

| | | |
|---|---|---|
| CHEM303 | Physical Chemistry II | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | General Education | 4 |
| CHEM113 | Intro to Forensic Science | 4 |
| | or | |
| | General Education | 4 |
| | or | |
| | Elective | 4 |

**Fourth Year**

**Fall Semester (13 Credits)**

| | | |
|---|---|---|
| CHEM301 | Physical Chemistry I | 4 |
| | or | |
| CHEM411 | Inorganic Chemistry | 4 |
| CHEM433 | Coordinating Seminar:Senior | 1 |
| CHEM337 | Senior Research | 4 |
| | or | |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| | or | |
| | General Education | 4 |
| JUS231 | Criminal Procedure | 4 |
| | or | |
| | Elective | 4 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM323 | Biochemistry I | 3 |
| | or | |
| CHEM303 | Physical Chemistry II | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | Elective | 4 |
| | General Education or Elective | 4 |
| | Elective | 4 |

## Capstone Requirement

Students will fulfill the capstone requirement by the successful completion of two comprehensive examinations: one written and one oral. Preparation for the comprehensive examinations will be offered through CHEM433.

## B.A. in Chemistry with a Concentration in Environmental Science

Requirements (46-49)

**Required Courses (38-41 credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM121 | Intro to Chemistry | 4 |
| | or | |
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM123 | Intro to Organic Chemistry | 4 |
| | or | |

| | | |
|---|---|---|
| CHEM211 | Organic Chemistry | 4 |
| CHEM200 | Environmental Chemistry | 4 |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| CHEM323 | Biochemistry I | 3 |
| | or | |
| BIO209 | Microbiology | 4 |
| CHEM337 | Senior Research | 4 |
| CHEM451 | Special Topics | 4 |
| | or | |
| CHEM495 | Internship | 0 |
| CHEM433 | Coordinating Seminar:Senior | 1 |
| | And one additional 4-credit, 200, 300, or 400-level chemistry course | 4 |

CHEM121 can be taken with permission of the program chair.

**Related Requirements (8 credits)**

| | | |
|---|---|---|
| MATH119 | Elementary Statistics | 4 |
| THEO200 | Bioethics* | 4 |

THEO200 or equivalent approved by the program chair

## Four-Year Degree Plan: BA in Chemistry

**First Year**

**Fall Semester (14 Credits)**

| | | |
|---|---|---|
| CHEM121 | Intro to Chemistry | 4 |
| | or | |
| CHEM151 | General Chemistry I | 4 |
| MATH119 | Elementary Statistics | 4 |
| | General Education | 6 |

**Spring Semester (14 Credits)**

| | | |
|---|---|---|
| CHEM153 | General Chemistry II | 4 |
| BIO113 | Fundamentals of Biology II | 4 |
| | General Education | 6 |

**Second Year**

**Fall Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM211 | Organic Chemistry | 4 |
| | or | |
| | General Education | 4 |
| BIO209 | Microbiology | 4 |
| | or | |
| | Elective | 4 |
| THEO200 | Bioethics* | 4 |
| | General Education or Elective | 4 |

THEO200: or equivalent.

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM123 | Intro to Organic Chemistry | 4 |
| | or | |
| | General Education | 4 |

| | | |
|---|---|---|
| CHEM200 | Environmental Chemistry | 4 |
| | General Education | 4 |
| | General Education or Elective | 4 |

**Third Year**

**Fall Semester (12 Credits)**

| | | |
|---|---|---|
| CHEM337 | Senior Research | 4 |
| | or | |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| | General Education | 4 |
| | Elective | 4 |

**Spring Semester (12 Credits).**

| | | |
|---|---|---|
| CHEM323 | Biochemistry I | 3 |
| | or | |
| | Elective | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | Elective | 4 |
| CHEM451 | Special Topics | 4 |
| | or | |
| CHEM495 | Internship | 0 |

**Fourth Year**

**Fall Semester (13 Credits)**

| | | |
|---|---|---|
| CHEM337 | Senior Research | 4 |
| | or | |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| | or | |
| | Elective | 4 |
| CHEM433 | Coordinating Seminar:Senior | 1 |
| CHEM495 | Internship | 0 |
| | or | |
| CHEM | CHEM Elective | 4 |
| | General Education | 4 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| CHEM323 | Biochemistry I | 3 |
| | or | |
| CHEM | CHEM Elective | 4 |
| CHEM337 | Senior Research | 4 |
| | or | |
| | Elective | 4 |
| CHEM451 | Special Topics | 4 |
| | or | |
| | Elective | 4 |
| | Elective | 4 |

## Capstone Requirement

Students will fulfill the capstone requirement by the successful completion of two comprehensive examinations: one written and one oral. Preparation for the comprehensive examinations will be offered through CHEM433.

## Minor in Chemistry

**Required Courses (16 credits)**

| | | |
|---|---|---|
| CHEM121 | Intro to Chemistry | 4 |
| | or | |
| CHEM151 | General Chemistry I | 4 |
| CHEM123 | Intro to Organic Chemistry | 4 |
| | or | |
| CHEM211 | Organic Chemistry | 4 |
| CHEM323 | Biochemistry I | 3 |
| | or | |
| CHEM325 | Biochemistry II | 4 |
| | or | |
| FN320 | Nutritional Biochemistry I | 4 |
| | One more 200, 300, or 400 level 4-credit class approved by the program chairperson | 4 |

CHEM121, CHEM123 or equivalent approved by the program chairperson

## Minor in Forensic Science

**Required Courses (18 credits)**

| | | |
|---|---|---|
| CHEM113 | Intro to Forensic Science | 4 |
| CHEM151 | General Chemistry I | 4 |
| CHEM153 | General Chemistry II | 4 |
| CHEM317 | Theory of Analytical Chemistry | 4 |
| JUS101 | Introduction to Justice Studies | 2 |

CHEM113, CHEM151 or equivalent approved by the program chairperson

# Communication

## Program Overview

Communication skills are essential to sharing information. The communication program is dedicated to fostering understanding among individuals and groups, within communities and across societies. The program is sensitive to protecting robust individual freedom in the Digital Age as well as to promoting responsible communication. It recognizes that individuals play an essential role as information consumers and organizations play an essential role as producers.

## Major

The Bachelor of Arts in communication prepares students by providing them with significant life skills as well as with a broad range of career choices. The communication major helps students develop oral, written, and visual communication abilities along with the knowledge of computer technology required throughout business and government. An important goal of the program is to graduate students who have well-developed critical thinking ability essential for pursuing 21st century careers, but especially a career as a communication professional.

The communication major features specializations in mass media and broadcasting and public relations, but students interested in a more general communication preparation may decide not to declare a specialization by combing communication courses to meet their personal career objectives.

## Minor

The communication program also offers a flexible 20-credit minor in communication.

A student may apply to become a communication major by obtaining an application from the program chair.

## Outcomes

Students completing the major in communication are equipped with the experience and education to succeed in a broad variety of professional careers because of the major's emphasis on a liberal arts education that features strong oral, written and visual communication skills, along with a working knowledge of communication technologies. These careers include any profession that values highly-developed communication expertise. A communication degree is essential for professions in public relations, advertising, and print or electronic mass media.

The communication major stresses competencies in:

- Oral communication as represented by students' ability to articulate the purpose and rationale for their senior project, explain its methodology and articulate their outcomes.
- Written communication as represented by students' ability to plan, write and revise a substantive thesis-length project paper supported by evidence from library documents and other secondary sources.
- Visual communication as represented by students' ability to design and construct a presentation poster in which they appropriately apply accepted principles of composition, semiotics, cognitive elements, image aesthetics and visual cues to convey information about their project and its outcomes.
- Communication technology as represented by students' ability to use digital media as a tool to support the oral, written and visual communication outcomes of the capstone experience.

### Mass Media and Broadcasting Specialization

Majors in the mass media and broadcasting specialization achieve all of the outcomes listed for the communication major, plus demonstrate the ability to:

- Apply the techniques and strategies of journalistic writing and editing where appropriate – standard grammar, punctuation and spelling and Associated Press style – to all forms of written content for mass audiences, and demonstrate competence in journalistic broadcasting and media practices.
- Evaluate the suitability of information content for a mass audience on the basis of its news value and for its compliance with accepted ethical and legal media practices.
- Create original, factual, text-based content, as well as compelling broadcasting and visual media stories and reports using still and motion-imaging technology, including television production, and professional quality information "packages" for distribution to mass audiences.

### Public Relations Specialization

Majors in the public relations specialization achieve all of the outcomes for the communication major, plus demonstrate the ability to:

- Locate, synthesize, and evaluate information from relevant print, electronic, and human sources.
- Understand and utilize oral, written and visual public relations tools needed to communicate successfully with an organization's internal and external publics.
- Utilize critical thinking skills to conduct research using traditional and computerized methods as a means of evaluating and solving public relations problems.

### Internship

Communication majors participate in a required off-campus professional internship. Popular internship experiences have included work with print and visual media, non-profit organizations, public relations agencies, with one of New Jersey's many radio stations, and frequently on television productions in New York City. Communication minors are required to take advantage of opportunities on campus to work with the campus newspaper, television studio, web publications or other communication-related activities.

## Graduates

Students completing a degree in communication are equipped with the experience and education to succeed in a broad variety of professional careers because of the major’s emphasis on a liberal arts

education featuring strong oral, written and visual communication skills along with a working knowledge of communication technologies.

These careers include:

- Human resources
- Public relations
- Marketing
- Education
- Mass media
- And many other professions that place a high value on well-developed communication expertise.

Communication majors are also prepared for further graduate study. Many communication graduates pursue a master's degree in a non-communication discipline at the College of Saint Elizabeth, while others have gone on to graduate study in communication at such prestigious institutions as Seton Hall, Columbia and Rutgers Universities.

## B.A. in Communication

### Requirements

**Foundations (25 credits)**

| | | |
|---|---|---|
| COMM219 | Mass Media | 4 |
| COMM250 | Writing for Converging Media | 4 |
| COMM270 | Visual Storytelling | 4 |
| COMM355 | Editing for Converging Media | 4 |
| COMM411 | Senior Seminar | 4 |
| COMM405 | Communication Law | 4 |
| | or | |
| COMM410 | Communication History | 4 |
| COMM495 | Communication Internship | 3 |

*COMM219, COMM270, COMM355, COMM411 offered in Fall semester*

*COMM250 offered in spring, COMM405 in spring even, and COMM410 in odd spring semester.*

*COMM 485: Student teachers are exempt*

**In addition to foundation courses, communication majors must complete an additional 12 credits of communication courses to complete the 37-credit major. Students may choose courses from one of the specializations in the major: mass communication or public relations. Or, with the approval of the communication faculty, students may mix and match courses from the two specializations with other approved communication courses.**

**Specialization in Mass Media and Broadcasting (12 credits)**

| | | |
|---|---|---|
| COMM302 | Digital Videography Project | 4 |
| COMM209 | Video Field Production | 4 |
| | or | |
| COMM309 | Video Field Production | 4 |
| COMM361 | Advanced Television Production | 4 |

*COMM209 offered in Fall semester.*

*COMM261, COMM367 offered in Spring semester.*

*Students may substitute one course from another specialization with communication faculty approval.*

**Specialization in Public Relations (12 credits)**

| | | |
|---|---|---|
| COMM225 | Marketing Communication | 4 |
| COMM351 | Principles of Persuasion | 4 |
| COMM362 | Public Relations Writing | 4 |

*COMM225, COMM362 offered in Fall semester.*

*COMM351 offered in Spring semester.*

Students may substitute one course from another specialization with communication faculty approval.

**Other communication courses offered:**

| | | |
|---|---|---|
| COMM223 | Public Speaking and Presentation Skills I | 2 |
| COMM228 | Public Speaking & Presentation Skills II | 2 |
| COMM243 | Cross Cultural Communication | 4 |
| COMM280 | Interpersonal Commuication | 4 |
| COMM390 | Media Practicum | 4 |
| COMM425 | Special Topics | 4 |
| COMM430 | Guided Projects,Research, or Study | 4 |

*COMM243 offered in Spring semester.*

*COMM280 offered in Fall semester.*

### Capstone Experience

College of Saint Elizabeth undergraduates are required to complete a capstone experience in their major near the end of their course of study. In communication, the capstone experience consists of a communication project and project paper followed by a public poster presentation, conducted through the major's required course COMM411 Senior Capstone Experience.

### Internship and Practicum

Communication majors and minors are both required to have professional experience before earning their bachelor's degree in communication. Students must earn 1 credit and do so by completing 120 hours of work with a supervising provider as a communication professional. The work may be split between multiple providers with the approval of the communication program.

For communication majors, an internship satisfies this requirement. The internship must be off-campus at a provider approved by the communication program. Students must follow both program and college procedures and requirements when securing internship sites.

For communication minors a "practicum" satisfies this requirement. The practicum may be with an on-campus provider approved by the communication program. Communication minors are permitted to complete their practicum off-campus.

## Minor in Communication

**Required Courses (17 credits)**

| | | |
|---|---|---|
| COMM223 | Public Speaking and Presentation Skills I | 2 |
| COMM228 | Public Speaking & Presentation Skills II | 2 |
| COMM250 | Writing for Converging Media | 4 |
| COMM390 | Media Practicum | 4 |
| | Any 200-level or higher communication courses | 4 |
| | Any 300-level or higher communication course | 4 |

The two elective courses must be from the same communication concentration.

# Criminal Justice

### Program Overview

In keeping with the mission and values of the College of Saint Elizabeth, the Criminal Justice Program provides students with the scholarship and skill proficiency necessary to be successful working in key aspects of the legal and criminal justice systems including victim advocacy, or to pursue graduate study in these areas.

The Criminal Justice major is a multidisciplinary program that draws on the strong liberal arts tradition of the College. The program aims to provide students with a broad but intensive understanding and appreciation of the important social, ethical, political, and cultural issues pertinent to criminal justice and the law. The program is carefully designed to meet the needs

and expectations of both full-time and part-time students, as well as professionals working in the criminal justice field who want to continue and/or update their studies.

## Outcomes

### Undergraduate

1. Students will demonstrate a proficiency in critical reading, thinking, and listening skills.
2. Students will demonstrate an understanding of, and be able to apply, fundamental United States Constitutional principles of law.
3. Students will be able to describe the complex nature of law and the criminal justice system.
4. Students will be able to describe and evaluate the relationship between philosophy, theory, policy, and practice in the criminal justice system.
5. Students will be able to collect and interpret information on relevant topics concerning the justice system, as well as applying recognized techniques of analysis to research questions.
6. Students will demonstrate an understanding of the roles, functions, and limitations of corrections in the criminal justice system.
7. Students will demonstrate an understanding of the ethical concerns in the field of Criminal Justice.
8. Students will be able to evaluate the validity of theories of victimization and recognize the impact of crime.
9. Student will demonstrate an understanding of theories of leadership and supervision in the criminal justice profession.

### Graduate

A graduate of the Master of Arts Program in Justice Studies will be able to:

- Design research projects pertaining to moral, ethical, and social justice issues related to public safety and security.
- Apply acquired knowledge of crime and public-safety problems by devising detailed, appropriate team-developed responses and resolutions.
- Construct model policies and action plans that test, evaluate, and respond to current problems pertinent to community safety and security.
- Successfully complete complex academic assignments, utilizing databases and primary source material, about topics relating to public safety administration and security.

## Graduates

Students graduating with a degree in Justice Studies are furnished with the ability and the capacity to succeed in the Criminal Justice and related fields. Students are prepared for advanced educational pursuits in graduate and professional institutions. The graduates of CSE's Justice Studies Program work in a variety of fields. These include:

- Business security
- Corrections
- Law enforcement
- Parole
- Practice of law
- Probation
- Victim and child advocacy

## B.A. in Criminal Justice

Requirements (32 credits)

**Required Courses (20 credits)**

| | | |
|---|---|---|
| JUS101 | Introduction to Justice Studies | 2 |
| JUS211 | The Corrections System | 4 |
| JUS215 | Judicial Processes | 4 |
| JUS251 | Law Enforcement | 4 |
| PS221 | Law & Contemporary American Society | 4 |
| JUS425 | Senior Seminar | 4 |

**Elective Courses (12 credits)**

Students must select THREE (3) elective courses TWO (2) of which must be 300-level or above.

| | | |
|---|---|---|
| JUS201 | Women & the Criminal Justice System | 4 |
| JUS205 | Criminal Investigation | 4 |

| | | |
|---|---|---|
| JUS210 | Legal Research Writing | 4 |
| JUS221 | Criminal Law | 4 |
| JUS231 | Criminal Procedure | 4 |
| JUS241 | Public Policy & Administration | 4 |
| JUS301 | Juvenile Law & Justice | 4 |
| JUS305 | Public Safty Supervision & Mgt | 4 |
| JUS311 | Intimate Violence | 4 |
| JUS325 | Victimology | 4 |
| JUS327 | Victim Law & Services | 4 |
| JUS341 | Women & the Law | 4 |
| JUS405 | Res Meth for Just Studies Professionals | 4 |
| JUS490 | Special Topics in Justice Studies | 4 |
| JUS491 | Independent Study | 3 |

It is highly recommended that students take JUS405 if they intend to apply to graduate school. JUS495 Internship may not fulfill an elective slot.

**Students who wish to apply to the BA/MA combined program will need to complete the following pre-requisite undergraduate courses:**

| | | |
|---|---|---|
| JUS305 | Public Safty Supervision & Mgt | 4 |
| JUS325 | Victimology | 4 |
| JUS405 | Res Meth for Just Studies Professionals | 4 |

## Course Sequence for B.A. in Criminal Justice

**First Year**

**Fall Semester (16 Credits)**

| | | |
|---|---|---|
| JUS101 | Introduction to Justice Studies | 2 |
| PS221 | Law & Contemporary American Society | 4 |
| | Elective and Gen Ed | 10 |

**Spring Semester (14 Credits)**

| | | |
|---|---|---|
| JUS215 | Judicial Processes | 4 |
| | Elective and Gen Ed | 10 |

**Second Year**

**Fall Semester (16 Credits)**

| | | |
|---|---|---|
| JUS211 | The Corrections System | 4 |
| JUS | Elective | 4 |
| | Elective and Gen Ed | 8 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| JUS251 | Law Enforcement | 4 |
| | Elective and Gen Ed | 12 |

**Third Year**

**Fall Semester (16 Credits)**

| | | |
|---|---|---|
| JUS | Elective | 4 |
| | Elective and Gen Ed | 12 |

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| JUS | Elective | 4 |
| | Elective and Gen Ed | 12 |

**Fourth Year**

**Fall Semester (12 Credits)**

| | | |
|---|---|---|
| JUS490 | Special Topics in Justice Studies | 4 |
| | Elective and Gen Ed | 10 |

**Spring Semester (14 Credits)**

| | | |
|---|---|---|
| JUS495 | Internship | 3 |
| | Elective and Gen Ed | 12 |

JUS495: Recommended.

## Minor in Criminal Justice

### Requirements (18 credits)

**Required Courses (6 credits)**

| | | |
|---|---|---|
| JUS101 | Introduction to Justice Studies | 2 |
| PS221 | Law & Contemporary American Society | 4 |

**Three (3) Elective Courses. One (1) must be in the 300-level or above. (12 credits)**

| | | |
|---|---|---|
| JUS | Elective | 4 |
| JUS | Elective | 4 |
| JUS | 300-level Elective | 4 |

**Elective Courses**

| | | |
|---|---|---|
| JUS201 | Women & the Criminal Justice System | 4 |
| JUS205 | Criminal Investigation | 4 |
| JUS210 | Legal Research Writing | 4 |
| JUS215 | Judicial Processes | 4 |
| JUS221 | Criminal Law | 4 |
| JUS231 | Criminal Procedure | 4 |
| JUS241 | Public Policy & Administration | 4 |
| JUS301 | Juvenile Law & Justice | 4 |
| JUS305 | Public Safty Supervision & Mgt | 4 |
| JUS311 | Intimate Violence | 4 |
| JUS325 | Victimology | 4 |
| JUS327 | Victim Law & Services | 4 |
| JUS341 | Women & the Law | 4 |
| JUS405 | Res Meth for Just Studies Professionals | 4 |
| JUS490 | Special Topics in Justice Studies | 4 |
| JUS491 | Independent Study | 3 |

## Minor/Concentration in Victim Services

### Requirements (16 credits)

**Required Courses**

| | | |
|---|---|---|
| JUS325 | Victimology | 4 |
| JUS327 | Victim Law & Services | 4 |
| PSY219 | Crisis Intervention | 2 |
| JUS495 | Internship | 3 |

**One (1) Elective Course from the following:**

| | | |
|---|---|---|
| JUS215 | Judicial Processes | 4 |
| JUS311 | Intimate Violence | 4 |
| SOC201 | Social Problems | 4 |

## M.A. in Justice Administration and Public Service

### Program Overview

The College of Saint Elizabeth developed the M.A. in Justice Administration and Public Service in recognition that a program to develop exceptional leaders was needed in the 21st Century. A graduate of the program is prepared for managerial and executive positions within the major areas of the criminal justice program including law enforcement, courts, corrections probation, parole and counseling victims of crimes.

Applicants must have:

- Earned a bachelor's degree from an accredited college or university with a 3.00 average or better on a 4.0 scale;
- A record of academic success in prior undergraduate courses;
- Two letters of recommendation attesting to the candidate's ability to perform a high level of academic work as a self-directed learner and to his/her good character. One letter should be from someone who has worked with or supervised the candidate;
- A successful interview with a faculty member in person or via phone or webcam;
- A writing sample will be submitted by the student at the time of the interview;
- Demonstrated competence in technical knowledge as it relates to participating successfully in the online environment.

### Graduate Advisement

Upon being accepted into the M.A. in Justice Administration and Public Service Program, a student will be assigned a graduate advisor, who will help plan out the student's course of study. This advisement can take place via the phone or webcam, or if the student resides in proximity to the College then the student and advisor can choose to meet in person.

### Program Requirements

The M.A. in Justice Administration and Public Service consists of 6 required courses and 4 elective courses for a total of 30 credits. The courses are as follows:

**Required Courses (18 credits)**

| | | |
|---|---|---|
| JUS650 | Justice Administration | 3 |

| | | |
|---|---|---|
| JUS655 | Justice Policy & Planning | 3 |
| JUS660 | Victimization and Justice | 3 |
| MC626 | Ethical Issues | 3 |
| JUS682 | Research Methods In Justice Studies | 3 |
| JUS690 | Capstone Seminar/Experience | 3 |

**Elective Courses**

| | | |
|---|---|---|
| JUS620 | Law and Legal System | 3 |
| JUS665 | Legal and Critical Issues | 3 |
| JUS670 | Management in Justice Administration | 3 |
| JUS675 | Cyber Crime, Security and the Law | 3 |
| JUS680 | Investigation & Digital Evidence | 3 |
| JUS683 | Special Topics: | 3 |
| JUS685 | Independent Study | 3 |
| GST650 | Continuous Enrollment | 1 |

## Transfer Credit Policy

Transfer of credits into the M.A. in Justice Administration and Public Service is subject to evaluation and approval by the program Director. All graduate transfer credits must carry a minimum 3.0 grade on a 4.0 scale. A maximum of nine credits can be accepted in transfer.

## Combined Degree Program: B.A. in Criminal Justice/M.A. in Justice Administration and Public Service

The Combined B.A. in Criminal Justice to M.A. in Justice Administration and Public Service Degree Program enables highly motivated undergraduate students to transition into the graduate Justice Administration and Public Service program even while still completing the College's baccalaureate program. The Program requires candidates to complete as prerequisites, three of the four undergraduate courses listed below, as well as a series of selected graduate-level courses. To be eligible for the Combined Baccalaureate to Master's Degree Program, students must achieve a 3.0 or higher grade point average.

Qualified students, after successfully completing their junior year, may apply to the Combined Degree Program. Once accepted, students take up to four designated graduate courses (12 credits), which can be applied as free electives toward the completion of their undergraduate program and/or toward the 30-credit requirement for the Master's Degree in Justice Administration and Public Service. Combined degree students must continue in the master's program without interruption until completion or risk being dropped. Combined degree students must apply and be granted a leave of absence in order to interrupt their studies.

**Prerequisites**

| | | |
|---|---|---|
| PSY241 | Psychology of the Exceptional Child | 4 |
| | or | |
| JUS305 | Public Safty Supervision & Mgt | 4 |
| JUS405 | Res Meth for Just Studies Professionals | 4 |
| JUS325 | Victimology | 4 |

**Graduate Courses**

| | | |
|---|---|---|
| MC626 | Ethical Issues | 3 |
| JUS650 | Justice Administration | 3 |
| JUS655 | Justice Policy & Planning | 3 |
| JUS665 | Legal and Critical Issues | 3 |

# Education

## Program Overview

The College of Saint Elizabeth has been recognized as a leader in teacher education since its founding over 100 years ago. In more recent years, the College has expanded its offerings to include graduate-level teacher certification, and M.A. degree in Education, an M.A. degree in Educational Leadership, and an Ed.D. in Educational leadership. Those who have earned their certifications and degrees at CSE continue to compete favorably for teaching and school leader positions.

CSE faculty recognize that programs in teacher education and educational leadership constantly must evolve to meet the demands of professional standards, state and national requirements for certification, expectations of regional and national accrediting bodies, and the changing criteria for highly-qualified teachers and school leaders. To ensure the excellence of all CSE certifications and degrees in Education, the undergraduate, and graduate teacher education programs and the M.A. in Educational Leadership are approved by the New Jersey Department of Education and the Teacher Education Accreditation Council (TEAC).

Flowing from the institutional mission of the College of Saint Elizabeth, the specific mission of all undergraduate and graduate programs in teacher education and educational leadership is to prepare competent, caring, responsible, professionally active educators who emerge as empowered leaders in their profession.

## Outcomes

Students who earn CSE degrees and certifications in Education and Educational Leadership will:

- Demonstrate knowledge of the subjects they are expected to teach.
- Demonstrate competence in planning, teaching, and assessment through appropriate pedagogical strategies designed to address the diverse needs of learners and to promote literacy, critical thinking, and problem solving.
- Increase their capacity to create for students inclusive, supportive, safe and respectful classroom environments that sustain intellectual, social, emotional, and physical development.
- Promote the dignity of each individual, respecting the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political perspectives, and other ideologies.
- Recognize the purpose of information and its application in the development of knowledge and enhance their skills in locating, evaluating, and effectively using information in decision making.
- Develop skills in technology to support 21st century teaching and learning.

## Graduates

Students completing CSE undergraduate and graduate teacher education programs can earn a New Jersey Certificate of Eligibility with Advanced Standing in the following areas: K-6, Teacher of Students with Disabilities, and K-12 Subject Area in Art, Biology, Chemistry, English, French (graduate level only), Mathematics, Social Studies, and Spanish. The New Jersey State Department of Education awards permanent certification to all provisional teachers who successfully complete the state-required induction year in school districts.

Upon successful completion of the M.A. in Educational Leadership program and obtaining a passing score on the SLLA Praxis, candidates will be eligible for a standard certificate as a supervisor and a certificate of eligibility as an assistant principal, director, and principal. Candidates for the principal's certification also must document at least three years of certificated teaching experience, as well as provide evidence that a fourth and fifth year will be completed during the course of studies.

CSE alumni teach and lead in schools throughout New Jersey and the nation.

## B.A. in Teacher Education

The Undergraduate Education major provides students with two State of New Jersey teacher certifications and the possibility of a third certification for Teacher of Students with Disabilities, which is optional.

The Undergraduate Education minor provides students with one certification for Secondary Education and the possibility of a second certification of Teacher of Students with Disabilities, which is optional.

All students have the option to test into additional teaching certifications.

A Non-Certification option is also available and provides students with the opportunity to complete the B.A. Individualized Major: Education Studies without teaching certification.

## Areas of Emphasis

- Inclusive Elementary/Early Childhood Education (Teacher of Students with Disabilities Certification Optional)
- Inclusive Elementary, Middle School Math or Science Education (Teacher of Students with Disabilities Certification Optional)
- Inclusive Secondary Education (Teacher of Students with Disabilities Certification Optional)

## Requirements for Admission to the Major/Minor

- Students who major in teacher education leading to certification must also have a second major in a liberal arts discipline at the College of Saint Elizabeth that is recognized as acceptable by the NJ Department of Education. Students who are in the Non-Certification option do not need to have a second major. Students who minor in Secondary Education must have a major in a discipline at the College of Saint Elizabeth that is a content area eligible for NJ Secondary Education teaching certification.
- An overall GPA of 2.75 or above.
- Passing score on the appropriate Praxis licensure test recognized by the New Jersey Department of Education (www.ets.org)

**Inclusive Track in Elementary/Early Childhood Education (24 credits)**

| | | |
|---|---|---|
| ED101 | Introduction to Education | 2 |
| ED105 | Nature & Needs of Exceptional Learners | 3 |
| ED200 | CurrDevBehavMgmt in Inclusive & Spec Edu | 3 |
| ED252 | Early Childhood Education | 3 |
| ED305 | Math&ScienceCurrElemEdu& MiddleSch | 4 |
| ED310 | Emergent Lit Inclusive Elem&EarlyChildEd | 3 |
| ED315 | WritAcrossCurricInclusiveElem ErlyChildEd | 3 |

**Inclusive Track in Elementary, Middle School Math or Science Education (23 credits)**

| | | |
|---|---|---|
| ED101 | Introduction to Education | 2 |
| ED105 | Nature & Needs of Exceptional Learners | 3 |
| ED200 | CurrDevBehavMgmt in Inclusive & Spec Edu | 3 |
| ED220 | Curriculum Strategies in the Inclusive C | 3 |
| ED305 | Math&ScienceCurrElemEdu& MiddleSch | 4 |
| ED310 | Emergent Lit Inclusive Elem&EarlyChildEd | 3 |

**Common Core for Major and Minor Teacher Education Students (18 or 20 credits)**

| | | |
|---|---|---|
| ED465 | Senior Practicum Early/Elem/Spec Ed | 2 |
| ED467 | Student Teaching | 8 |
| | or | |
| ED495 | Internship | 8 |
| ED475 | Senior Student Teaching & Portfolio | 4 |
| ED480 | Senior Education Research Seminar | 2 |
| PSY251 | Educational Psychology | 4 |

ED495 for Non-Certification students only

### Course Sequence for BA in Education : Inclusive Elementary/Early Childhood Education Track

**First Year**

**Fall Semester (12-16 Credits)**

| | | |
|---|---|---|
| ED101 | Introduction to Education | 2 |
| ED105 | Nature & Needs of Exceptional Learners | 3 |
| | General Education and Electives | 7-11 |

**Spring Semester (12-16 Credits)**

| | | |
|---|---|---|
| ED101 | Introduction to Education | 2 |
| ED105 | Nature & Needs of Exceptional Learners | 3 |
| | General Education and Electives | 7-11 |

**Second Year**

**Fall Semester (12-16 Credits)**

| | | |
|---|---|---|
| PSY251 | Educational Psychology | 4 |
| ED252 | Early Childhood Education | 3 |
| | General Education and Electives | 5-9 |

**Spring Semester (12-16 Credits)**

| | | |
|---|---|---|
| ED200 | CurrDevBehavMgmt in Inclusive & Spec Edu | 3 |
| ED220 | Curriculum Strategies in the Inclusive C | 3 |
| | General Education and Electives | 6-10 |

**Third Year**

**Fall Semester (12-16 Credits)**

| | | |
|---|---|---|
| ED305 | Math&ScienceCurrElemEdu& MiddleSch | 4 |
| ED310 | Emergent Lit Inclusive Elem&EarlyChildEd | 3 |
| | General Education and Electives | 5-9 |

**Spring Semester (12-16 Credits)**

| | | |
|---|---|---|
| ED305 | Math&ScienceCurrElemEdu& MiddleSch | 4 |
| ED315 | WritAcrossCurricInclusiveElem ErlyChildEd | 3 |
| | General Education and Electives | 5-9 |

**Fourth Year**

**Fall Semester (12-16 Credits)**

| | | |
|---|---|---|
| ED465 | Senior Practicum Early/Elem/Spec Ed | 2 |
| ED480 | Senior Education Research Seminar | 2 |
| | General Education and Electives | 8-12 |

**Spring Semester (12 Credits)**

| | | |
|---|---|---|
| ED467 | Student Teaching | 8 |
| ED475 | Senior Student Teaching & Portfolio | 4 |

## Capstone Requirement

Students fulfill the College of Saint Elizabeth capstone requirement by successfully completing Student Teaching, Student Teaching Seminar and Portfolio. These components plus the student's Education Philosophy are presented in both written and oral forms to the Education Faculty. Preparation for the capstone requirement is offered in Ed 475 Student Teaching Seminar and Portfolio.

# Minor in Secondary Education

**Required Courses (12 or 15 credits)**

| | | |
|---|---|---|
| ED101 | Introduction to Education | 2 |
| ED105 | Nature & Needs of Exceptional Learners | 3 |
| ED200 | CurrDevBehavMgmt in Inclusive & Spec Edu | 3 |
| ED220 | Curriculum Strategies in the Inclusive C | 3 |
| ED330 | Literacy Secondary Edu Curriculum K-12 | 4 |
| ED465 | Senior Practicum Early/Elem/Spec Ed | 2 |
| ED466ART | Special Content:Art | 2 |
| ED466ENG | Special Content:English | 2 |
| ED466HIS | Special Content: History | 2 |
| ED466SCI | Special Content:Science | 2 |

| | | |
|---|---|---|
| ED466MATH | Special Content:Math | 2 |
| ED467 | Student Teaching | 8 |
| ED475 | Senior Student Teaching & Portfolio | 4 |
| ED510 | Ling & Sec Lang Acqu | 3 |

ED466: This course will provide an overview of current teaching methods and issues relevant to the various secondary school subjects, including art, english, mathematics, the sciences and social studies.

## M.A. in Education

The College of Saint Elizabeth offers the Master of Arts in Education and Certification Programs approved by the NJ State Department of Education in Elementary Education (K-5), Secondary Education (K-12), and Special Education (Teacher of Students with Disabilities). The Master's degree can also be earned by combining initial certification and an endorsement certification.

### Program Philosophy

The graduate degree program in education offered by the College of Saint Elizabeth prepares education professionals to assume leadership roles in meeting the challenges of educational settings that represent current cultural, social, technological, economic, learning and health factors, and global concerns. In this program, the teacher is viewed as the central professional to bring the needed human/social services to children and families in an integrative manner. Professional educators are prepared to effectuate alliances between school and community settings to meet the comprehensive needs of children and their families.

Graduates are expected to emerge as empowered leaders who act with responsibility and accountability; this enhancement of their professional role should result in increased commitment and extraordinary practice.

### Program Goals

The goals of the program are to:

- Provide the opportunity to acquire the knowledge and skill necessary to address the diverse academic, cultural, social, technological, economic, and health needs of students in educational settings.
- Provide the opportunity to acquire applied research skills, with an emphasis on technology.
- Enable participants to become familiar with best practices in education as documented in the professional literature.
- Prepare professional leaders who will serve in a variety of roles which bridge the school with community agencies, and to guide change in those settings.
- Equip professional educators to utilize technology in educational settings.
- Provide opportunities for teachers to advance in the profession to leadership roles in the schools.
- Be certified professional educators.
- Have completed a baccalaureate degree with a 2.75 GPA on a 4.0 scale.
- Complete a personal written statement.
- Submit two letters of recommendation.
- Submit official transcripts from all colleges attended.

### Admission Requirements

Applicants must:

- Be certified professional educators.
- Have completed a baccalaureate degree with a 2.75 GPA on a 4.0 scale.
- Complete a personal written statement.
- Submit two letters of recommendation.
- Submit official transcripts from all colleges attended.

#### Program Description

The M.A. in Education program is a sequenced program (minimum of 38 credits) that allows students to choose from two areas.

**M.A. in Education with an Emphasis in Special Education**

| | | |
|---|---|---|
| ED620 | Intro to Assistive Technology | 3 |
| ED623 | Assistive Technology Reading & Writing | 3 |
| ED625 | Assistive Tech for Indiv w/ Multi Disab | 3 |
| ED627 | Assistive Technology Assessment | 3 |
| ED629 | Clinical Pract in Assistive Technology | 3 |
| ED659 | Behav Mgt of Students w/ Sev Specl Needs | 3 |
| ED665 | Nature & Needs of Students w/ Educ Disa | 3 |
| ED671 | Curriculum,Instruction & Special Materia | 3 |
| ED675 | Community Agencies | 3 |
| ED677 | Action Research in Special Education | 3 |
| ED681 | Field Experience in Educational Technol | 3 |
| MC626 | Ethical Issues | 3 |
| PSY619 | Psych Issues for Special Needs Populat | 3 |

**M.A. in Education with Initial Certification**

This M.A. degree allows students who complete our initial Teacher Certification program (ACT 1) to matriculate into an M.A. program by selecting one of the other ACT choices. The options for this M.A. with Initial Certification are outlined below:

**Option A (38 credits):**

Completion of ACT 1 (22 credits) along with Early Childhood Endorsement (10 credits) plus 6 credits in Ethical Issues and Action Research

**Option B (46 credits):**

Completion of ACT 1 (22 credits) along with Teacher of Students with Disabilities Endorsement (21 credits) and an Ethical Issues Course (3 credits)

## Admission Requirements

- Successful completion (3.25 GPA) of initial certification program
- Two recommendations from College faculty
- Passing score on relevant Praxis exams
- Personal Interview and written goal statement

# M.A. in Educational Leadership

The M.A. in Educational Leadership program is a 39-credit, cohort-based program that is completed over two years. The program provides students with the knowledge, skills and experience necessary for successful employment in school leadership positions. Students completing the program will be prepared to provide leadership in the spirit of service to others, demonstrate ethical values, and offer dedicated service to all students and teachers in their care.

Upon successful completion of the program and a passing score on the SLLA Praxis, students will be eligible for a standard certificate as a supervisor and a certificate of eligibility as an assistant principal, director, and principal. Candidates for the principal's certification also must document at least three years of certificated teaching experience, as well as provide evidence that a fourth and fifth year will be completed during the course of studies.

## Program Philosophy

The M.A. in Educational Leadership program offered by the College of Saint Elizabeth prepares education professionals to assume leadership roles in meeting the challenges in educational settings. The program is designed to prepare school leaders who have great vision, act in an ethical and moral manner, communicate effectively with all stakeholders in school settings and contribute effectively in promoting increased learning for all members of the educational community.

At its essence, this program will produce leaders who will offer dedicated service to all students, teachers and parents in their care. Graduates are expected to emerge as empowered leaders who act with responsibility and accountability; this enhancement of their professional role should result in increased commitment and extraordinary

practice. Students must maintain a 3.25 GPA in order to continue in the program.

## Program Goals

The goals of the M.A. in Educational Leadership degree are to:

- Provide opportunities for candidates to acquire the knowledge, skills, and dispositions necessary for growth and development as school leaders based upon the NSPSSL/ISLLC standards.
- Provide future school leaders with the opportunities to demonstrate an understanding of how to develop a vision of purpose, use information to frame a problem, and exercise leadership processes to achieve common goals.
- Prepare candidates to function as ethically and socially responsible school leaders within a caring community of learning dedicated to teaching and learning excellence.
- Prepare school leaders who are humane, confident, and professionally involved.

## Admission Requirements

Applicants must:

- Submit evidence indicating:
- Possession of a standard teaching certificate
- Evidence of three years of exemplary certified teaching experience
- Writing sample
- Two letters of recommendation from school(s) of employment
- Evidence of academic accomplishment
- Successfully complete a personal interview.

## Program Description

The M.A. in Educational Leadership program consists of 39 credits of required coursework that is aligned to national standards for educational leaders (ISLLC). The work includes an administrative internship experience and an action research project. Courses are specifically sequenced to maximize effective learning. The program follows a cohort model where students stay together and complete the entire program in two years. This program is offered off-site in schools in or partner districts.

Course Sequence (39 credits)

**YEAR ONE**

**Fall**

| | | |
|---|---|---|
| EDAS601 | Leadership & Learning Communities | 3 |
| EDAS603 | Curriculum Theory & Practice | 3 |

**Spring**

| | | |
|---|---|---|
| EDAS681 | Supervision of Instruction | 3 |
| PSY637 | Group Dynamics & Interpersonal Comm | 3 |

**Summer 1**

| | | |
|---|---|---|
| EDAS685 | Field Internship I | 3 |
| MC626 | Ethical Issues | 3 |

**Summer 3**

| | | |
|---|---|---|
| EDAS688 | Leadership Development Institute | 3 |

**YEAR TWO**

**Fall**

| | | |
|---|---|---|
| EDAS609 | Managing the School Community I | 3 |
| EDAS612 | Leadership for Curriculum Change | 3 |
| EDAS687 | Field Internship II | 3 |

**Spring**

| | | |
|---|---|---|
| EDAS610 | Managing the School Community II | 3 |
| EDAS611 | Action Research:Final Project | 3 |
| EDAS689 | Field Internship III | 3 |

## Combined Degree Program: B.A. in Elementary Education/M.A. in Education

The Combined B.A. in Elementary Education to M.A. in Education Degree Program enables highly motivated undergraduate students to complete a

seamless transition from undergraduate to graduate work while becoming fully prepared for their role as educators. Those in the program will earn the Master's degree in less time than students who begin the graduate program after earning a Bachelor's degree. They will benefit from financial savings as graduate course credits taken before they earn a Bachelor's degree and counted toward the Master's degree are charged at the undergraduate tuition rate. Finally, it will allow our students to enter the workplace at a distinct advantage in preparation and advanced learning.

The Combined Degree program allows students who major in Teacher Education or who minor in Secondary Education to complete their Bachelor's degree (earned at the end of the 4th year) and their Master's degree in Education with Emphases in Teaching Students with Disabilities and Applied Behavior Analysis (ABA) in a total of 5 ½ years. In addition, students will meet the State requirements for several teacher certifications. At the time students who have majored in Teacher Education complete the Bachelor's degree, they will be eligible for two teacher certifications.[1] Students who minor in Secondary Education will be eligible for teacher certification for Secondary Education when they complete the Bachelor's degree. All Combined Degree students will be eligible for Teacher of Students with Disabilities Certification after the first semester of their fifth year. Graduate courses begin in the junior year and are double counted toward the Bachelor's and Master's degree requirements.

Students can apply to enter this program at two points. They can apply for provisional admission to the program when they apply to CSE as first year students. High school applicants must have maintained a 3.3 high school GPA, earned a minimum 1600 combined SAT score, and submit one letter of recommendation from a high school faculty member for provisional admission as first year students. Students may also apply at the end of their sophomore year. Sophomores who apply and students who were provisionally admitted as first year students must have a minimum 3.0 undergraduate GPA for admission. Students must have a cumulative GPA of 3.0 when they receive the Bachelor's degree in order to continue in graduate courses and complete the Master's degree.

[1]*Students in the Combined Degree program can complete requirements for teach certifications at the undergraduate level in Inclusive Elementary/Early Childhood. Elementary/Middle School Math or Science, or Secondary Education. They receive the applicable teaching certification upon receiving the Bachelor's degree.*

## Requirements for the BA/MA in Education:

### Elementary and Early Childhood Education Track

#### First Year

| | | |
|---|---|---|
| ED101 | Introduction to Education | 2 |
| ED105 | Nature & Needs of Exceptional Learners | 3 |

#### Second Year

| | | |
|---|---|---|
| PSY251 | Educational Psychology | 4 |
| PSY315 | Psychological Tests & Measurement | 4 |
| ED200 | CurrDevBehavMgmt in Inclusive & Spec Edu | 3 |

#### Third Year

| | | |
|---|---|---|
| ED665 | Nature & Needs of Students w/ Educ Disa | 3 |
| ED671 | Curriculum,Instruction & Special Materia | 3 |
| ED659 | Behav Mgt of Students w/ Sev Specl Needs | 3 |
| ED305 | Math&ScienceCurrElemEdu& MiddleSch | 4 |
| ED315 | WritAcrossCurricInclusiveElem ErlyChildEd | 3 |

#### Fourth Year

| | | |
|---|---|---|
| ED620 | Intro to Assistive Technology | 3 |
| ED465 | Senior Practicum Early/Elem/Spec Ed | 2 |
| ED467 | Student Teaching | 8 |
| ED475 | Senior Student Teaching & Portfolio | 4 |
| ED480 | Senior Education Research Seminar | 2 |

**Summer**

| | | |
|---|---|---|
| ED695 | | 0 |
| ED675 | Community Agencies | 3 |

**Fifth Year**

| | | |
|---|---|---|
| ED677 | Action Research in Special Education | 3 |
| ED678 | | |
| ED680 | | |
| PSY619 | Psych Issues for Special Needs Populat | 3 |

**Summer**

| | | |
|---|---|---|
| ED602 | | 3 |
| ED679 | | 3 |

**Elementary, Middle School Math or Science Education Track**

**First Year**

| | | |
|---|---|---|
| ED101 | Introduction to Education | 2 |
| ED105 | Nature & Needs of Exceptional Learners | 3 |

**Second Year**

| | | |
|---|---|---|
| PSY251 | Educational Psychology | 4 |
| PSY315 | Psychological Tests & Measurement | 4 |
| ED200 | CurrDevBehavMgmt in Inclusive & Spec Edu | 3 |

**Third Year**

| | | |
|---|---|---|
| ED665 | Nature & Needs of Students w/ Educ Disa | 3 |
| ED671 | Curriculum,Instruction & Special Materia | 3 |
| ED659 | Behav Mgt of Students w/ Sev Specl Needs | 3 |
| ED305 | Math&ScienceCurrElemEdu& MiddleSch | 4 |
| ED310 | Emergent Lit Inclusive Elem&EarlyChildEd | 3 |

**Fourth Year**

| | | |
|---|---|---|
| ED620 | Intro to Assistive Technology | 3 |
| ED466 | | |
| ED465 | Senior Practicum Early/Elem/Spec Ed | 2 |
| ED467 | Student Teaching | 8 |
| ED475 | Senior Student Teaching & Portfolio | 4 |
| ED480 | Senior Education Research Seminar | 2 |

**Summer**

| | | |
|---|---|---|
| ED695 | | 0 |
| ED675 | Community Agencies | 3 |

**Fifth Year**

| | | |
|---|---|---|
| ED677 | Action Research in Special Education | 3 |
| ED678 | | |
| ED680 | | |
| PSY619 | Psych Issues for Special Needs Populat | 3 |

**Summer**

| | | |
|---|---|---|
| ED602 | | 3 |
| ED679 | | 3 |

**Secondary Education Minor**

**Second Year**

| | | |
|---|---|---|
| PSY251 | Educational Psychology | 4 |
| PSY315 | Psychological Tests & Measurement | 4 |
| ED200 | CurrDevBehavMgmt in Inclusive & Spec Edu | 3 |

**Third Year**

| | | |
|---|---|---|
| ED665 | Nature & Needs of Students w/ Educ Disa | 3 |
| ED671 | Curriculum,Instruction & Special Materia | 3 |
| ED659 | Behav Mgt of Students w/ Sev Specl Needs | 3 |
| ED330 | Literacy Secondary Edu Curriculum K-12 | 4 |

| | | |
|---|---|---|
| **Fourth Year** | | |
| ED620 | Intro to Assistive Technology | 3 |
| ED466 | | |
| ED510 | Ling & Sec Lang Acqu | 3 |
| ED465 | Senior Practicum Early/Elem/Spec Ed | 2 |
| ED467 | Student Teaching | 8 |
| ED475 | Senior Student Teaching & Portfolio | 4 |
| **Summer** | | |
| ED695 | | 0 |
| ED675 | Community Agencies | 3 |
| **Fifth Year** | | |
| ED677 | Action Research in Special Education | 3 |
| ED678 | | |
| ED680 | | |
| PSY619 | Psych Issues for Special Needs Populat | 3 |
| **Summer** | | |
| ED602 | | 3 |
| ED679 | | 3 |

## Ed.D. in Educational Leadership

The doctoral program in Educational Leadership at the College of Saint Elizabeth is designed to prepare globally conscious and morally purposeful servant leaders for district leadership roles in Pre-K to 12th grade settings. The Ed.D. in Educational Leadership combines theoretical knowledge and practical application in authentic school settings using the student's professional experience in school leadership. It is a sequenced, 52-credit program to be completed in three years.

### Unique Elements of This Program

- Students will complete all courses together as a cohort.
- Students will function as members of teams and work collaboratively on the study, collection, and analysis of data and the development of research-based solutions to educational problems. Research teams will extend beyond the College to the larger community.
- The program is aligned with the New Jersey Professional Standards for School Leaders (NJPSSL).
- Students will receive personal attention and service from College offices and staff at times that are convenient for working adults.
- Flexible hours for advisement, registration, and career counseling are available to fit in with students' busy schedules.

### Program Outcomes

Upon completion of the doctoral program students will be able to:

- Commit to and act upon the principles of servant leadership.
- Evaluate the role of servant leaders as stewards of both human and fiscal resources.
- Demonstrate their role to prepare both themselves and the learning community to build a just society.
- Identify, promote, and sustain high performance learning communities.
- Analyze and articulate the individual and social purposes of education.
- Apply research methodologies for systemic improvement of schools and other educational communities and institutions.

### Program Requirements

- 3.25 grade point average
- Two research projects related to the development of the action research dissertation
- Action research dissertation and oral dissertation defense

### Admission Requirements

Students applying for admission must present documentation of:

- An earned M.A. in Educational Leadership or related field.

- Evidence of leadership experience including Certification as Principal and/or Supervisor.
- Outstanding academic success in prior graduate work including an official transcript from all undergraduate and graduate colleges/universities attended. Courses taken at colleges in countries outside the United States must be evaluated by WES (World Education Services) for a course-by-course evaluation. For additional information on certified university record translations, students should contact WES at 800-937-3895 or by email at info@wes.org.
- Evidence of scholarly work (Master's thesis, research, publication) and an on-site writing sample as required by faculty.
- One letter of recommendation from a college/university professor attesting to candidate's ability to perform a high level of academic work in the program.
- Two letters of recommendation attesting to professional competency (in addition to the one letter from college/university professor).

The final step in the admission process will be a successful interview with a faculty committee.

### Course Sequence

**Year One**

**Fall Semester**

| | | |
|---|---|---|
| EDAS701 | Essential Competencies for Doct Studies | 3 |
| EDAS705 | Servant Leadership Institute | 2 |
| EDAS715 | Emerging Perspective District Level Lead | 3 |

**Spring Semester**

| | | |
|---|---|---|
| EDAS718 | Leadership/School Improvement | 3 |
| EDAS725 | Education Public Policy Devel & Advocacy | 3 |
| EDAS722 | Dissertation Research & Scholarly Writing | 2 |

**Summer I (July)**

| | | |
|---|---|---|
| EDAS743 | Comprehensive Assessment of Research | 6 |

**Year Two**

**Fall Semester**

| | | |
|---|---|---|
| EDAS730 | School District Leadership in a Glob Soc | 3 |
| EDAS745 | Educational Finance & Strategic Thinking | 3 |
| EDAS750 | Action Research Dissertation | 3 |

**Spring Semester**

| | | |
|---|---|---|
| EDAS765 | Governance and Community Relations | 3 |
| EDAS757 | Ethical Leadership in School Law & Labor Relations | 3 |
| EDAS775 | Dissertation Proposal Seminar | 3 |

**Summer II (July)**

| | | |
|---|---|---|
| EDAS783 | Data Analysis & Interpretation | 6 |

**Year Three**

**Fall Semester**

| | | |
|---|---|---|
| EDAS785 | Dissertation Advisement I | 6 |

**Spring Semester**

| | | |
|---|---|---|
| EDAS790 | Dissertation Advisement II | 6 |

## Accelerated Certification for Teaching – A.C.T. 1, A.C.T. 2

The College of Saint Elizabeth believes in a strong liberal arts background for teachers, and in a developmental approach to teacher preparation. Accordingly, the College offers an accelerated program of teacher preparation, A.C.T. 1, leading to certification as K-12 Secondary Teacher and K-6 Elementary Teacher for individuals who hold a baccalaureate degree or higher, but who have not yet pursued a program in teacher education.

Upon completion of A.C.T. 1, students may elect to continue with studies in Special Education or Early Childhood to obtain an M.A. in Education from the College. The College offers a second program, A.C.T. 2, for certified teachers who wish to earn

additional endorsement as Teacher of Students with Disabilities.

## Admission Criteria for A.C.T. 1

An individual who is seeking K-12 certification must have a major in the certification area for which they are applying: e.g. teacher of English must have a major in English; teacher of Biology must have a major in Biology. In addition, a passing score on the Praxis II Subject Assessment Tests and a minimum grade point average of 3.00 are required before admission. An individual who is seeking elementary teacher K-6 certification must have earned a degree in liberal arts or sciences, or have successfully completed at least 60 liberal arts credits. In addition, the individual must have a minimum grade point average of 3.00 and have passed the state-required Praxis exams before admission.

### Requirements for A.C.T. 1

**Individuals enrolling in the A.C.T. 1 will enroll in the following sequence of courses for 22 credits which is designed to comply with the curricular and student teaching requirements for a New Jersey instructional certificate, K-12 Secondary Teacher of major area, and Elementary Teacher K-6:**

| | | |
|---|---|---|
| ED510 | Ling & Sec Lang Acqu | 3 |
| ED601 | Education & Human Services Settings | 3 |
| ED603 | Curriculum Theory & Practice | 3 |
| PSY606 | Early Child,Child & Adolescent Dev & Beh | 3 |
| ED605 | Reading & Language Arts:Theory & Practic | 3 |
| ED607 | Practicum | 1 |
| ED651 | Math & Science:Curriculum & Instruction | 3 |
| ED681 | Field Experience in Educational Technol | 3 |
| ED608 | Practice Teach Sem | 1 |
| ED609 | Practice Teaching | 5 |

ED607 is required semester before student teaching

ED651 for K-6 only

ED681 for K-12 only

A student must be in good academic standing with a cumulative grade point average of 3.00 or better in order to apply for certification in all classes

### Admissions Criteria for A.C.T. 2

Individuals seeking admission to A.C.T. 2 must be teachers who are currently certified or have completed A.C.T.1 to be eligible to enroll in A.C.T. 2 for an additional certificate, Teacher of Students with Disabilities. Certified teachers applying for additional endorsement in Teacher of Students with Disabilities must submit a copy of their initial certification.

## Requirements for A.C.T 2

**Individuals enrolling in the A.C.T. 2 will enroll in the following sequence of courses for 21 credits:**

| | | |
|---|---|---|
| ED620 | Intro to Assistive Technology | 3 |
| ED659 | Behav Mgt of Students w/ Sev Specl Needs | 3 |
| ED665 | Nature & Needs of Students w/ Educ Disa | 3 |
| ED671 | Curriculum,Instruction & Special Materia | 3 |
| ED675 | Community Agencies | 3 |
| ED677 | Action Research in Special Education | 3 |
| PSY619 | Psych Issues for Special Needs Populat | 3 |

ED620, ED659, ED665, ED671, ED675, ED677, PSY619 may be applied to M.A. in Education emphasis in Special Education.

PSY619 Course code is necessary for Teacher of Students with Disabilities Certification.

# Certification: Integrated Science Educator for Middle School Science

**Graduate Certification in Middle School Science**

This standards-based program is designed to enhance elementary and middle school teachers' science content knowledge, improve the teaching

of science at the elementary level, and provide a path to middle school science certification (NJ Middle School Endorsement in Science, Grades 5-8) for those candidates who complete the course requirements and pass the Middle School Science Praxis Exam (Praxis II Science Test #0439).

The unique program design offers a combination of inquiry-based lab work in state-of-the art biology and chemistry lab facilities on the College of Saint Elizabeth campus and field trips that make optimal use of the many local and regional natural resources. The program consists of one on-line introductory course in the life sciences, three intensive all-day, week-long summer courses in the integrated sciences, and a hybrid (on-line and on-campus) culminating science pedagogy course that includes in-person and cyber-mentoring to support the development of science curriculum. A course that includes adolescent development and behavior will be required for students who have not taken a course in or including adolescent psychology.

**Students who complete this program will:**

- Increase their science content knowledge and their confidence in teaching science.
- Recognize and use effective, standards-based science teaching methods
- Employ the tools and processes of scientific inquiry to improve teaching and learning.
- Obtain the credits needed for a NJ Middle School Endorsement in Science (Grades 5-8).

**Who should enroll?**

- Any educator who aims to develop an integrated curriculum in math, science, technology and engineering.
- Elementary teachers who wish to enhance their employability
- Elementary teachers who want to earn certification for NJ Middle School Science (Grades 5-8)

**Admission Requirements**

- Elementary teaching certificate required if seeking a middle school science endorsement
- Baccalaureate degree with 3.0 GPA on a 4.0 scale
- Completed and signed application form
- One letter of recommendation from a professional contact in a school or college/university.

Program Total: 16 credits

**Course Requirements**

IS 601 Life Sciences in the 21st Century (online) 3 credits

IS 602 Matter and Energy/Structures and Process. Lecture and lab 4 credits

IS 603 Motion, Forces and System Dynamics. Lecture and lab. 4 credits

IS 604 Integrated Science and Engineering. Lecture and lab. 4 credits

IS 605 Professional Practice in Science Teaching. In class and online. 1 credit

***Additional Course Requirements**: Applicants applying for the Middle School Science Certification who have not taken a course that includes adolescent development and behavior will be required to take PSY606 Early Childhood, Childhood, and Adolescent Development and Behavior.

## Certification: Teacher of Students with Disabilities

The New Jersey Department of Education and the College highly recommend that all education students, majors and minors, add this endorsement for dual certifications.

This Certification program prepares students to teach in self-contained special education classes, resource centers, and/or inclusion settings in public and non-public schools, as well as special education institutions and facilities. This Certification allows students to be highly qualified for teaching in specific levels of education. Certification is permanent upon completion of program requirements.

Students majoring in Education who wish to obtain this Certification:

- Must complete either the Elementary/Early Childhood track in the Education major**, the Inclusive Elementary, Middle School Math or Science track in the Education** major, or the Secondary Education minor. This is not a stand-alone certification.
- Must pass PRAXIS Exam(s) prior to student teaching
- Must complete the coherent sequence of courses listed below for a total of 21 credits.

**Core Requirements**

| | | |
|---|---|---|
| ED105 | Nature & Needs of Exceptional Learners | 3 |
| ED200 | CurrDevBehavMgmt in Inclusive & Spec Edu | 3 |
| ED300 | Technology in Special Education | 3 |
| ED451 | Resources & Services for Indiv w/ Disabi | 4 |
| PSY251 | Educational Psychology | 4 |
| PSY315 | Psychological Tests & Measurement | 4 |

## Graduate Certificate in Assistive Technology

Students who are in the M.A. in Education program can also earn a Graduate Certificate in Assistive Technology.

**Course Sequence: 18 credits**

| | | |
|---|---|---|
| ED681 | Field Experience in Educational Technol | 3 |
| ED620 | Intro to Assistive Technology | 3 |
| ED623 | Assistive Technology Reading & Writing | 3 |
| ED625 | Assistive Tech for Indiv w/ Multi Disab | 3 |
| ED627 | Assistive Technology Assessment | 3 |
| ED629 | Clinical Pract in Assistive Technology | 3 |

## Graduate Certificate in Holocaust/Genocide Education

This certificate program is designed to enable practicing teachers and student teachers to meet the K-12 New Jersey mandate (and those in other states) for teaching about the Holocaust and genocide. This certificate will enable professionals employed in related private organizations to strengthen their knowledge and expertise in this topic. It provides opportunities for study of the Holocaust and genocide as well as to enable teachers to apply what is learned by preparing appropriate curriculum in the various subject areas (i.e. social studies, language arts, music, art, and science).

**Course Sequence: 15 credits**

| | | |
|---|---|---|
| ED615 | History of the Holocaust | 3 |
| ED635 | Genocide & Human Rights Modern History | 3 |
| ED645 | Teaching the Holocaust & Genocide | 3 |
| ED650 | Theology,Philosophy,&Ethics of Holocaust | 3 |
| ED660 | Holocaust & Genocide in Culture | 3 |

## Graduate Certificate in Online Teaching in the 21st Century

This certificate (pending notification of the New Jersey Presidents Council) is a 12-credit hour graduate program. The courses consist of four newly designed courses taken in sequence for a seven-week semester.

The initial course is taught on campus. The other three courses are taught online in sequential order. During the last course of the program, students will have to complete a capstone

experience. The course prerequisite for each sequential course will be a grade of B or higher. Upon successful completion of the program, students will be issued a certificate of completion from the College of Saint Elizabeth.

**Course Sequence: 12 credits**

| | | |
|---|---|---|
| EDOL610 | Intro Online Teaching and Learning | 3 |
| EDOL615 | Intro to OL Authoring Tools& Mgmt System | 3 |
| EDOL620 | Online Teaching Development & Design | 3 |
| EDOL625 | Captsone | 3 |

# English

## Program Overview

The English Program provides its majors with a strong foundation in literary and writing studies, while offering non-English majors the opportunity to improve their writing skills and deepen their understanding of the enjoyment afforded to the informed reader. The work of the major is ideal for growth toward a profession, while also offering opportunities for pleasure and personal growth. The major prepares students to continue their work in graduate and professional schools. Minors in Literary Studies and Writing Studies are also available.

## Mission

Firmly rooted in the Catholic liberal arts tradition, the English Program aspires to be a community of learning which fosters among its members a love of scholarship, a desire for lifelong learning, a posture of service, and a desire for ethical relationships. With support and guidance from the faculty of the Program, students working towards a degree in English grow to become independent, engaged scholars who accept responsibility for their own learning. As sensitive and informed readers who grow in their understanding of the essence of human experience, they develop habits of critical thinking, and they communicate with others clearly, effectively, and compassionately.

## Student Learning Outcomes

A student who completes the English major will be able to demonstrate the following abilities:

- To closely read a literary text and place it in conversation with other literary texts.
- To write effectively in a variety of genres.
- To think critically about language, literature, and writing.
- To place literary texts into larger social, cultural, historical, and theoretical contexts.
- To communicate effectively orally and in writing.
- To possess the beginnings of intellectual and/or artistic independence.
- To find and effectively use information relevant to literature and writing studies.

## Graduates

Because our graduates have learned to read closely, analyze critically, and express themselves cogently, they are prepared to enter a career as well as to enroll in graduate or professional schools. The English major is an unparalleled preparation for law school, and several of our graduates are practicing attorneys. Others teach in elementary, middle, and high schools, and some teach on college faculties.

Some recent graduates work at major publishers, others fulfill editorial responsibilities at magazines and newspapers, and several have earned advanced degrees as librarians. Many of our graduates work in corporate communication and advertising, and some work in financial services companies.

Students are encouraged to continue their education by enrolling in graduate programs, and in recent years, such schools as Montclair State University, Rutgers University, University of Rochester, New York University, Drew University, Marquette University, Fordham University, West Virginia University College of Law, and Columbia University have welcomed our graduates to their classrooms.

## B.A. in English

### Requirements (40 credits)

**Required Courses (38 credits)**

| | | |
|---|---|---|
| ENG201 | Writing Creative Nonfiction | 4 |
| ENG247 | Critical Reading | 4 |
| ENG269 | Conversations in Lit & Writing | 4 |
| ENG300 | Seminar in Major Literary Figures | 4 |
| ENG310 | Seminar in Literary Tradition | 4 |
| ENG315 | Seminar in Lit and Cultural Context | 4 |
| ENG420 | Research Writing in English | 2 |
| ENG411 | Senior Seminar | 2 |
| ENG495 | Internship | 3 |

ENG269 taken 4 times for 3 credits each time

**Related Requirement (2 credits)**

| | | |
|---|---|---|
| COMM223 | Public Speaking and Presentation Skills I | 2 |

### Recommended Course Sequence for BA English

**Freshman Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| CSE110 | Literacy I | 4 |
| ENG120 | The Reading Life | 2 |
| | Electives | 6 |

ENG120 (two iterations)

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| ENG247 | Critical Reading | 4 |
| CSE120 | Intergrated Literacy II | 4 |
| COMM223 | Public Speaking and Presentation Skills I | 2 |
| | Electives | 2 |

**Sophomore Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| ENG201 | Writing Creative Nonfiction | 4 |
| ENG269 | Conversations in Lit & Writing | 4 |
| CSE | CSE200-level General Education | 4 |
| | Electives | 5 |

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| ENG269 | Conversations in Lit & Writing | 4 |
| CSE | CSE200-level General Education | 4 |
| ENG | ENG300-level Seminar | 4 |
| | Electives | 4 |

**Junior Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| ENG | ENG300-level Seminar | 4 |
| ENG269 | Conversations in Lit & Writing | 4 |
| CSE | CSE200-level General Education | 4 |
| | Electives | 4 |

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| ENG | ENG300-level Seminar | 4 |
| ENG420 | Research Writing in English | 2 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | Electives | 6 |

**Senior Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| ENG411 | Senior Seminar | 2 |
| ENG | ENG300-level Seminar | 4 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | or | |
| CSE400 | Essentials Capstone | 4 |
| | Electives | 6-10 |

ENG300-level: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| ENG495 | Internship | 3 |
| CSE400 | Essentials Capstone | 4 |

| | | |
|---|---|---|
| | Electives | 10-14 |

CSE400: If not yet taken.

## Minor in Literary Studies

### Requirements (18 credits)

**Required Courses**

| | | |
|---|---|---|
| ENG247 | Critical Reading | 4 |
| ENG269 | Conversations in Lit & Writing | 4 |

**Plus at least eight or more credits from the following:**

| | | |
|---|---|---|
| ENG201 | Writing Creative Nonfiction | 4 |
| ENG300 | Seminar in Major Literary Figures | 4 |
| ENG310 | Seminar in Literary Tradition | 4 |
| ENG315 | Seminar in Lit and Cultural Context | 4 |

ENG269 taken twice for 3 credits each time

## Minor in Writing Studies

### Requirements (16 credits)

**Required Courses**

| | | |
|---|---|---|
| ENG201 | Writing Creative Nonfiction | 4 |

**Twelve or more credits from the following (all 4 credits):**

| | | |
|---|---|---|
| ENG203 | Creative Writing | 4 |
| ENG204 | Business Writing | 4 |
| ENG205 | Journalistic Writing | 4 |
| ENG208 | Reporting Practicum | 1 |
| COMM250 | Writing for Converging Media | 4 |
| ENG/COMM | One 300-level English or Communication course | |

ENG208 may be taken for up to 8 credits toward graduation

# Foods and Nutrition

## Program Overview

### Bachelor of Science in Foods and Nutrition

The undergraduate Foods and Nutrition Program is designed to provide students with the knowledge and skills for entry into foods, nutrition and dietetics-related professions or advanced study. The curriculum is designed to offer two concentrations. The Nutrition and Dietetics Concentration (ND)* is designed for students who wish to enter the profession of dietetics with the goal of becoming a Registered Dietitian/Nutritionist (RD/RDN). Students who successfully meet degree and Nutrition and Dietetics Concentration requirements receive a verification statement. This provides eligibility to apply to a dietetic internship program. The Dietetic Internship is also required to sit for the credentialing exam to become a Registered Dietitian/Nutritionist. The General Studies in Foods and Nutrition (GSFN) Concentration is designed to allow students more flexibility in planning their career paths. Students are encouraged to combine their FN studies with a minor, offering the opportunity for students to expand their personal interests in other health-related areas such as fitness and wellness, nutrition research, public health or opportunities within the food and pharmaceutical industries.

The Program encourages students to adopt an integrated, holistic approach to understanding the food and nutritional needs of individuals, through a rigorous course of study that provides a strong foundation in the sciences and liberal arts. Emphasis on personal enrichment with leadership, social responsibility, service and ethics within a diverse society is central to the Program's mission.

*Please note the Nutrition and Dietetics Concentration is also known as a Didactic Program in Dietetics or DPD Program.

### Combined Degree Program: B.S. in Foods and Nutrition/M.S. in Nutrition

The College of Saint Elizabeth offers a Combined Degree Program (B.S. in Foods & Nutrition/M.S. in Nutrition) offered through the undergraduate Nutrition and Dietetics Concentration. The M.S. program emphasizes nutrition and health promotion, wellness, leadership, and health advocacy. Eligible undergraduate students can earn both a bachelor's and master's degree in a

unique combined program format. Students complete 9 graduate credits in partial fulfillment of the 30 credits required for the M.S. degree in Nutrition during their senior/fourth year of study. These 9 credits also fulfill the ND concentration requirements. Students interested in the B.S./M.S. program option must meet the program's eligibility criteria.

### Master of Science in Nutrition

The 30-credit online graduate program in nutrition combines advanced study in nutrition and health promotion with a unique, competency-based curriculum that provides nutrition and health professionals with a broad perspective of current issues in nutrition research and ethics, health promotion and healthy aging, counseling and communications, public health and program planning. The program emphasizes ways to incorporate new research and technology, evidence-based applications, and entrepreneurial skills into the practice of nutrition. The program offers a choice of concentrations in Entrepreneurial Nutrition Practice, Community Nutrition and Wellness as well as a Certificate in Sports Nutrition and Wellness. All core courses and most electives are offered online and it is possible to earn the degree fully online. Some electives and courses in the Certificate in Sports Nutrition and Wellness are offered in a traditional campus setting or in an accelerated conference format on campus.

Nutrition professionals develop skills to assume leadership roles in delivering nutrition and wellness-related services in a variety of settings. The program prepares students for a variety of career opportunities in business, government, health care, and education. Graduates work in private practice, nutrition education, school systems, the food and pharmaceutical industries, clinical and corporate research, community organizations, hospitals, public health agencies, work site wellness and health promotion programs, and fitness facilities.

### Combined Masters of Science in Nutrition and Dietetic Internship Program

The Combined M.S. in Nutrition/Dietetic Internship Program (MS/DI) includes 20 credits specific to the Master's in Nutrition and 18 credits specific to the dietetic internship program. Students are accepted into this option through a rigorous application and matching process. Information about application and matching is available at http://www.steu.edu/academics/prof-studies/foods-and-nutrition/dietetic-internship/application-instructions. Students complete 20 credits of Master's coursework and 18 credits of dietetic internship specific coursework to earn both the M.S. in Nutrition and a verification statement of program completion. Students are then eligible to take the national examination to become a Registered Dietitian/Nutritionist (RD/RDN). The MS/DI Program's Concentration is in Entrepreneurial Nutrition Practice. The Program is designed to ensure training and skills in the practice competencies established for entry-level dietitians.

### Statement of Accreditation Status

The B.S. in Foods and Nutrition, Nutrition and Dietetics Concentration and the Dietetic Internship Program are currently granted continued accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, and are accredited through 2015.

ACEND is recognized by the U.S. Department of Education. This recognition affirms that ACEND meets national standards and is a reliable authority on the quality of nutrition and dietetics education programs. ACEND can be contacted at 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606 or www.eatright.org.

## Program Goals

### Bachelor of Science in Foods in Nutrition

### Nutrition and Dietetics Concentration

- Prepare students for the professional practice of dietetics through a program that meets ACEND Foundation Knowledge Requirements and Learning Outcomes within a multidisciplinary liberal arts curriculum.
- Integrate learning opportunities for students to develop personal and professional ethics and social responsibility required for dietetics practice.

- Prepare students with the foundational skills necessary for lifelong learning and to assume roles for continued professional development in dietetics, leadership and service to the community through student advising and active learning experiences.

**General Studies in Foods and Nutrition Concentration**

- Prepare students in general studies in foods and nutrition which may be combined with another area of study (i.e., business, communication, allied health, or as entry to pre-medical studies, etc.) for a special career in foods and nutrition, and preparation for graduate studies.
- Integrate foods and nutrition-related learning opportunities for students to develop qualities of personal and professional ethics, social responsibility, service, leadership and an appreciation for lifelong learning.

**Master of Science in Nutrition**

- Demonstrate acquisition of knowledge and the ability to evaluate and communicate nutrition information through completion of a capstone experience.
- Demonstrate attributes of professional development to be effective and productive citizens and life-long learners in a global society.
- Promote professional leadership and ethical practice in a spirit of service to the community.

**Dietetic Internship Program**

- Increase readiness for supervised practice through MS coursework that increases students' core knowledge, critical thinking and professional confidence.
- Prepare students for entry level positions in dietetics meeting the Core Competencies for the RD/RDN as established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).
- Promote evidence-based practice with an emphasis on acquisition of knowledge and practice skills specific to the Entrepreneurial Nutrition Practice Concentration.
- Provide a supportive environment in which students develop leadership and professional dietetic practice knowledge and skills through self-assessment of competence, initiation of draft professional portfolio and completion of capstone portfolio.
- Promote ethical practice in a spirit of service and social responsibility.

## Graduates

The professional field of foods, nutrition and dietetics is a dynamic career choice in today's health and consumer oriented society. This field offers the potential for a wide variety of employment options within the food industry, communications and health-related fields.

Our graduates have developed successful careers in healthcare and the pharmaceutical industry, the food industry as regulatory affairs specialists or as supermarket specialists, in communications as food writers, in education, community and public health agencies, and in the areas of nutrition counseling, corporate wellness, personal health, lifestyle motivation, and fitness.

Many graduates complete their program requirements to become Registered Dietitians/Nutritionists. As RD/RDNs they are highly trained and qualified to offer specialized, in-depth medical nutrition and preventive nutritional care to patients and clients. For more information on careers in dietetics please see the Academy of Nutrition and Dietetics website at www.eatright.org.

## B.S. in Foods and Nutrition

The undergraduate Foods and Nutrition Program offers two concentrations. The Nutrition and Dietetics Concentration (ND), also known as the Didactic Program in Dietetics (DPD) is designed for students who wish to enter the profession of dietetics with the goal of becoming a Registered Dietitian/Nutritionist (RD/RDN). The General Studies in Foods and Nutrition (GSFN) is designed to allow students more flexibility in planning their career path. Students are encouraged to combine their FN studies with a minor, offering the opportunity for students to expand their personal interests in other health-related areas such as

fitness and wellness, nutrition research, public health or opportunities within the food and pharmaceutical industries.

Additional offerings through the ND Concentration: The FN Program offers a combined degree B.S./M.S. program. For returning students, the ND concentration also offers two routes for students to earn an ACEND DPD Verification Statement. Students may fall under one of the two options: Second degree option for the ND Concentration or the Special Conditions - Didactic Program in Dietetics Verification Statement. Please see below.

## Track in Nutrition and Dietetics (85 credits)

**Core Requirements (53 credits)**

| | | |
|---|---|---|
| FN100 | Professional Preparation | 1 |
| FN200 | Intro Food Science w/Lab | 4 |
| FN210 | Basic Human Nutrition* | 4 |
| FN235 | Methods of Nutrition Education | 4 |
| FN300 | Food Production Systems w/Lab* | 4 |
| FN320 | Nutritional Biochemistry I | 4 |
| FN323 | Nutrition in the Life Cycle | 4 |
| FN325 | Nutritional BioChemistry II | 4 |
| FN400 | Prof Practice Dietetics,Food & Nutrition | 1 |
| FN405 | Food Science &Experimental Foods w/Lab | 4 |
| FN435 | Management in Dietetics Practice | 4 |
| FN463 | Nutrition Research Communication Seminar | 2 |
| FN490 | Capstone in Food and Nutrition | 1 |
| FN500 | Community Nutrition | 3 |
| FN501 | Medical Nutrition Therapy I | 3 |
| FN502 | Medical Nutrition Practice I | 1 |
| FN503 | Med Nutr Therapy II | 3 |
| FN504 | Medical Nutrion Practice II | 1 |
| FN507 | Service Learning in Community Nutrition | 1 |

**Related Requirements (32 credits)**

| | | |
|---|---|---|
| BIO117 | Human Physiology | 4 |
| BIO209 | Microbiology | 4 |
| CHEM121 | Intro to Chemistry | 4 |
| CHEM123 | Intro to Organic Chemistry | 4 |
| BUS121 | | |
| MATH119 | Elementary Statistics | 4 |
| SOC | Sociology Elective | 4 |
| PSY | Psychology Elective | 4 |

A grade of "C" or better is required in all major core courses and in the sciences and related courses. *FN320 may be taught through the Chemistry program.

The ND Concentration provides the foundational knowledge requirements as defined by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. Students who successfully complete degree and ND program requirements receive an ACEND Didactic Program in Dietetics Verification Statement.

## Recommended Course Sequence: B.S. in Foods and Nutrition with Track in Nutrition and Dietetics

Total credits 120-129 (120 credits are required for graduation). Undergraduate students taking more than 16 credits/semester should refer to the College catalog for credit costs.

**First Year**

**Fall Semester (First Semester) (14-16 Credits)**

| | | |
|---|---|---|
| | Element I Gen Ed | 6 |
| PSY100 | General Psychology* | 4 |
| | Elective | 4 |
| | Elective | 2 |

PSY100: or equivalent

**Spring Semester (Second Semester) (14-18 Credits)**

| | | |
|---|---|---|
| | Element I Gen Ed | 6 |
| MATH119 | Elementary Statistics | 4 |
| SOC | SOC100 | 4 |
| | General Education or Elective | 2-4 |

SOC100: or equivalent

**Second Year**

**Fall Semester (First Semester) (16-17 Credits)**

| | | |
|---|---|---|
| FN200 | Intro Food Science w/Lab | 4 |
| BIO209 | Microbiology | 4 |
| CHEM121 | Intro to Chemistry | 4 |
| | Element II Gen Ed | 4 |
| FN100 | Professional Preparation | 1 |

BIO209: or fall, junior year

CHEM121: sequence course for the sciences and MNT. Other pre-requisites may apply.

**Spring Semester (Second Semester) (16-17 Credits)**

| | | |
|---|---|---|
| FN210 | Basic Human Nutrition* | 4 |
| CHEM123 | Intro to Organic Chemistry | 4 |
| BIO117 | Human Physiology | 4 |
| | Element II Gen Ed | 4 |
| FN100 | Professional Preparation | 1 |

CHEM123: sequence course for the sciences and MNT. Other pre-requisites may apply.

**Third Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| FN235 | Methods of Nutrition Education | 4 |
| FN320 | Nutritional Biochemistry I | 4 |
| FN300 | Food Production Systems w/Lab* | 4 |
| | Element II Gen Ed | 4 |

FN320: sequence courses for the sciences and MNT. Other pre-requisites may apply.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| FN323 | Nutrition in the Life Cycle | 4 |
| FN325 | Nutritional BioChemistry II | 4 |
| BUS121 | | |
| | Element II Gen Ed | 4 |
| | or | |
| | Element III Gen Ed | 4 |

FN325: sequence courses for the sciences and MNT. Other pre-requisites may apply.

**Fourth Year**

**Fall Semester (First Semester) (15 Credits)**

| | | |
|---|---|---|
| FN400 | Prof Practice Dietetics,Food & Nutrition | 1 |
| FN501 | Medical Nutrition Therapy I | 3 |
| FN502 | Medical Nutrition Practice I | 1 |
| FN500 | Community Nutrition | 3 |
| FN507 | Service Learning in Community Nutrition | 1 |
| FN463 | Nutrition Research Communication Seminar | 2 |
| | Element IV Gen Ed | 4 |

FN501, FN502: sequence courses for the sciences and MNT. Other pre-requisites may apply.

Element IV Gen Ed: Capstone

**Spring Semester (Second Semester) (13-17 Credits)**

| | | |
|---|---|---|
| FN435 | Management in Dietetics Practice | 4 |
| FN503 | Med Nutr Therapy II | 3 |
| FN504 | Medical Nutrion Practice II | 1 |
| FN405 | Food Science &Experimental Foods w/Lab | 4 |
| FN490 | Capstone in Food and Nutrition | 1 |
| | General Education | 4 |

FN503, FN504: sequence courses for the sciences and MNT. Other prerequisites may apply.

General Education: Capstone if not completed.

## Track in General Studies in Food and Nutrition (73 credits)

**Core Requirements (41 credits)**

| | | |
|---|---|---|
| FN100 | Professional Preparation | 1 |
| FN200 | Intro Food Science w/Lab | 4 |
| FN210 | Basic Human Nutrition* | 4 |
| FN235 | Methods of Nutrition Education | 4 |
| FN300 | Food Production Systems w/Lab* | 4 |
| FN320 | Nutritional Biochemistry I | 4 |
| FN323 | Nutrition in the Life Cycle | 4 |
| FN325 | Nutritional BioChemistry II | 4 |
| FN400 | Prof Practice Dietetics,Food & Nutrition | 1 |
| FN405 | Food Science &Experimental Foods w/Lab | 4 |
| FN463 | Nutrition Research Communication Seminar | 2 |
| FN490 | Capstone in Food and Nutrition | 1 |
| FN500 | Community Nutrition | 3 |
| FN507 | Service Learning in Community Nutrition | 1 |

**Related Requirements (32 credits)**

| | | |
|---|---|---|
| BIO117 | Human Physiology | 4 |
| CHEM121 | Intro to Chemistry | 4 |
| CHEM123 | Intro to Organic Chemistry | 4 |
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |
| BUS121 | | |
| MATH119 | Elementary Statistics | 4 |
| SOC | Sociology Elective | 4 |
| PSY | Psychology Elective | 4 |

A grade of "C" or better is required in all major core courses and in the sciences and related requirements. *FN320 may be taught through the Chemistry program.

## Recommended Course Sequence for the Track in General Studies in Foods and Nutrition

Total credits required for degree and graduation = 120. Women's College students taking more than 16 credits/semester should refer to the College catalog for credit costs.

**First Year**

**Fall Semester (First Semester) (14-18 Credits)**

| | | |
|---|---|---|
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |
| PSY100 | General Psychology* | 4 |
| | Element I Gen Ed | 6 |
| | Elective | 4 |

PSY100: or equivalent

**Spring Semester (Second Semester) (14-18 Credits)**

| | | |
|---|---|---|
| MATH119 | Elementary Statistics | 4 |
| SOC | SOC100 | 4 |
| | Element I Gen Ed | 6 |
| | General Education | 4 |

SOC100: or equivalent

**Second Year**

**Fall Semester (First Semester) (13-17 Credits)**

| | | |
|---|---|---|
| FN200 | Intro Food Science w/Lab | 4 |
| CHEM121 | Intro to Chemistry | 4 |
| | General Education or Elective | 4-8 |
| FN100 | Professional Preparation | 1 |

CHEM121: Sequence courses for the sciences.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| FN210 | Basic Human Nutrition* | 4 |
| BIO117 | Human Physiology | 4 |

| | | |
|---|---|---|
| CHEM123 | Intro to Organic Chemistry | 4 |
| | General Education | 4 |

CHEM123: Sequence courses for the sciences.

**Third Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| FN235 | Methods of Nutrition Education | 4 |
| FN320 | Nutritional Biochemistry I | 4 |
| FN300 | Food Production Systems w/Lab* | 4 |
| | General Education | 4 |

FN320: Sequence courses for the sciences.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| FN323 | Nutrition in the Life Cycle | 4 |
| FN325 | Nutritional BioChemistry II | 4 |
| BUS121 | | |
| | General Education | 4 |

FN325: Sequence courses for the sciences.

**Fourth Year**

**Fall Semester (First Semester) (15 Credits)**

| | | |
|---|---|---|
| FN400 | Prof Practice Dietetics,Food & Nutrition | 1 |
| FN500 | Community Nutrition | 3 |
| FN507 | Service Learning in Community Nutrition | 1 |
| FN463 | Nutrition Research Communication Seminar | 2 |
| | Gen Education Capstone | 8 |
| | and-or | |
| | Electives | 8 |

**Spring Semester (Second Semester) (13-17 Credits)**

| | | |
|---|---|---|
| FN429 | | |
| FN490 | Capstone in Food and Nutrition | 1 |
| | Electives | 8-12 |

*Course offerings may be subject to revision based on course changes offered by other disciplines.*

## Second Degree in Nutrition and Dietetics

**Overview**

The second degree option is designed for the student who holds a B.A. or a B.S. degree in a non-related field, and requires a minimum of 32 credits to complete the degree and Nutrition and Dietetics coursework to meet ACEND Didactic Program in Dietetics verification requirements. Students earn a B.S. in Foods and Nutrition.

Interested students must:

- Apply through the Office of Admissions under the Continuing Studies Program/Transfer. Admission requires a 3.0 cumulative grade point average in past college-level studies. Prospective students not meeting this standard should submit a letter discussing past academic performance. Applications will be reviewed and recommendations made on an individual basis for admission.
- Beginning summer 2015, second degree applicants must provide a letter to the DPD Director discussing their goals and objectives for wishing to pursue Nutrition and Dietetics Credentialing (submit with application).
- Meet the College's requirements for a second degree and enroll as a matriculated student.
- Complete one four-credit course under the CSE Essentials general education requirements, Element III.
- Students who have completed their degree requirements outside of the United States must submit TOEFL (Test of English as a Foreign Language) scores and an original educational services transcript that states U.S. degree equivalency. On occasion a copy of the foreign degree may be requested.
- Have a transcript evaluation of all past colleges attended to determine what courses a prospective student must take, and approximately how long it will take the student to complete the degree requirements. Students completing the program on a part-time basis must plan carefully to ensure prerequisites are met.

- Coursework requirements towards the ND Concentration will be determined on an individual basis, but must meet a minimum of 24 credits towards the major.
- Please note that only coursework with a grade of "B" or better for the ND Concentration requirements and related courses will be accepted for initial transfer. Nutrition courses completed at another institution must have been completed within the past five years in order to transfer. Nutritional Biochemistry I and II and all courses with specific ACEND Didactic Program in Dietetics student learning outcomes must be completed at the College unless specific permission has been provided by the Didactic Program in Dietetics Director or the FN Program Chair.
- Interested students should apply by July 15 for consideration of a Fall admission and by November 15 for consideration of a January admission.

## Minor in Foods and Nutrition

Students admitted to any of the Foods and Nutrition Minor options must have achieved a "C" or higher in all prerequisite courses, and must achieve a "C" or higher for all courses in the Minor to advance and earn the Minor.

**Requirements (20 credits)**

| | | |
|---|---|---|
| FN200 | Intro Food Science w/Lab | 4 |
| FN210 | Basic Human Nutrition* | 4 |
| FN320 | Nutritional Biochemistry I | 4 |
| FN325 | Nutritional BioChemistry II | 4 |
| FN429 | | |

Students completing the Foods and Nutrition Minor must meet prerequisites: CHEM121 and CHEM123 (or higher).

## Minor in Foods, Nutrition and Community Education

**Requirements (21 credits)**

| | | |
|---|---|---|
| FN200 | Intro Food Science w/Lab | 4 |
| FN210 | Basic Human Nutrition* | 4 |
| FN323 | Nutrition in the Life Cycle | 4 |
| FN500 | Community Nutrition | 3 |
| FN507 | Service Learning in Community Nutrition | 1 |

Students must meet prerequisites: BIO117 (Optional: CHEM121 and CHEM123).

## Minor in Medical Nutrition Therapy for Health Professionals

**Requirements (22-24)**

| | | |
|---|---|---|
| FN210 | Basic Human Nutrition* | 4 |
| FN320 | Nutritional Biochemistry I | 4 |
| FN323 | Nutrition in the Life Cycle | 4 |
| FN325 | Nutritional BioChemistry II | 4 |
| FN501 | Medical Nutrition Therapy I | 3 |
| FN502 | Medical Nutrition Practice I | 1 |
| FN503 | Med Nutr Therapy II | 3 |
| FN504 | Medical Nutrion Practice II | 1 |

FN502, FN504 are optional

Students must meet prerequisites: CHEM121 and CHEM123 or higher; BIO117. Students entering this Minor must have a 3.0 GPA or higher in the sciences, be recommended by their major Program Faculty, and must be approved by the DPD Director. This Minor in Medical Nutrition for Health Professionals is designed specifically for students seeking to become health professionals who have an interest in medical nutrition. Students who intend to apply to medical school should comply with all the science and math requirements for admission. **This Minor does not award an ACEND Didactic Program in Dietetics verification statement .**

## Minor in Nutritional Science

**Requirements (18 credits)**

| | | |
|---|---|---|
| FN210 | Basic Human Nutrition* | 4 |
| FN320 | Nutritional Biochemistry I | 4 |
| FN323 | Nutrition in the Life Cycle | 4 |
| FN325 | Nutritional BioChemistry II | 4 |
| FN463 | Nutrition Research Communication Seminar | 2 |

Students completing the Nutritional Science Minor must meet prerequisites: CHEM121 and CHEM123 (or higher); BIO117.

## Minor in Personal Fitness Training

The Personal Fitness Training minor affords all students the opportunity to incorporate knowledge, skill, attitude, self-awareness, and self-determination while enhancing all aspects of wellness principles. Completion of the minor prepares students for certification as a personal or group fitness trainer

Requirements (20 credits)

**Required Courses**

| | | |
|---|---|---|
| FIT100 | Introduction to the Fitness Industry | 2 |
| FIT200 | Strength & Conditioning I | 2 |
| FIT205 | Strength & Conditioning II | 4 |
| FIT300 | First Aid & Injury Prevention | 4 |
| FIT400 | Exercise Physiology | 4 |
| FIT405 | Professional Fitness Assessment | 4 |

**Fitness Elective**

| | | |
|---|---|---|
| FN671 | Sports Nutrition for Hlth & Performance | 3 |

Prerequisites: FIT400, FN210, permission of Program and Instructor, and College approval to enroll in a graduate-level course

## M.S. in Nutrition – Online Program

The 30-credit online graduate program in nutrition combines advanced study in nutrition and health promotion with a unique, competency-based curriculum that provides nutrition and health professionals with a broad perspective of current issues in nutrition research and ethics, health promotion and healthy aging, counseling and communications, and public health and program planning. The Program emphasizes ways to incorporate new research and technology, evidence-based applications, and entrepreneurial skills into the practice of nutrition.

The online Graduate Program in Nutrition at the College of Saint Elizabeth enables students to achieve their educational goals in a convenient, collaborative, and interactive format. Course work is offered through distance learning technology. All core courses and most electives are offered online and it is possible to earn the degree fully online. Some electives and specific courses in the Certificate in Sports Nutrition and Wellness are offered in a traditional campus setting or in an accelerated conference format on campus. Students in the M.S. in Nutrition may choose a concentration in Entrepreneurial Nutrition Practice or Community Nutrition and Wellness or may earn a Certificate in Sports Nutrition and Wellness as part of the degree.\

Nutrition professionals develop skills to assume leadership roles in delivering nutrition and wellness-related services in a variety of settings. The Program prepares students for a variety of career opportunities in business, government, health care, and education. Graduates work in private practice, nutrition education, school systems, the food and pharmaceutical industries, clinical and corporate research, community organizations, hospitals, public health agencies, work site wellness and health promotion programs, and fitness facilities.

### Program Options

The online Graduate Program in Nutrition offers four options for admission:

**Option A :** Designed for the Registered Dietitian/Nutritionist (RD/RDN) or student who has recently completed a supervised practice program

accredited or approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics and who has received graduate-level credit for this experience. Students accepted under *Option A* may be eligible to receive up to nine (9) graduate credit hours towards their M.S. in Nutrition if graduate level courses were completed during their dietetic internship and meet program requirements. Credits must be pre-approved by the graduate program director. Eligible students must submit a copy of their official transcripts, a catalog description, a course outline, and an original ACEND DI verification statement in order to receive transfer credits. In addition, the student may be asked to submit samples of his/her work completed during the supervised program as part of the review process. Courses identified as supervised practice will not be considered for transfer.

**Option B :** Intended for the person with a baccalaureate degree in foods, nutrition, and/or dietetics or the person with a baccalaureate degree in a non-nutrition area who desires an advanced degree in nutrition. All applicants must have completed the prerequisites for the graduate program in nutrition including: Introductory and organic chemistry, statistics, human physiology, biochemistry, and advanced nutrition (or the equivalent). Note that the Option B pathway **does not** make a student eligible for a dietetic internship. Students interested in becoming a Registered Dietitian/Nutritionist (RD/RDN) who have an undergraduate degree in a non-nutrition area are advised to pursue the Second Degree Nutrition and Dietetics Concentration.

**Option C:** Designed for the person with a baccalaureate or Master's degree in nutrition or closely related field who desires an advanced certificate in nutrition with an emphasis in Sports Nutrition and Wellness. This certificate can be completed independently from the Master's degree or combined with the core requirements to be eligible for an M.S. degree in Nutrition.

**Option D:** Designed for the student seeking a combined M.S. in Nutrition and Dietetic Internship Program. Upon successful completion, the student earns an M.S. in Nutrition and a Verification of Dietetic Internship Completion and is eligible to sit for the National Registration Examination for Dietitians (RD/RDN). To apply to this option, see the Dietetic Internship Application materials at www.steu.edu/di. Applicants to this option must participate in the Dietetic Internship Centralized Application Service (DICAS) and D&D Digital computer matching. See separate Program Admissions and Program Requirements available at www.steu.edu/di.

## Additional Admission Criteria for the M.S. in Nutrition Program

An individual seeking direct admission to the graduate program in Nutrition must hold a baccalaureate degree in nutrition, foods, or dietetics from an accredited undergraduate institution. Other individuals with a degree in other areas are encouraged to apply with the understanding that they may be required to take various undergraduate courses as prerequisites to satisfy the admissions criteria. Generally, applicants must have achieved a cumulative undergraduate grade point average (GPA) of not less than 3.0 on a 4.0 scale. Students who have background and potential for success but whose GPA is less than 3.0 may be admitted to the graduate program on a provisional basis. A maximum of nine graduate credits may be accepted in transfer credit. Transfer of credit into the graduate program will be subject to evaluation and approval by the Director of the Graduate Program in Nutrition. All transfer credits must carry a minimum 3.0 grade point average (on a 4.0 scale).

Requirements (Minimum of 30 Credits):

**Fifteen (15) credit hours in required core courses**

| | | |
|---|---|---|
| FN650 | Advanced Nutrition and Metabolism | 3 |
| FN655 | Research Methods for Health Profession | 3 |
| MC626 | Ethical Issues | 3 |
| FN657 | Current Topics in Preventive Nutrition | 3 |
| FN670 | Professional Communications Seminar | 3 |

**Twelve (12) credit hours in elective courses drawn from the Concentrations or the Certificate in Sports Nutrition and Wellness, or other program-approved elective courses.**

- **Concentration in Community Nutrition and Wellness:** Includes courses in Introduction to Public Health and Nutrition, Global Food Issues, Child and Adolescent Nutrition, Nutrition and Aging, Program Design and Management in Community Nutrition
- **Concentration in Entrepreneurial Nutrition Practice:** Includes courses in Concepts in Nutrition Counseling, Integrative Nutrition and Health Therapies, Interventions and Strategies for Weight Management, and Program Design and Management in Nutrition
- **Certificate in Sports Nutrition and Wellness:** Includes courses in Exercise Physiology and Kinesiology, Professional Fitness & Training Assessment, Sports Nutrition for Health & Performance, and Sports Psychology
- **Other Program Electives:** Choose from Service Learning in Community Nutrition, Nutrition Research Seminar, Critical Care Nutrition, Food, Society and Spirituality, Women's Nutrition and Health Issues, Nutrition Assessment, Food Security, Pharmacology, Principles of Food Law and Regulation, among others.

**Three (3) credit hours in a Capstone Experience (Choose one):**

| | | |
|---|---|---|
| FN695 | Professional Portfolio | 3 |
| FN680 | Action Research Proj Food and Hlth Lit | 3 |
| FN699 | Thesis | 3 |
| FN694 | CapstoneSupervised Pract in Dietetics | 1 |

FN694 for students in the MS/DI only

## Concentration in Community Nutrition and Wellness

This 14-credit Concentration in Community Nutrition and Wellness emphasizes ecological public health strategies and demonstrates how communities can think globally and act locally to improve the public's health. The current status of research on key nutrition issues across the lifespan is examined. The incidence, risks, development, and recommendations for prevention of chronic conditions and diseases are discussed.

Courses are designed to prepare students to develop, implement, and evaluate public health programs for various groups. The concentration provides training in Health Promotion and Wellness, Child and Adolescent Nutrition, Nutrition and Aging, Global Food Issues, and Program Design and Management in Community Nutrition.

**Requirements (14 credits)**

| | | |
|---|---|---|
| FN626 | Intro to Public Hlth Nutr and Wellness | 3 |
| FN620 | Child/Adolescent Nutrition | 2 |
| FN625 | Nutrition & Aging | 3 |
| FN663 | Global Food Issues Lessons in Film | 3 |
| FN677 | Program Design & Mgt in Community Nutr | 3 |

## Concentration in Entrepreneurial Nutrition Practice

Many lifestyle habits, including poor nutrition habits, contribute to obesity and overweight and other chronic degenerative health problems. The 12-credit Concentration in Entrepreneurial Nutrition Practice prepares students to develop programs and provide counseling to clients with an emphasis on behavior change, health promotion and disease prevention. Courses are designed to help students improve their nutrition education and counseling skills for individuals and groups with an emphasis on health, wellness and weight management. Strategies to design, implement, and evaluate health and nutrition intervention programs are included.

The concentration provides training in Weight Management, Integrative Nutrition and Health Therapies, Concepts in Nutrition Counseling, and Program Design and Management in Community Nutrition. This concentration also meets the criteria for continuing education credits, as required for dietetics professionals by the Academy of Nutrition and Dietetics.

Courses include:

**Requirements (12 credits)**

| | | |
|---|---|---|
| FN630 | Interventions and Strat for Weight Mgt | 3 |
| FN624 | Alternative Nutrition & Hlth Therapies | 3 |
| FN653 | Concepts in Nutrition Counseling | 3 |
| FN677 | Program Design & Mgt in Community Nutr | 3 |

## Certificate in Sports Nutrition and Wellness

The 13-credit Certificate Program in Sports Nutrition and Wellness is designed for professionals who have a baccalaureate degree in nutrition, education, coaching, fitness or other health-related field. Prerequisites to the program include anatomy and physiology and introductory nutrition. The Program can be completed part-time and includes courses in Sports Nutrition, Exercise Physiology and Kinesiology, Sports Psychology, and Fitness Assessment. The Program prepares students for positions as personal trainers and health and fitness instructors with exercise and nutrition programs in schools, weight management centers, recreational agencies, worksites, health centers, corporations, fitness facilities, and hospitals. Students may contribute to a variety of planning, instructional, and administrative roles in community and corporate health-related facilities. Graduates are encouraged to seek the American College of Sports Medicine (ACSM) Health Fitness Instructor Certification. The Certificate Program may be taken alone or as part of the M.S. in Nutrition Degree Program.* Courses include:

**Requirements (13 credits)**

| | | |
|---|---|---|
| FN510 | Exercise Physiology | 4 |
| FN671 | Sports Nutrition for Hlth & Performance | 3 |
| FN515 | Professional Fitness&Training Assessment | 3 |
| PSY663 | Sports Psychology | 3 |

Master's degree candidates must complete all graduate program prerequisites.

## Combined Degree Program: B.S. in Foods and Nutrition/M.S. in Nutrition

Eligible undergraduate students can earn a combined B.S./M.S. degree for a total of 141 credits. Students are required to complete a minimum of 120 undergraduate degree credits and 30 graduate-level degree credits of which 9 credits overlap in partial fulfillment of the combined degree requirements. The Bachelor of Science degree will be awarded upon completion of 120 credits, which must meet all CSE Essential general education and Nutrition and Dietetics (ND) Concentration requirements. Students completing the combined degree also fulfill the ACEND Didactic Program in Dietetics Verification requirements. This statement will be issued upon completion of the B.S. Degree requirements.

Students interested in the B.S./M.S. program option, must be a major in Foods and Nutrition ND concentration and meet the program's eligibility criteria.

- Students must have established senior-level standing, or completion of 90 credits.
- Complete the prerequisites to the M.S. in Nutrition program coursework: Human Physiology, Introductory and Organic Chemistry, Nutritional Biochemistry I and II (or the equivalent) and Statistics.
- Students seeking a first degree through either the Women's College or the Continuing Studies program must show adequate progress towards completion of the CSE Essentials general education program.
- Hold a minimum 3.0 cumulative GPA in both College of Saint Elizabeth and all schools attended.
- Demonstrate academic achievement in the ND Concentration (minimum of 3.2 GPA in the ND core and sciences), leadership and potential to complete rigorous coursework, to ensure

academic success in completion of the M.S. degree requirements.

Students wishing to complete the B.S./M.S. option must apply and be recommended by faculty for formal acceptance. Students wishing to complete this option must do so should obtain an application between August 1st and September 1st of the senior year. The application is due to the Director of the Graduate Program by September 15th . A decision will be made by October 1st . Combined degree students should maintain continuous matriculation. This program is designed for full-time enrollment. Students wishing to complete the program on a part-time basis are advised to plan their program carefully to avoid interruptions in course offerings.

Students in the combined degree complete the following ND Concentration credits for graduate credit transfer: *FN 501 Medical Nutr ition Therapy I (3 credits), FN 503 Medical Nutrition Therapy II (3 credits) and Community Nutrition (3 credits)* . Students enrolled in the B.S./M.S. must earn a course grade of "B" or better in all courses taken to remain in the combined degree program.

The nine (9) graduate-level ND Concentration credits may only be applied to the M.S. in Nutrition Program and cannot be applied to another graduate program or the Dietetic Internship.

## Combined M.S. in Nutrition and Dietetic Internship Program (MS/DI)

The combined M.S. in Nutrition/Dietetic Internship Program (DI) is completed in 38 credits. Accepted students complete 20 hours of online M.S. in Nutrition coursework and 18 credits of Dietetic Internship Program specific coursework that includes a minimum of 1200 hours of supervised practice. Students who successfully complete the program receive a Masters in Nutrition and a Verification Statement of Program Completion. They are then eligible to take the National Examination to become a Registered Dietitian/Nutritionist (RD/RDN). The program offers a concentration in Entrepreneurial Nutrition Practice.

### Supervised Practice

Supervised practice is divided into five areas: Clinical Dietetics, Departmental Management, Community Nutrition, Professional Development and the Entrepreneurial Nutrition Practice Concentration. The schedule is planned on a rotational basis. Students will participate in a supervised practice orientation prior to starting supervised practice hours.

Over 470 hours are devoted to clinical dietetics which includes intensive training in a variety of medical surgical specialties, diabetes, renal, nutrition support and long-term care. Departmental Management is completed in either a healthcare setting or at an alternative site based on the prior experiences of the student. This rotation is accomplished in just under 200 hours.

During the Community Nutrition rotation, students experience a variety of settings including child nutrition programs, community outreach and women's health. An 80 hour culminating practice experience, evidence analysis case study presentation, professional and lay communication experiences and participation in the New Jersey Dietetic Association's Annual Meeting and/or other professional activities comprise the Professional Development rotation.

The Entrepreneurial Nutrition Practice concentration includes 160 hours in Nutrition Education and Counseling at the college's Center for Nutrition and in Corporate Wellness. The Retail/Supermarket unit consists of 64 hours and rounds out the 224 hours in the concentration. *A complete list of our practice hours and rotations can be found at the website on the Dietetic Internship page www.steu.edu/di .*

### Full and Part Time Option

The full-time option spans two academic years and requires participation in supervised practice in summer sessions. Full time students are expected to enroll in at least nine credits in the fall and spring semesters of the first year, which provides full time graduate status. Full time students must successfully complete 18 credits of the MS in Nutrition Core and Electives outlined above prior to beginning supervised practice.

During the first year, students take coursework on-line and do not need to relocate. During the second academic year, full time students complete

32 hours (4 days) of supervised practice and participate in seminar one day a week and would be expected to live in the program's geographic area (NJ, NY or PA within commuting distance – approximately 2 hours from the college).

The part-time option spans 2 ½ to 3 academic years. During supervised practice part time interns must complete 24 hours (3 days) of supervised practice a week and participate in seminar one day a week. The coursework schedule will vary for the part time intern. Part time interns will participate in the DI specific coursework and begin supervised practice during the second year of the program. Part time students will enroll in at least six on-line credits for each of the first two academic semesters in the program. Part time interns can accelerate completion of the program by enrolling in more than six credits of MS in Nutrition Core and Elective courses a semester. Supervised practice will span 1 ½ years; the program could be completed in 2 ½ academic years instead of 3 if the student would like to accelerate the coursework.

## Practice Sites

Supervised practice will be scheduled on a rotation basis at teaching and/or community hospitals, long-term care centers, and other health care facilities, schools, clinics and outpatient programs, primarily located in northern and central New Jersey. Additional site placements in parts of NY and PA may be possible based on a student's place of residence. The placement must be within a reasonable commute to the college. The MS/DI is not accredited to provide supervised practice in a distance format.

Community nutrition, educational agencies and corporations provide additional practice opportunities. Experiences will be supervised by College of Saint Elizabeth faculty, Registered Dietitians and other qualified food and nutrition or health professionals employed by the sites. While specific site placements cannot be guaranteed, faculty makes every effort to place students within a reasonable commute for the intern.

All sites participate on a voluntary basis. The faculty/staff of the college are responsible for all contractual and insurance arrangements and placements, with the exception of Community Nutrition Education. Students are responsible to identify a community practice site. Students are also responsible for communicating with sites for workplace details (time/ place to report, ID badge needs, etc), as well as for their own travel and parking arrangements.

## General Admission Procedures

The Combined MS/DI program has three steps to the application process. Applicants must participate in the (1) Dietetic Internship Centralized Application Service (DICAS) and (2) D&D Digital processes, including meeting all DICAS and D&D Digital deadlines. Applicants are responsible for fees paid directly to DICAS and D&D as well as for the CSE MS/DI application fee. The third step (3) in the process is to complete the program's Applicant Interview Availability form and submit the Application Fee to the college available atwww.steu.edu/di .

**Applicants are not required to complete additional college application components. The Combined MS/DI application process is separate from other graduate program admissions.** Applicants are responsible for meeting all application deadlines. A selection committee that includes Foods and Nutrition Program faculty, supervised practice preceptors and alums completes the ranking process for this application option.

Students accepting pre-select or matched appointments to the program will be expected to complete a modified graduate application and provide original transcripts and an original DPD verification statement to the Director of Graduate Nutrition before beginning the program.

### Bachelors Degree and DPD Verification

All students matched to the MS/DI must have a minimum of a bachelor's degree from a U.S. regionally accredited college or university or foreign equivalent and a Verification Statement from a Didactic Program in Dietetics (DPD), meeting requirements of the Accreditation Council for Education in Nutrition and Dietetics.

At the time of application, students who have not completed the educational requirements provide an *Intent to Complete* on DICAS through the DPD Director at their institutions. Applicants must successfully complete a bachelor's degree and DPD

Verification prior to the program's start date. Applicants matched to the program must provide an official transcript with degree noted and DPD Verification Statement prior to the program's start date.

### Medical and Background Clearance

Final acceptance into the Program requires the applicant to meet all admission criteria, health and medical requirements including proof of immunization including but not limited to MMR, varicella, Hep B., Proof proof of medical insurance and student healthcare background clearance are also required.

In addition, those matched to the program must complete acceptable background checks and medical clearances at the expense of the applicant. This is required as a condition of admission to the MS/DI program. Certain medical clearances must be obtained during a specified time period before the start of the supervised practice. Interns will be advised regarding the proper forms and time line to complete these requirements.

## CSE B.S. in Foods and Nutrition Pre-Select Application to the M.S. in Nutrition/Dietetic Internship Program

Students enrolled in the College of Saint Elizabeth B.S. in Foods and Nutrition: Concentration in Nutrition and Dietetics may apply for the M.S. in Nutrition/Dietetic Internship (MS/DI) combined program under the pre-selection option.

Up to eight of the Combined MS/DI Program's 20 positions may be filled using the pre-selection option. Applicants apply in the fall of the senior year and must meet the GPA requirements outlined below at the time of application.

Students wishing to apply through this option should contact the Dietetic Internship Director between August 1 and September 1 for forms and instructions. Applications will be due by September 15 and a decision will be rendered by October 1. If accepted, students must accept or decline the position by October 15. Once accepted into the CSE Combined MS/DI Program, the student will NOT be eligible to participate in computer matching for other positions.

To apply through this option, students must have:

- Established senior-level standing (approximate completion of 90 credits).
- Completed Element I, II and III of the general education requirements for undergraduate students, or have completed Element III for Continuing Studies students at the time of application.
- Hold a minimum of a 3.2 cumulative GPA in both College of Saint Elizabeth and transfer credits.
- Have a minimum of a 3.5 cumulative GPA in Foods and Nutrition Major courses.

Students will complete an application form, one letter of recommendation from a faculty member, volunteer, mentor, or employer from outside of the Foods and Nutrition Program, as well as a written statement (guidelines and forms will be provided).

A committee of Foods and Nutrition faculty will make the decision for admission to the MS/DI option, or if more than eight qualified students apply, students may be offered a position in the B.S./M.S. only.

Students who are admitted to the B.S./M.S. only will receive a Didactic Program in Dietetics Verification Statement and may apply to other Dietetic Internship Programs.

## Special Conditions - Didactic Program in Dietetics Verification Statement

The Didactic Program in Dietetics (DPD) Verification Statement option meets the needs of students who already hold a B.A. or B.S. degree in foods, nutrition, or dietetics, and who wish to complete Didactic Program in Dietetics coursework to meet ACEND DPD verification statement requirements. Upon final completion of coursework, a DPD Verification Statement is issued to the candidate by the DPD Director.

Interested students must:

- Apply through the Office of Admissions.
- Have a 3.0 cumulative grade point average in past college-level studies.

- Provide a letter to the DPD Director discussing their goals and objectives for wishing to pursue Nutrition and Dietetics Credentialing (submit with application).
- Submit all transcripts of past college coursework. Following an evaluation of transcripts, the Program Director will determine what courses a prospective student must take, and approximately how long it will take the student to complete the Certificate requirements. Students who have completed their degree requirements outside of the United States must submit a TOEFL (Test of English as a Foreign Language) score and an original educational services transcript that states U.S. degree equivalency. On occasion a copy of the foreign degree may be requested.
- Enroll as non-matriculated visiting students. This is not a degree-bearing program.
- Complete a minimum of 12 credits in DPD core concentration coursework at the College of Saint Elizabeth for the verification statement to be granted. The specific courses that individual students must take will vary according to their past coursework. In some cases students will be required to exceed the minimum 12-credit standard. All professional concentration coursework must be completed at CSE unless otherwise approved by the Didactic Program in Dietetics Director.

# French

## Program Overview

The French minor offers quality instruction that reflects the increasingly interdependent and global nature of culture, knowledge and the world in the 21st century, as well as the growing inter-connectedness of peoples and places in the local, regional, national, and global communities. Through interactive coursework at home and/or abroad, reflective papers, research, travel and presentations, the program enables students:

- To develop an understanding of cultures and history of the Francophone world;
- To understand, read, write, and speak French;
- To gain a thorough knowledge of the corresponding countries, traditions and peoples in these regions.

The inherent multidisciplinary nature of culture and language studies as well as the geographic variety of the Francophone world requires that the faculty work with other programs as well as similar programs in the neighboring universities.

Students pursuing the French minor obtain a strong grounding in global affairs which teaches them how to engage in problem-solving across boundaries and cultures, and how to critically evaluate information from a comparative perspective. This training also involves learning how to become an effective communicator which includes learning how to argue and defend complex views before a variety of global audiences. Well-developed global awareness and communicative competence make students with a French minor very attractive to companies and organizations.

## Outcomes

Minors in French will be able to:

- Demonstrate proficiency in the discussion and analysis of cultural, political, historical, and literary issues within the respective language countries.
- Demonstrate the four language skills (reading, writing, speaking and comprehension) at an intermediate-high level.

## Graduates

Our graduates are equipped to pursue careers in international education, business, law, diplomatic service, and journalism; and to work with international corporations, international service organizations, and non-profit organizations with global agendas and responsibilities.

## Minor in French

### Requirements (18 credits)

**Select one from the following two core foundational courses (4)**

| | | |
|---|---|---|
| WCL100 | Introduction to the Study of Languages | 4 |

| | | |
|---|---|---|
| WCL115 | Principles of Human Geography | 4 |

**Select one from the following two exploratory courses (4)**

| | | |
|---|---|---|
| WCL200 | Literature Survey | 4 |
| WCL205 | AreaStudies:Culture & Traditons | 2 |

**Select two from the following three analytical courses (8)**

| | | |
|---|---|---|
| WCL300 | Reading & Contexts | 4 |
| WCL305 | Composition & Conversation | 4 |
| WCL310 | Grammar & Style | 4 |

**All minors in French must take the following integrative course (2)**

| | | |
|---|---|---|
| WCL495 | Experience (Internship/Study Abroad) | 2 |

WCL205 can be taken twice

# Global Studies

## Program Overview

The minor in Global Studies equips our students with the expertise and the knowledge that specialists in politics, business, and culture can bring in tomorrow's workplace. The program offers quality instruction that reflects the increasingly interdependent and global nature of culture, knowledge and the world in the 21st century, as well as the growing inter-connectedness of peoples and places in the local, regional, national, and global communities. Students are required to demonstrate competence in at least one non-native language. Through interactive coursework at home and/or abroad, reflective papers, research, travel and presentations, the program enables students:

- To develop an understanding of cultures and history of the regions they have chosen to study;
- To gain a thorough knowledge of the corresponding countries, traditions and peoples in these regions.

The inherent multidisciplinary nature of global studies, as well as the geographic variety of areas to be covered, requires that the faculty work with other programs as well as similar programs in the neighboring universities.

Students pursuing a minor in Global Studies obtain a strong grounding in global affairs which teaches them how to engage in problem-solving across boundaries and cultures, and how to critically evaluate information from a comparative perspective. This training also involves learning how to become an effective communicator which includes learning how to argue and defend complex views before a variety of global audiences. Well-developed global awareness and communicative competence make students with a Global Studies minor very attractive to companies and organizations. A minor in Global Studies also offers excellent preparation for graduate school, law school, and careers in such global enterprises as U.S. Government Agencies and Organizations, the United Nations, Amnesty International, travel and tourism, Red Cross, and many others.

## Outcomes

Minors in will be able to:

- Describe the world's economic, environmental, and political systems.
- Reflect comparatively and in depth on one's own and a second culture.
- Adapt in a second culture by working effectively with a counterpart in that culture.
- Demonstrate potential for distinctive leadership in a local community and internationally in the pursuit of a just, healthy, sustainable, and peaceful world.

## Graduates

Our graduates are equipped to pursue careers in international education, business, law, diplomatic service, and journalism; and to work with international corporations, international service organizations, and non-profit organizations with global agendas and responsibilities.

## Minor in Global Studies

Requirements (18 credits)

**Select one from the following three core foundational courses (4)**

| | | |
|---|---|---|
| WCL110 | A Survey of Global Studies | 4 |
| WCL100 | Introduction to the Study of Languages | 4 |
| WCL115 | Principles of Human Geography | 4 |

**Select one from the following two foundational courses (4)**

| | | |
|---|---|---|
| HIS110 | Survey of Global History | 4 |
| HIS115 | Survey of Global History II | 4 |

**Select one from the following five exploratory courses (4)**

| | | |
|---|---|---|
| WCL205 | AreaStudies:Culture & Traditons | 2 |
| WCL200 | Literature Survey | 4 |
| HIS255 | Latin American History | 4 |
| HIS270 | Special Topics in European History | 4 |
| PS231 | International Relations | 4 |
| PS251 | Comparative Politics | 4 |

WCL205 can be taken twice

**Select one from the following three analytical courses (4)**

| | | |
|---|---|---|
| WCL300 | Reading & Contexts | 4 |
| WCL305 | Composition & Conversation | 4 |
| WCL310 | Grammar & Style | 4 |
| HIS315 | Readings in Global History | 4 |
| PS381 | Political Thought | 4 |

**The following course is mandatory for all minors (2)**

| | | |
|---|---|---|
| WCL495 | Experience (Internship/Study Abroad) | 2 |

# Health Administration

## B.S. in Health Administration

### Program Overview

The new B.S. in Health Administration curriculum is in response to transformations in the health care industry, and offers three concentrations: Health Informatics, Health Project Management, or Health Communication. The emphasis on experiential learning provides students with skills for employment in a variety of health services settings including but not limited to hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, and emergency preparedness organizations in both the private and public domains, local, state and federal government. Health Administration majors will also be well-prepared for a variety of graduate programs, in particular the Master of Science in Health Administration. With the U.S. Bureau of Labor Statistics projecting that careers in health care will grow at twice the pace for overall U.S. job growth (more than 20 percent from 2008 through 2018,) a bachelor's degree in Health Administration is a wise choice.

### Unique Elements of This Program

- Students learn to utilize management, organizational, communication, and data analysis skills in the health care industry
- Students learn to interpret health care and disease-related research and apply this skill in population health management
- Students will choose one of three concentrations: Health Informatics, Health Project Management, or Health Communication
- Students benefit from required field experience through internship/capstone or other experiential learning
- Students complete a faculty guided, culminating research project that begins during the internship and ends in the Senior Seminar course.

### Outcomes

- Identify basic relationships and multiple elements of a problem, breaking down each element into detail; use analytical techniques to identify potential solutions, weighing the value of each.
- Assess reimbursement and payment system alternatives; explain the connection between providers and payers; analyze disease, population and utilization data.
- Consider the business, demographic, ethno-cultural political and regulatory implications of decisions; develop strategies to improve the long-term success and viability of the organization.
- Work cooperatively with others; value others input and expertise; seek input of others to increase the quality of solutions and decisions.
- Speak and write in a clear, logical, grammatical manner in informal and formal situations; makes presentations in a clear and understandable voice free of extraneous phrases.
- Recognize the potential of Information Systems in process and patient service improvement; is familiar with current technology for patient tracking (record management, billing and reporting).
- Plan, execute and oversee a project; establish phases and steps within a realistic timeframe; tracks performance against plan and budget; ensures delivery within a prescribed time frame.
- Act openly and honestly; demonstrate ethical behavior, professional practice, social accountability and community stewardship.
- Develop curiosity and desire to know more about things, people and issues; cultivate a desire for knowledge and staying current with health, industry and professional trends.

## Requirements

**Core Courses (47 credits)**

- Introduction to the Health Care Industry
- Accounting for Health Care Professionals
- Global Health and Cultural Perspectives
- Health Care Organizations and Delivery Systems
- Introduction to Health Communications
- Introduction to Health Information Systems
- Foundations in Project Management for Health Services Organizations
- Population Health Planning and Assessment
- Health Policy, Law and Ethics
- Health Care Economics
- Organizational Behavior in Health Systems
- Research Methods and Project Management
- Strategic Planning for Health Care Organizations
- Internship and Capstone in Health Care Management

**Additional Pre-requisites (10 credits)**

- Introduction to Business: Domestic & Global Dimensions
- Elementary Statistics
- Theories of Microeconomics

## Concentrations

Majors are required to choose a concentration (Health Informatics, Health Project Management, or Health Communication) of 10 credits. The 10 credits include the introductory course required for all majors, plus two additional four-credit courses.

**Informatics Concentration**

- Introduction to Health Information Systems
- Health Care Informatics and Data Base Management
- Informatics Applications

**Quality and Project Management Concentration**

- Project Management Foundations in Health Services Organizations
- Quality & Performance Management
- Project Procurement Management

**Health Communication Concentration**

- Introduction to Health Communications
- Risk Communication in Health Systems
- Planning and Implementing Health Campaigns

Semester-by-Semester Offerings Sequence for BS in Health Administration

**First Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS100 | Intro to Bus:Domestic&Global Dimensions | 2 |
| HA100 | Introduction to Health Care Industry | 1 |
| MATH119 | Elementary Statistics | 4 |
| HA220 | Introduction to Health Communication | 2 |
| | Gen Ed and Electives | 5-7 |

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| HA210 | Global Health & Cultural Perspectives | 4 |
| HA225 | Introduction to Health Information Systems | 2 |
| HA230 | Foundations in Project Management for Health Service Organizations | 2 |
| | Gen Ed and Electives | 6-8 |

**Second Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS200 | Principles of Mgmt&Mgmt Skills | 4 |
| HA215 | Heath Care Organizations & Delivery Sys | 4 |
| | Gen Ed and Electives | 6-8 |

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS245 | Accounting for Health Care Professionals | 4 |
| HA310 | Population Health Planning & Assessment | 4 |
| BUS227 | Theories of Micro Economics | 3 |
| | Gen Ed and Electives | 3-5 |

**Third Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| HA325 | Health Care Informatics & Data Base Management | 4 |
| HA330 | Quality & Performance Management | 4 |
| | Health Policy, Law and Ethics | 4 |
| | Gen Ed and Electives | 6-8 |

HA325, HA330: Concentration courses.

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| HA340 | Risk Communication in Health Systems | 4 |
| HA320 | Health Care Economics | 4 |
| HA410 | Organizational Behavior in Health Systems | 4 |
| | Gen Ed and Electives | 6-8 |

HA340: Concentration course.

**Fourth Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| BUS400 | Research Methods & Project Management | 4 |
| HA415 | Strategic Planning for Heath Care Organizations | 4 |
| HA425 | Informatics Applications | 4 |
| | Gen Ed and Electives | 6-8 |

HA425: Concentration course.

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| HA430 | Project Procurement Management | 4 |
| HA440 | Planning & Implementing Health Campaigns | 4 |
| HA490 | Internship & Capstone in Health Care Management | 4 |
| | Gen Ed and Electives | 6-8 |

HA430, HA440: Concentration course.

## Suggested minors

- Business Administration
- Leadership
- Informatics (Computer Science)
- Communication
- Sociology
- Psychology

## Transfer Students

Students may transfer in up to 90 credits. Graduation requirement is 120 credits. Students may be over the "120" credit if they transfer in the complete allowance of 90 credits.

If the student has earned an A.A.S degree from an institution that has an articulation agreement with CSE, they will generally be required to take CSE 200 and Element III for their general education requirements. All transfer students will be assessed individually by the Admissions Office for correct placement in General Education Requirements.

Students transferring from a school without a current CSE Articulation agreement will be evaluated on an individual basis for transfer credit acceptance.

Students transferring into CSE with an Associate's Degree (A.S.) will be required to take Element III of the College general education program.

# M.S. in Health Administration

## Program Overview

The Master of Science in Health Administration features an integrated program combining a core curriculum, an elective component, and a culminating experience in which health administration skills and competencies are synthesized through an internship and capstone course.

The Health Administration program has been designed for early and mid-level careerists in the health care industry. The program will be of particular interest to health care administrators, managers, nurses, other health care providers, and any health related professionals who wish to increase their knowledge and expertise in health management. Applicants who have not previously studied health administration are welcome.

Graduates of this program will find diverse job opportunities with a variety of health organizations, including hospitals, home health agencies, health insurance companies, life care facilities, managed care organizations, medical group practices, mental health agencies, and pharmaceutical and biomedical industries.

Stressing leadership, management, and analytic competencies, the program focuses on offering students opportunities to develop and expand the knowledge and skills required to excel both professionally and personally. Teamwork and peer collaboration are encouraged.

## Unique Elements of This Program

- Designed for professionals in the health care environment, and students with little to no professional health care experience
- Accommodates working students by offering evening courses
- Provides small classes, individual attention, and real-world applications of academic concepts
- Uses highly credentialed and experienced faculty members
- Accommodates students with diverse undergraduate backgrounds

## How Graduates Will Benefit

The goals of the program are to prepare graduate students to:

- Demonstrate competency in knowledge and skills of effective health care service delivery
- Integrate behavioral, social, and cultural factors into health administration practices
- Develop analytical strategies and techniques applicable to a changing health care environment
- Develop leadership skills through the application of current health administration theory and ethical proactive decision-making
- Provide administrative leadership by combining ethical considerations, critical thinking skills,

and the humanistic application of current health administration theory

The Master in Health Administration reflects the mission of the college and seeks to apply the principles of management, leadership, service, and ethics through a high quality academic experience, recognizes the needs of health care managers/providers, and provides a flexible, multidisciplinary opportunity to obtain essential management skills and required expertise for success in today's health care environment.

We are a learner-centered, industry-focused and competency-based program which is designed to add value to students and the organizations they work for.

We plan on training early careerists and making mid-level professionals more competent in their present responsibilities with enhanced potential for upward mobility and easy movement within the health care industry.

## Vision

We envision a premiere learner-centered, flexible program which leads to graduates who will positively influence health systems nationally and globally.

## Outcomes

. The program utilizes 15 of the 26 competencies of the National Center for Healthcare Leadership (NCHL) Competency Model as the framework for learning and assessment method and program outcomes. The 15 competencies comprise of accountability, analytical thinking, collaboration, communication, financial skills, human resource management, information technology management, interpersonal understanding, process management and organizational design, professionalism, project management, strategic management, team leadership, and self-development. The 15 competencies fall into the three domains of transformation, execution, and people as follows:

### Transformation

- Analytical Thinking
- Financial Skills
- Strategic Orientation

### Execution

- Accountability
- Collaboration
- Communication Skills
- Information Technology Management
- Performance Measurement
- Process Management/Organizational Design
- Project Management

### People

- Human Resources Management
- Interpersonal Understanding
- Professionalism
- Self-Development
- Team Leadership

Requirements (42 credits)

**Foundation Courses (6 Credits)**

- Graduate Writing Seminar
- Ethical Issues in Human Services Leadership

**Core Courses (30 Credits)**

- Health Care Systems and Environments
- Managerial Epidemiology and Population Health Management
- Organizational Behavior and Strategic Human Resources Management in Health Care
- Finance and Budgeting for Health Care Managers*
- Health Policy and Law
- Health Care Economics
- Health Information Systems and Informatics
- Marketing and Strategic Planning in Health Services Organizations
- Health Services Quality Improvement and Project Management
- Research Methods for Health Care Managers

**Electives (Students select one 3-credit course)**

- Independent Study

- Health Communication
- Long Term Care Administration
- Managed Care and Insurance
- Leadership in Inter-professional Health Care Practice
- Global Issues in Health Policy and Management

**Internship and Capstone Experience (One 3-Credit Course)**

- Health Administration Internship and Capstone
- Professional Portfolio
- Continuous Enrollment

**Pre-requisites**

*Financial Accounting Tutorial is required before students can take Finance and Budgeting for Health Care Managers

## Admission Criteria

Applicants must follow all of the admission criteria for graduate programs including but not limited to:

- Baccalaureate degree from an accredited institution.
- Generally, applicants must have achieved a cumulative undergraduate grade point average (GPA) of not less than 3.0 on a 4.0 scale. Students who have background and potential for success but whose GPA is less than 3.0 may be admitted to the graduate program on a provisional basis.
- Meet health requirements of the College.
- Computer literacy is vital for successful completion of the program. Students who need to increase their computer competency should speak to the Program Chair about options for obtaining the necessary computer skill level.
- An acceptable Background Check may be required as a condition for completing a Health Administration course and/or project. Applicants are responsible for completing and paying for all Background Check(s) if more than one is required under renewal time lines. (Applicants should contact the Health Administration program for full policy, requirements and procedures.)
- Submit a personal statement, resume and two letters of professional recommendation.
- Graduate students whose native language is not English must submit certification of English proficiency or take an English language proficiency exam as determined by the graduate course of study coordinator. An original copy of your test score on the Test of English as a Foreign Language (TOEFL), taken within the past two years, must be submitted. Normally total TOEFL scores of under 550 for the paper-based test or 210 for the internet-based test (IBT) will not be accepted. This requirement is waived for students who have received a baccalaureate or master's degree from an accredited college or university in which English was the language of instruction as verified on the student transcript(s) *and/or transcription service(s).* Programs and courses taken at colleges where English is not the primary language of instruction must be evaluated by WES (World Education Services) for a course-by-course evaluation.
- Students whose native language is not English must submit certification of English proficiency or take an English language proficiency exam as determined by the graduate course of study coordinator. Applicants who must take the TOEFL must score 550 (paper-based) or 213 (computer-based) or higher on the Test of English as Foreign Language (TOEFL).
- Programs and courses taken at colleges in countries outside the United States must be evaluated by WES (World Education Services) for a course-by-course evaluation.

## Transfer Credit Policy

Transfer of credit into the graduate program will be subject to the evaluation and approval of the Program Director. A maximum of nine credits can be accepted in transfer into the M.S. in Health Administration Program. All transfer credits must carry a minimum 3.0 grade point average (on a 4.0 scale). All courses in the required Graduate Writing or Ethics Study must be taken at the College of Saint Elizabeth.

## Program Completion Criteria

Completion of the program will be determined by successful completion of all course work with a cumulative grade point average of 3.0 (on a 4.0 scale) or better. In addition, students must receive a "pass" grade for their Capstone Experience.

### Continuous Enrollment Criteria

Students are expected to enroll continuously until the program is completed. With the exception of students who are on an approved Leave of Absence (see the Leave of Absence Policy), any student who has not registered for a course for two consecutive semesters (fall / spring) must pay one credit of graduate tuition in each subsequent semester until the student registers for a course. This continued enrollment fee is required in order to maintain standing in the program. Should the student not pay the continued enrollment fee, the student will have to reapply for admission to the program should the student want to continue in the program.

For the Capstone Experience, students who do not successfully complete the Thesis option in two semesters, or any of the other Capstone Experience options in one semester, are required to pay one credit of graduate tuition each semester until completion through course GST650.

## Health Care Management

### Program Overview

The Master of Science in Health Care Management features an integrated curriculum in the study of health care management and leadership. A Capstone Experience will integrate and synthesize health care management skills and competencies.

The Program has been designed for health care administrators, managers, nurses and other health care providers, or any health related professionals who wish to increase their knowledge and expertise in the specific application of health care management and leadership. Applicants who have not previously studied health care management are welcome.

Graduates of the program will find diverse job opportunities with a variety of health areas, including health insurance companies, managed care organizations, medical group practices, hospitals, and biomedical and pharmaceutical organizations. The program is coeducational and provides broad-based academic preparation for succeeding in the ever-changing health care environment.

### Outcomes

The Program utilizes the National Center for Healthcare Leadership (NCHL) Competency Model as the framework for learning and assessment methods and program outcomes. The 26 NCHL competencies comprise the program's outcomes and are grouped in the three domains of transformation, execution, and people.

**Transformation**

- Achievement orientation
- Analytical thinking
- Community orientation
- Financial skills
- Information seeking
- Innovative thinking
- Strategic Orientation

**Execution**

- Accountability
- Change Leadership
- Collaboration
- Communication skills
- Impact and influence
- Information technology management
- Initiative
- Organizational awareness
- Performance measurement
- Process management/organizational design
- Project management

**People**

- Human resources management
- Interpersonal understanding
- Professionalism

- Relationship building
- Self-confidence
- Self-development
- Talent development
- Team leadership

## Graduates

Graduates of the Program will find diverse job opportunities with a variety of health organizations, such as:

- Health insurance companies
- Home health agencies
- Hospitals
- Life-care facilities
- Managed care organizations
- Medical group practices
- Mental health agencies
- Pharmaceutical organizations

The Program is coeducational and provides a broad-based academic preparation for succeeding in the ever-changing health care environment.

# M.S. in Health Care Management

## Requirements

**Core Requirements (39 credits)**

The M.S. in Health Care Management consists of a total of 39 credit hours. Students are required to complete "Graduate Writing Seminar" and "Health Care Systems and Environments" as their first courses of study. The program credit hours are distributed as follows:

- Six (6) hours in required multidisciplinary core curriculum, including:
- Three (3) credit hours in the study of ethics
- Three (3) credit hours in multidisciplinary health care management application courses
- Twenty-Seven (27) credit hours in required health care management and leadership concentration courses
- Three credit hours (3) in health care management or other discipline electives*
- Three credit hours (3) in a required Capstone Experience**

* No elective credit hours are required if Thesis is selected as the Capstone Experience.

**It is anticipated that it will take two semesters to complete the Thesis option. The student must register and pay for 3 credits in both of these 2 semesters.

## Additional Admission Criteria

Applicants must follow all of the admission criteria for graduate programs including but not limited to:

- Baccalaureate degree from an accredited institution.
- Generally, applicants must have achieved a cumulative undergraduate grade point average (GPA) of not less than 3.0 on a 4.0 scale. Students who have background and potential for success but whose GPA is less than 3.0 may be admitted to the graduate program on a provisional basis.
- Meet health requirements of the College.
- Computer literacy is vital for successful completion of the program. Students who need to increase their computer competency should speak to the Program Chair about options for obtaining the necessary computer skill level.
- An acceptable Background Check may be required as a condition for completing a Health Care Management course and/or project. Applicants are responsible for completing and paying for all Background Check(s) if more than one is required under renewal time lines. (Applicants should contact the Health Care Management program for full policy, requirements and procedures.)
- Submit a personal statement, resume and two letters of professional recommendation.
- Graduate students whose native language is not English must submit certification of English proficiency or take an English language proficiency exam as determined by the graduate course of study coordinator. An

original copy of your test score on the Test of English as a Foreign Language (TOEFL), taken within the past two years, must be submitted. Normally total TOEFL scores of under 550 for the paper-based test or 210 for the internet-based test (IBT) will not be accepted. This requirement is waived for students who have received a baccalaureate or master's degree from an accredited college or university in which English was the language of instruction as verified on the student transcript(s) and/or transcripting service(s).Programs and courses taken at colleges where English is not the primary language of instruction must be evaluated by WES (World Education Services) for a course-by-course evaluation.

- Students whose native language is not English must submit certification of English proficiency or take an English language proficiency exam as determined by the graduate course of study coordinator. Applicants who must take the TOEFL must score 550 (paper-based) or 213 (computer-based) or higher on the Test of English as Foreign Language (TOEFL).
- Programs and courses taken at colleges in countries outside the United States must be evaluated by WES (World Education Services) for a course-by-course evaluation.

### Transfer Credit

Transfer of credit into the graduate program will be subject to the evaluation and approval of the Program Director. A maximum of 6 credits can be accepted in transfer into the M.S. in Health Care Management Program. All transfer credits must carry a minimum 3.0 grade point average (on a 4.0 scale). All courses in the Multidisciplinary Core must be taken at the College of Saint Elizabeth.

### Program Completion Criteria

Completion of the program will be determined by successful completion of all course work with a cumulative grade point average of 3.0 (on a 4.0 scale) or better. In addition, students must receive a "pass" grade for their Capstone Experience.

### Continuous Enrollment Criteria

Students are expected to enroll continuously until the program is completed. With the exception of students who are on an approved Leave of Absence (see the Leave of Absence Policy in this Graduate Catalog), any student who has not registered for a course for 2 consecutive semesters (fall / spring) must pay one credit of graduate tuition in each subsequent semester until the student registers for a course. This continued enrollment fee is required in order to maintain standing in the program. Should the student not pay the continued enrollment fee, the student will have to reapply for admission to the program should the student want to continue in the program.

For the Capstone Experience, students who do not successfully complete the Thesis option in 2 semesters, or any of the other Capstone Experience options in 1 semester, are required to pay one credit of graduate tuition each semester until completion through course GST 650.

## History

### Program Overview

The History Program seeks to educate students about the most important historical concepts, facts, and interpretations pertinent to a range of regions and time periods. In so doing, the History Program endeavors to inspire among its students a life-long intellectual curiosity that will foster their future personal and professional growth.

Flowing from the Mission of the College of Saint Elizabeth, the CSE History Program's Mission is to provide a curriculum that fosters students' understanding of the past, in the expectation that this knowledge will enhance their comprehension of present and future events, conditions, and trends.

### Outcomes

- Demonstrate a broad-based knowledge of history.
- Demonstrate the analytical-reasoning skills needed to evaluate historical material.
- Demonstrate the research skills needed to write substantive papers on historical topics.
- Demonstrate the ability to speak effectively about historical subjects.

- Apply the skills acquired from the History Program to post-collegiate endeavors, such as graduate school and employment.

## Graduates

Students in the History program enter a variety of professions, including teaching, law, government service, and business. Some students choose to enter graduate programs in History or related fields.

## Minor in History

### Requirements (20 credits)

**The History minor consists of 20 credits, taken in the following manner:**

| | | |
|---|---|---|
| HIS100 | Survey American History | 4 |
| HIS110 | Survey of Global History | 4 |
| HIS115 | Survey of Global History II | 4 |
| | 200-level course | 4 |
| | 300-level course | 4 |

# Individualized/Self-Designed Major

Although most students choose one of the College's established majors, for a limited number of students, a more individualized, self designed program better meets their specific goals and objectives. The individualized Bachelor of Arts major affords a highly motivated student the opportunity to create his or her own program of study in conjunction with faculty advisors and sponsoring programs.

Career opportunities vary depending on the focus of the major and students are able to pursue graduate studies in a variety of disciplines.

The self-designed major must not only be academically challenging and demanding, but it must also fit within the framework of the existing academic programs. The program of study must be coherent and characterized by intellectual diversity, scholarship, and creativity.

Students must have completed at least 16 credits at the College and no more than 64 to be considered for this major. Self-designed majors are generally created during the sophomore year. The major must be a minimum of 32 credits. Students must maintain a 3.0 grade point average in the major. Students completing an individualized major must also complete all of the general education requirements.

## Procedure

In the first phase of the process, the student must engage in thorough research and discussion with faculty members and advisors to determine a clear direction for this major. The student then develops her own statement describing the purpose of this major as it relates to her academic and career goals. The statement is submitted to the Undergraduate Dean for approval.

Once this conceptual framework is approved, the student is able to work with the faculty members involved and the supporting departments to write a plan that includes specific courses. It is assumed that the plan will include course offerings from at least two academic departments. The plan must include all of the courses that will be taken as part of the degree, both general education courses and those in the individualized major. At least one half of the major must be at the 300 and 400 level. The plan should include a semester by semester list of courses.

When the plan is complete, it should be submitted in writing to the Assistant Dean of Undergraduate Programs for final approval. Once the plan is approved, any changes must be submitted in writing to the Assistant Dean of Undergraduate Programs for approval.

The College of Saint Elizabeth, in accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, provides eligible students with documented disabilities equal educational opportunities and participation. The College is committed to insuring that no qualified person be excluded from participation in any College program or activity, be denied the benefits of any College program or activity, or otherwise be subjected to discrimination with regard to any College program or employment, access to facilities, student programs, activities and services.

While all students are expected to meet the College's academic standards and requirements, the College encourages students with documented

disabilities who want accommodations to submit the documentation early in the application process so that documentation may be assessed, interpreted and services arranged in a timely manner. Please contact the Coordinator of Disability Services for more detailed information about disabilities services.

# Mathematics and Computer Science

## Program Overview

The Mathematics Program offers a Bachelor of Arts in Mathematics, a minor in Mathematics, a minor in Computer Science, and a certificate in Cyber Security.

The Mathematics program is broad and it is designed to accommodate a diversity of student needs and interests. Students are led to seek an understanding of the place of mathematics in our culture, and in particular to appreciate its relationship to the physical and social sciences. The primary goal of the mathematics curriculum is to develop the attitudes of mind and analytical skills required for efficient use and understanding of mathematics. By earning a Bachelor of Arts degree in Mathematics, students prepare to pursue their chosen professions with distinction, whether they enroll in graduate school immediately or begin their careers in industry or in mathematics education.

The mission of the Mathematics Program is to promote competence in mathematics and to foster the ability to apply mathematics and computer technology to related fields.

## Student Outcomes

The goals of the Mathematics program at the College of Saint Elizabeth are:

- To offer a rigorous and diverse set of courses that will enable students to acquire knowledge and competency in the major field of mathematics;
- To prepare students for the use of mathematics and computer technology in a professional capacity, as a basis for advanced study, and for continued professional development;
- To provide all students the opportunity to learn mathematics and computer technology, to develop analytical skills, to improve quantitative thinking, and to recognize the usefulness of mathematics and computer technology;
- To support the liberal arts environment of the College by providing all students the opportunity to appreciate the beauty of mathematics and computer technology as they apply to the student's major field of study and the world around them.

A student who completes the major requirements in the Mathematics program will have:

- Acquired in-depth knowledge of, and a high level of competency in the major field of study;
- Learned various problem-solving strategies including the use of technologies and their applications
- Acquired the necessary skills to pursue a career in the major field of study or a related field
- Demonstrated the ability to clearly and effectively communicate ideas in the major field of study.

## Graduates

Graduates of the Mathematics Program are equipped with the mathematics skills needed to engage in a successful career. Career opportunities for mathematics majors are ample. The Program takes great pride in the fact that our students find strong placements in graduate school, in elementary and secondary education, in business, and in computer-related fields.

## B.A. in Mathematics

### Requirements (41 credits)

**Core Requirements (29 credits)**

| | | |
|---|---|---|
| MATH151 | Calculus I | 4 |
| MATH153 | Calculus II | 4 |
| MATH253 | Calculus III | 4 |

| | | |
|---|---|---|
| MATH255 | Linear Algebra | 4 |
| MATH403 | Abstract Algebra | 4 |
| MATH453 | Intro to Real Analysis | 4 |
| CS115 | Intro to Computer Science I | 4 |
| MATH480 | Senior Seminar | 1 |

**In addition to the mathematics core courses, students must choose at least three courses from the following list. (12 credits)**

| | | |
|---|---|---|
| MATH301 | Mathematical Statistics I | 4 |
| MATH305 | Geometry | 4 |
| MATH309 | Differential Equations | 4 |
| MATH315 | Mathematical Statistics II | 4 |
| MATH321 | Discrete Math | 4 |
| MATH337 | Applied Math for Scientists | 4 |
| MATH351 | Number Theory | 4 |
| MATH421 | Numerical Analysis | 4 |
| MATH457 | Special Topics | 4 |
| MATH491 | Independent Study | 3 |
| MATH495 | Internship | 4 |

## Capstone Requirement

Students will fulfill the capstone requirement by successful completion of the Mathematical Comprehensive Experience which includes a written examination, an oral presentation and Math 480 Senior Seminar course.

## Minor in Computer Science

### Requirements (20 credits)

**Required Courses (12 credits)**

A student minoring in computer science must complete the following computer science courses with a grade of "C" or better.

| | | |
|---|---|---|
| CS115 | Intro to Computer Science I | 4 |
| CS117 | Intro to Computer Science II | 4 |
| CS217 | Data Structures | 4 |

**Electives (8 credits)**

And two of the following computer science elective courses with a grade of "C" or better:

| | | |
|---|---|---|
| CS235 | Computer Organization | 4 |
| CS307 | Database Management | 4 |
| CS313 | Crytography | 3 |
| CS319 | Computer Operating Systems | 4 |
| CS325 | JAVA & Web Applications | 4 |
| CS345 | Principles of Computer Security | 3 |
| CS357 | | |
| CS421 | Numerical Analysis | 4 |
| CS425 | Fundamentals of Programming Languages | 4 |
| CS431 | Interactive Computer Graphics | 4 |
| CS435 | Artificial Intelligence | 4 |
| CS437 | Computer Networks | 3 |
| CS457 | Special Topics | 3 |
| CS491 | Independent Study | 4 |
| CS495 | Internship | 4 |

## Minor in Mathematics

### Requirements (20 credits)

**A student who wants to minor in mathematics must complete**

| | | |
|---|---|---|
| MATH151 | Calculus I | 4 |

| | | |
|---|---|---|
| MATH153 | Calculus II | 4 |

**Three other courses from the following mathematics courses with a grade of C or above:**

| | | |
|---|---|---|
| MATH119 | Elementary Statistics | 4 |
| MATH253 | Calculus III | 4 |
| MATH255 | Linear Algebra | 4 |
| MATH301 | Mathematical Statistics I | 4 |
| MATH305 | Geometry | 4 |
| MATH309 | Differential Equations | 4 |
| MATH315 | Mathematical Statistics II | 4 |
| MATH321 | Discrete Math | 4 |
| MATH337 | Applied Math for Scientists | 4 |
| MATH351 | Number Theory | 4 |
| MATH403 | Abstract Algebra | 4 |
| MATH421 | Numerical Analysis | 4 |
| MATH453 | Intro to Real Analysis | 4 |
| MATH457 | Special Topics | 4 |

## Certificate in Cyber Security

The Certificate in Cyber Security program (pending notification of New Jersey Presidents Council) aims to equip students with knowledge and skills for employment in the computer security or related fields.

**Courses:(21 credits)**

| | | |
|---|---|---|
| JUS101 | Introduction to Justice Studies | 2 |
| CS115 | Intro to Computer Science I | 4 |
| CS117 | Intro to Computer Science II | 4 |
| CS313 | Crytography | 3 |
| CS345 | Principles of Computer Security | 3 |
| CS457 | Special Topics | 3 |

# Music and Dance

## Program Overview

The objectives of the Music Minor and the Dance Minor at the College of Saint Elizabeth are to provide all students with opportunities to directly study and experience music and/or dance of various periods, styles, forms, and cultures which have contributed to the common artistic heritage of the human race.

Small class sizes and individual attention are provided for students who minor in Music or Dance. In addition to taking the requirements, students may work with a faculty member to design a course of study that is also appropriate to the specific talents and development of the individual music or dance student. The Music faculty members come from a variety of backgrounds and bring to the program their talents as teachers, scholars and professional musicians. The Dance faculty members include New Jersey and New York professional dancers and teachers who are experts in various styles and types of dance.

## Outcomes

A Minor in Music or a Minor in Dance introduces the student to various aspects that are integral parts of each discipline that form the basis for knowledge that could lead to further study or a career in that discipline. In Music, performance study of one or more instruments, music history courses and music theory classes could help a student begin to prepare for a career in the music business, teaching, performance, composition, music ministry, musicological research among

other jobs in the music industry. With the dance minor, key foundational concepts of ballet and modern dance movement help students learn various styles of dance and underlie their efforts in choreography. These skills will help a student plan for further study, become a dance studio owner (with a special certificate – see below) or work in other aspects of the dance industry.

We encourage minors in Music or Dance to take additional courses in these areas at other colleges or universities and to combine their courses with majors or minors in Art, Business, Communication, Education, English, etc., to expand their knowledge and employability.

## Minor in Music

**Requirements (28 credits)**

| | | |
|---|---|---|
| MUS101 | | 1 |
| MUS201 | Harmony I | 3 |
| MUS203 | Harmony II | 3 |
| MUS205 | Dictation & Sight Reading | 1 |
| MUS217 | Instrument Chamber Music Ensemble | 1 |
| | or | |
| MUS223 | Elizabeth Singers | 1 |
| MUS | History of Music Elective | 3 |
| MUS | History of Music Elective | 3 |
| MUS309 | Keyboard Harmony I | 1 |
| MUS | Elective | 3 |
| MUS | Elective | 3 |

### Additional Requirements

Public performance of a mini recital during the last semester of applied instrumental or vocal study.

## Minor in Dance

The Dance Minor offers students an opportunity to learn or build on previous experiences within the genres of Modern, Jazz and Ballet dance as the fundamentals of the discipline. Further options exist for students to elect courses which will satisfy the New Jersey Department of Education requirement for Dance Teacher K-6 certification eligibility.

Requirements (18 credits)

**Required Courses**

| | | |
|---|---|---|
| DANC215 | Fundamentals of Dance | 3 |
| DANC225 | Modern Dance I* | 2 |
| DANC220 | Jazz Dance I* | 2 |
| DANC240 | Ballet I | 2 |
| DANC305 | Dance Choreography & Improvisation | 3 |
| DANC230 | Dance Appreciation* | 3 |

**Electives in Dance Minor (choose one)**

| | | |
|---|---|---|
| DANC227 | Modern Dance II | 3 |
| DANC222 | Jazz Dance II | 3 |
| DANC243 | Ballet II | 3 |
| DANC280 | Theory Methods Teaching Dance (K-6) | 3 |

Students who choose to elect DANC280 and have completed the Education major, including student teaching, may apply to the New Jersey Department of Education for certification in Dance Education K-6. With this certification, these Dance minors may open and operate their own schools of dance.

# Nursing

### Program Overview

In the tradition of the College of Saint Elizabeth (CSE), the nursing program is committed to educating registered nurses to become leaders prepared to care for others through scholarship and critical inquiry. The nursing program fosters

the development of leadership in students in a spirit of service and social responsibility to others. The nursing program prepares nurses to promote, maintain and restore health to patients in a variety of settings. The nursing program prepares students for continued lifelong learning.

The Program is designed to enable students to study on a part-time basis. Full-time study is available depending upon individual academic needs.

In addition to the classes on campus at the College of Saint Elizabeth, the program is offered at several off campus sites:

- Atlantic Health System
- Hackensack University Medical Center
- St. Clare's Medical Center, Dover
- St. Joseph Hospital, Paterson
- St. Mary's Hospital Passaic
- Trinitas Hospital/Union County College

Most courses are generally scheduled in seven week sessions, and classes meet just once a week. Accelerated format requires independent work outside of class (Integrated Learning). Clinical work supplements class time and is selected by students in collaboration with supportive faculty to meet their educational and professional needs. Ordinarily a candidate for a degree must attend the College of Saint Elizabeth for the equivalent of three years of study. All of the nursing courses can be taken through part-time study and most are offered in an accelerated format. A accelerated full-time option is also available on the CSE main campus.

The Nursing Program is approved by the New Jersey Board of Nursing (124 Halsey Street, Newark, NJ 07102, 973-504-6430 and **accredited by** the Accreditation Commission for Education in Nursing, Inc. 3343 Peachtree Road, Suite 850, Atlanta, GA 30326, 404-975-5000.

Flowing from the mission of the College of Saint Elizabeth, the mission of the Nursing Program is to be a community of learning in the Catholic liberal arts tradition for registered nurses of diverse ages, backgrounds, and cultures. The Program is committed to scholarship and critical inquiry. It strives to foster just and ethical relations and the promotion of nurses as full partners in the health care delivery system and society. The Nursing Program promotes a caring, personal environment where students learn by example as well as by participation to develop their leadership abilities in a spirit of service and social responsibility to others. Within this environment, students become sensitive and responsive to local and global health care concerns.

## Outcomes

Graduates of the undergraduate RN-BSN program in nursing are prepared to:

- Integrate knowledge from the liberal arts and sciences into professional nursing practice.
- Demonstrate global awareness and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families and others.
- Utilize interprofessional and intraprofessional methods of culturally sensitive communication to collaborate effectively in delivering safe patient care throughout the lifespan in a variety of settings.
- Articulate a philosophy of nursing that guides one's practice as a leader, researcher, manager and provider of care.
- Utilize data, knowledge and technology effectively and ethically to achieve desired patient outcomes.
- Integrate scholarly inquiry and research into evidence-based practice.
- Perform competently and ethically to promote, maintain and restore health in communities, regions and populations.
- Integrate an understanding of health care policies, including financial and regulatory, into professional nursing practice.
- Assume a professional nursing leadership role that promotes quality nursing practice in the delivery of health services.
- Accept responsibility for lifelong learning to maintain up-to-date professional skills.

Graduates of the graduate MSN nurses are prepared to be socialized into the educator role in which they will:

- Integrate advanced knowledge from nursing and related disciplines into the nurse educator role.
- Employ a variety of evolving technologies and modalities in the classroom and clinical setting to facilitate student/client learning
- Apply research findings in the development of evidence-based nursing practice.
- Design, analyze, implement and evaluate nursing curricula, clinical teaching and outcomes of educational programs using extant literature, research, theories, models and ethical and legal principles.
- Synthesize selected theories of teaching and learning grounded in educational theory and evidence-based teaching practices to prepare graduates for practice in a complex, dynamic health care environment.
- Promulgate research findings in the development of evidence-based nursing practice.
- Analyze trends and issues in nursing and health care, and exercise leadership in creating a preferred future for nursing education and practice.
- Integrate spiritual, social and ethical values and beliefs in the construction of a personal philosophy as a nurse educator.
- Design, implement and evaluate strategies that recognize the multicultural, gender and experiential influences on teaching and learning.
- Utilize knowledge and skills in the pursuit of doctoral study.

## Graduates

Our graduates are prepared as professional nurse generalists and leaders at the baccalaureate level providing a solid foundation for graduate study in nursing. Many of our graduates go on to receive their Master's Degree in nursing or related fields and others continue on for their doctorate. Our graduates have gone on to receive higher degrees from such places as:

- Neumann College
- New York University
- University of Pennsylvania
- Rutgers University
- Seton Hall University
- Villanova University

And can continue their graduate studies in nursing education at CSE. Many of our graduates have gone on for their graduate degree and have returned to teach at CSE as adjunct professors.

## R.N. to B.S.N.

Students enrolled prior to 2013 should consult previous college catalogs for plan of study, course descriptions and graduation requirements.

### Requirements (120 credits)

**Requirements for a Bachelor of Science in Nursing for students admitted 2013 forward: (28 credits)**

| | | |
|---|---|---|
| NURS310 | Concepts & Trends of Prof Nursing Pract | 3 |
| NURS320 | Communication MethodsProfesNursPract | 3 |
| NURS330 | Health Assessment Across the Lifespan | 3 |
| NURS340 | Health Promotion Across the Lifespan | 3 |
| NURS350 | Evidence Based Rsrch ProNursing Practice | 3 |
| NURS400 | Population Focused Community Health Nurs | 5 |
| | or | |
| NURS410 | Global Nursing | 5 |
| NURS420 | Strat Ldsp&Mgmt ProfNursing Practice | 5 |

| | | |
|---|---|---|
| NURSXXX | Nursing Elective | 3 |

NURS350 has a prerequisite of MATH119

**Lower Division Requirements**

Thirty-four (34) credits are awarded to graduates of diploma programs.

All nursing credits are transferred from Associate Degree in Nursing Programs.

All nurses educated in a foreign country must have their education evaluated by the World Education Services (WES) or the Commission on Graduates of Foreign Nursing School for transfer of credits.

**Related Requirements (14 credits)**

| | | |
|---|---|---|
| FN201 | Introductory Nutrition | 3 |
| PHIL331 | Ethics in Health Care | 3 |
| MATH119 | Elementary Statistics | 4 |
| CSE | Essential Element III | 4 |

## Course Sequence for Upper Division Nursing: RN to BSN Program

The nursing program is offered in a cohort model and each cohort's schedule may vary due to requirements of the cohort. Students in the RN to BSN program typically take courses in the Winter Intersession and in the Summer to expedite completion. Many cohorts are offered on-site at partner organizations. Students must have an RN license to enter the BSN program.

Each student's transcripts are individually assessed and an individualized plan is developed based on the accepted credits and cohort the student is entering. The plan outlined here reflects the credits required by the Nursing Major and associated requirements and assumes those are taken at CSE. A total of 120 credits is required for the degree and the last 30 credits should be completed at CSE.

**First Year**

**Fall Semester (12 Credits)**

| | | |
|---|---|---|
| NURS310 | Concepts & Trends of Prof Nursing Pract | 3 |
| NURS320 | Communication MethodsProfesNursPract | 3 |
| NURS330 | Health Assessment Across the Lifespan | 3 |
| NURS340 | Health Promotion Across the Lifespan | 3 |

**Winter Intersession (3 Credits)**

| | | |
|---|---|---|
| | Ethics in Health Care | 3 |
| | or | |
| CSE | CSE Element III | 3 |

CSE Element III: Recommended if taking NURS410 in the Spring.

CSE Element III: On-line lecture.

Ethics in Health Care: On-line.

**Spring Semester (12-13 Credits)**

| | | |
|---|---|---|
| NURS400 | Population Focused Community Health Nurs | 5 |
| | or | |
| NURS410 | Global Nursing | 5 |
| MATH119 | Elementary Statistics | 4 |
| NURS430 | Special Topics in Nursing: | 3 |
| CSE | CSE Element III | 1 |

CSE Element III: Service Learning if taking NURS410.

CSE Element III: Optional

NURS410: Students who take NURS410 can take FN201 in the Fall semester instead of a CSE elective, unless the elective credits are needed.

**Summer Three (3 Credits)**

| | | |
|---|---|---|
| FN201 | Introductory Nutrition | 3 |

FN201: Students who take NURS410 can take FN201 in the Fall semester instead of a CSE elective, unless the elective credits are needed.

**Second Year**

**Fall Semester (12-14 Credits)**

| | | |
|---|---|---|
| NURS350 | Evidence Based Rsrch ProNursing Practice | 3 |
| NURS420 | Strat Ldsp&Mgmt ProfNursing Practice | 5 |
| CSE | CSE Element III | 4 |
| | or | |
| | Ethics in Health Care | 3 |
| CSE | CSE Elective | 1-3 |

Fall Semester: Students wishing to maintain full time status may need to take an elective.

CSE Element III: Lecture and service learning.

## Comprehensive Capstone Experience

Satisfactory attainment of the outcomes of each academic program is a degree requirement at the College of Saint Elizabeth. Nursing students meet this requirement by passing the comprehensive capstone experience and through meeting the requirements for NURS420 Strategies for Leadership and Management in Professional Nursing Practice.

The Capstone Project provides the senior baccalaureate nursing student the opportunity to integrate concepts learned in previous courses in the design of a culminating interdisciplinary change project in a clinical setting of their choice. Students work individually or in small groups, collaborating with members of the health team to identify an opportunity for improvement in their healthcare organization. After completion of an organizational assessment, a thorough review of the literature and collection of evidence-based data, the student participates in the development and implementation of a systematic strategy for improvement and change. An oral and a poster presentation of the process of change, its results, and a self-assessment of the role as a leader, advocate and change agent is presented at the end of the semester to the college faculty, organization staff, and students. This project is used for the comprehensive exam.

## M.S. in Nursing

The Master of Science in Nursing Program consists of 37 credits of required coursework. The program features a multidisciplinary core with advanced study in nursing education and two clinical practicum courses.

### Requirements (37 credits)

**Level I: Core Courses**

| | | |
|---|---|---|
| GST605 | Graduate Research Writing Seminar | 3 |
| NURS610 | Theoretical Found for Adv Nursing Pract | 3 |
| NURS615 | Nursing Research | 3 |
| MC626 | Ethical Issues | 3 |
| NURS620 | Nurse Educator as Leader | 3 |

**Graduate Nursing Electives**

One 2-credit graduate elective is required in the program. Students may select:

| | | |
|---|---|---|
| NURS623 | Intgrtive Hlth Teach | 2 |
| NURS665 | Simulation In Nursing Education | 2 |
| | Or another graduate elective with approval | |

**Level II: Theory and Clinical Role Courses**

| | | |
|---|---|---|
| NURS625 | Clinical Concepts Advanced Nursing Pract | 3 |
| NURS630 | Apps of Clinical Interventions AdvNursPr | 3 |
| NURS635 | Curriculum/Program Development & Eval | 3 |
| NURS640 | Assessment Measurement & Evaluation | 3 |
| NURS645 | Pedagogical Strategies Nursing Education | 3 |

**Level III: Role Synthesis Courses**

| | | |
|---|---|---|
| NURS650 | Seminar & Practicum In Teaching | 3 |
| NURS660 | Guided Study & Seminar In Nursing Ed | 2 |

**Approved Nursing Elective Courses**

| | | |
|---|---|---|
| NURS623 | Intgrtive Hlth Teach | 2 |
| NURS665 | Simulation In Nursing Education | 2 |

## Transfer Credit Policy

Transfer of credits into the M.S. in Nursing is subject to evaluation and approval by the program Director. All graduate transfer credits must carry a minimum 3.0 grade on a 4.0 scale. A maximum of nine credits can be accepted in transfer.

## Bridge to the M.S.N. for the R.N. with a Non-Nursing Bachelor's Degree

- A baccalaureate degree in any field from an accredited institution
- A cumulative GPA of 3.0 or higher in their baccalaureate degree program
- A grade of B or better on the first 2 CSE undergraduate courses taken as part of the undergraduate bridge program.
- Transcripts from an associate's degree or diploma in nursing from an NLN accredited institution and from their non- nursing bachelor's degree program.
- Pre-admission interview
- Adherence to The College and Nursing Programs health requirements and criminal background inventory.
- License to practice as a registered nurse in the state of New Jersey.
- Provisional admission to MSN Program.

Prior to beginning the required bridge courses students must meet the following additional requirements:

- Grade of C or better in undergraduate health assessment course (or approved equivalent such as: NURS 330 or Health Assessment/ CE certificate with lab)
- Grade of C or better in undergraduate statistics course
- Grade of C or better in undergraduate nursing research course or comparable research course (by approval)
- Complete required MSN Orientation Program

Note: Successful completion means a grade of B in the course (or by special permission)

**Required MSN Bridge Courses**

| | | |
|---|---|---|
| NURS310 | Concepts & Trends of Prof Nursing Pract | 3 |
| NURS400 | Population Focused Community Health Nurs | 5 |

**Note: Graduate courses listed below may be taken following the completion of all admission requirements including the two bridge courses**

| | | |
|---|---|---|
| GST605 | Graduate Research Writing Seminar | 3 |
| MC626 | Ethical Issues | 3 |

**Total Credit Hours: 120**

Upon satisfactory completion of admission requirements, including the required bridge courses, students enter the MSN Nursing Education Program

# Political Science

## Program Overview

The study of Political Science provides information and perspectives pertinent to a range of regions and time periods. An awareness of political concepts and interpretations of political events past and present is vital to being an informed American and global citizen in today's challenging and fast-changing world.

Flowing from the Mission of the College of Saint Elizabeth, the Mission of the College of Saint Elizabeth's Political Science Program is to provide a curriculum that fosters students' understanding of political science, in the expectation that this

knowledge will enhance their comprehension of present and future political events, conditions, and trends in the United States and elsewhere in the world.

### Outcomes

- Demonstrate broad knowledge of political issues, institutions, history, and ideas.
- Demonstrate the analytical-reasoning skills needed to evaluate political-science material.
- Demonstrate the skills needed to write substantive papers on political-science topics.
- Demonstrate the ability to speak effectively about political-science subjects.
- Apply the skills acquired from the Political Science Program to post-collegiate endeavors, such as graduate school and employment.

### Graduates

Students who minor in Political Science obtain excellent preparation for careers in law, government service and public policy involvement, and business. Some students choose to enter graduate programs in Political Science or related fields.

## Minor in Political Science

### Requirements (20 credits)

**Required Courses**

| | | |
|---|---|---|
| PS105 | American Politics | 4 |

**Two of the following 200-level courses (8)**

| | | |
|---|---|---|
| PS221 | Law & Contemporary American Society | 4 |
| PS231 | International Relations | 4 |
| PS251 | Comparative Politics | 4 |

**Two of the following 300-level courses (8)**

| | | |
|---|---|---|
| PS361 | The American Presidency | 4 |
| PS371 | American Constitutional Law | 4 |
| PS381 | Political Thought | 4 |

With the approval of the History Program Chairperson, students may take PS 400 Internship and apply it to the minor's 20 required credits. In such cases the Chairperson will determine which course requirement listed above will be substituted for by PS400 Internship.

## Pre-Law

### Program Overview

The Mission of the College of Saint Elizabeth Pre-law Program of Study and Paralegal concentration is to afford students with an integrated and substantive theoretical and practical foundation in the knowledge and skills needed for Law School preparation, and/or paralegal service.

This program of study advances the Mission of the College by providing students with an understanding of the intrinsic value and dignity of all persons, the respect for personhood, the importance of justice and social responsibility, civic engagement and facility with ethical decision making, as well as knowledge the inalienable rights of all persons, and their specific rights under the Constitution of the United States of America.

Students will learn about the key principles and concepts relating to the nature of law, ethics, politics, government, business and the judicial system; and they will develop skills in analytical reasoning, evidence, qualitative problem-solving, and oral and written communication. Students will also learn how to put such knowledge and skills into practice. In this regard, the aim will be to empower students who complete the full course of study with not only a higher probability of doing well on the LSAT and being accepted to Law School, but of successfully completing it. This will be accomplished by engendering in students the knowledge and skills that are needed for undertaking complex analyses and resolving difficult qualitative problems.

### Outcomes

By successfully completing the Pre-law Program of Study, and Paralegal concentration, students should:

- Develop a competent and integrated understanding of core concepts in law, politics, the judicial system, ethics, and government.

- Acquire skills in analytical reasoning, critical and creative thinking, argument and evidence analysis, and qualitative problem-solving.
- Achieve basic competency in presentation skills, and persuasion.
- Gain facility with legal research and writing, as well as expository, persuasive, and creative writing processes.

## Pre-Law Program

### Requirements (38 credits)

**Core Requirements (26 credits)**

| | | |
|---|---|---|
| JUS101 | Introduction to Justice Studies | 2 |
| JUS210 | Legal Research Writing | 4 |

**Any two of the courses below (8 credits)**

| | | |
|---|---|---|
| PS221 | Law & Contemporary American Society | 4 |
| PS231 | International Relations | 4 |
| PS371 | American Constitutional Law | 4 |
| PHIL103 | Logic & Rhetoric | 4 |
| COMM223 | Public Speaking and Presentation Skills I | 2 |

**Any one of the courses below (4 credits)**

| | | |
|---|---|---|
| PHIL304 | Morality & Good Life | 4 |
| PHIL333 | Ethics in Business & Society | 4 |

**Additional Requirements for the Comprehensive Program of Study (12 credits)**

Core Requirements, plus any one of the courses below:

| | | |
|---|---|---|
| JUS231 | Criminal Procedure | 4 |
| JUS327 | Victim Law & Services | 4 |
| BUS235 | Business Law I | 3 |

Note: At least two courses taken must be at the 300-level. Students unable to complete the entire Pre-law Program of Study should at least complete the core requirements or Paralegal concentration, and preferably one of the additional requirements.

Students pursuing the full Pre-law Program of Study must also participate in the Moot Court/Mock Trial Student Activities – supported jointly by the Justice Studies and Philosophy Clubs – at bi-monthly meetings.

## Paralegal Concentration

### Requirements (22 credits)

**Core Requirements (18 credits)**

| | | |
|---|---|---|
| JUS101 | Introduction to Justice Studies | 2 |
| JUS210 | Legal Research Writing | 4 |
| JUS221 | Criminal Law | 4 |
| PHIL103 | Logic & Rhetoric | 4 |
| PHIL333 | Ethics in Business & Society | 4 |

**Any one of the courses below (4 credits)**

| | | |
|---|---|---|
| JUS231 | Criminal Procedure | 4 |
| JUS327 | Victim Law & Services | 4 |
| PS371 | American Constitutional Law | 4 |

**Capstone Requirement**

Because the Pre-law Program of Study is not a major, it does not technically require a capstone. However, students pursuing the program of study will have the option of completing a project comparable to a capstone involving a showcase ePortfolio that aligns with the learning outcomes of the program of study.

The option is presented to help students be better prepared for their Law School Applications, and to facilitate integrative learning. It will also be useful for program assessment. It will be administered as a 0-credit Independent Study mentored by faculty who teach in, and/or oversee, the Pre-law Program of Study. Students who choose this option will submit this ePortfolio when they have completed the program of study.

# Pre-Medical/Pre-Dental/Pre-Veterinary

## Program Overview

The Pre-Professional Programs at the College of Saint Elizabeth prepare students for admission to Medical, Dental or Veterinary school through a series of specific courses. Students will engage in academic content that prepares them for the

Medical College Admission Test (MCAT), the Dental School Admission Test (DAT), and the Veterinary College Admission Test (VCAT). Courses in the sequence include Biology, Chemistry, Mathematics, and Physics.

The College recommends that Pre-Med/Dent/Vet students major in Biology, Chemistry or Biochemistry. However, students are not required to do so, and faculty can assist students in any major with planning their Pre-Med/Dent/Vet course sequence.

Due to the demands of the courses sequence, please contact your academic advisor as early as possible for information and guidance about the Pre-Med/Dent/Vet program.

# Psychology

## Program Overview

The Psychology Program offers a 40-credit undergraduate major leading to the Bachelor of Arts degree, as well as an 18-credit minor. The Psychology Graduate Program offers a Master's in Counseling Psychology with three specialization options, a Master's in Forensic Psychology and Counseling and a Psy.D. in Counseling Psychology.

The mission of the Psychology Program is to facilitate students' understanding of the science of psychology, as well as the values, knowledge, and skills required to pursue empowerment of self and others in a social justice context.

Students will acquire a broad understanding of the discipline of psychology, as well as a global awareness of issues affecting the development of psychological knowledge in other countries. At the same time, they will develop an appreciation of principles of ethical decision making, the importance of resilience, self-efficacy and self-advocacy as cornerstones of self-respect and self-determination, and the fundamental duty of social justice in working with underserved groups.

The Programs will prepare students to implement a range of empowerment strategies in their personal and interpersonal lives and work productively in their chosen fields.

## Outcomes

Student learning outcomes for the Psychology Program include:

- Demonstrate familiarity with the major concepts, research methodology, theoretical perspectives, empirical findings, and historical trends in psychology.
- Recognize, understand, and respect the complexity of sociocultural diversity.
- Demonstrate awareness of the global nature of the discipline and issues affecting psychology in other countries.
- Apply psychological principles to promote social justice.
- Develop self-understanding and sense of purpose in life and implement a range of strategies to enhance self-efficacy.
- Successfully complete a career development plan that will guide students' professional goals.
- Promote an understanding of current ethical, social, and legal issues facing the helping professional.
- Promote the application of psychological theory to effectively guide individual growth, change and development.
- Develop leadership skills to effectively guide change in the promotion and delivery of counseling services to the public.

## Graduates

Students who complete the degree in psychology will have a broad range of skills applicable to many human services as well as business employment settings. The Program provides a rigorous education in fundamental content areas such as human development and personality theory, but also teaches students to think critically and communicate effectively. These are skills that are highly sought after by employers in corporations, hospitals, schools, counseling centers, and group homes. With a Bachelor's Degree in Psychology from the College of Saint Elizabeth, students are eligible for entry-level positions in the mental health field and have been hired in community agencies, hospital programs, and in group homes.

Students who complete the Program are also well prepared to pursue Master's and Doctoral

degrees. Many of our graduates have earned these advanced degrees from institutions such as:

- College of Saint Elizabeth
- Columbia University
- Fairleigh Dickinson University
- Fordham University
- John Jay School of Criminal Justice
- New York University
- Seton Hall University
- Stevens Institute of Technology
- University of Missouri

Many psychology majors choose to double major and/or minor in related disciplines such as education, sociology, justice studies, biology, nutrition and business. Students are encouraged to discuss these options with their advisor because completing a second major and/or minor along with the major in psychology broadens students' career choices. The Minor in Psychology is also a good option to combine with a major in another discipline such as sociology or business. The minor will also give students the option to apply to graduate programs in psychology.

## B.A. in Psychology

### Requirements (40 credits)

**Required Courses (16 credits)**

| | | |
|---|---|---|
| PSY100 | General Psychology* | 4 |
| PSY110 | Orientation to the Psychology Major | 1 |
| PSY230 | Research Methods & Statistics I | 3 |
| PSY230L | Research Methods & Statistics I Lab | 0 |
| PSY233 | Research Methods & Statistics II | 3 |
| PSY233L | Research Methods & Statistics II Lab | 0 |
| PSY301 | History & Systems of Psychology | 2 |
| PSY390 | Junior Seminar in Psychology | 1 |
| PSY490 | Senior Research Seminar | 2 |

**Breadth Area Restricted Electives**

Students must choose one course from Area I and two courses each from Areas II and III.

**I. Understanding the Biological and Cognitive Basis of Behavior (4 credits)**

| | | |
|---|---|---|
| PSY331 | Biological Basis of Behavior | 4 |
| PSY309 | Cognitive Processes | 4 |

**II. Understanding Individual Differences (8 credits)**

| | | |
|---|---|---|
| PSY320 | Personality Theory | 4 |
| PSY315 | Psychological Tests & Measurement | 4 |
| PSY200 | Lifespan Development Child & Adolescent | 4 |
| PSY203 | Lifespan Development II Adult & Aging | 4 |

**III. Understanding the Social/Cultural Bases of Behavior (8 credits)**

| | | |
|---|---|---|
| PSY400 | Seminar in MultiCultural/Gender Studies | 4 |
| PSY403 | Seminar in Social Psychology | 4 |
| PSY405 | Sem International Cultural Issues in Psy | 4 |

PSY400 and PSY405 are open only to Psychology Majors and Minors

PSY403 is open only to Psychology and/or Sociology Majors and Minors

**Free Electives:(4 credits)**

Students must choose two courses from the following:

| | | |
|---|---|---|
| PSY209 | Understanding Self & Others | 2 |
| PSY217 | Introduction to Counseling | 2 |
| PSY219 | Crisis Intervention | 2 |
| PSY210 | Intro to Forensic Psychology | 2 |
| PSY207 | Industrial Organizational Psychology | 2 |
| PSY340 | Abnormal Psychology | 4 |

| | | |
|---|---|---|
| PSY250 | Counseling & Sprituality | 2 |
| PSY499 | Special Topics | 2 |

PSY320 and PSY331 are prerequisites for PSY340

## Course Sequence for BA in Psychology

**First Year**

**Fall Semester (12-14 Credits)**

| | | |
|---|---|---|
| PSY100 | General Psychology* | 4 |
| | General Education and Electives | 8-10 |

**Spring Semester (13-15 Credits)**

| | | |
|---|---|---|
| PSY110 | Orientation to the Psychology Major | 1 |
| PSY217 | Introduction to Counseling | 2 |
| | General Education and Electives | 10 |

PSY217: There are other options to meet this requirement.

**Second Year**

**Fall Semester (13-15 Credits)**

| | | |
|---|---|---|
| PSY230 | Research Methods & Statistics I | 3 |
| | and | |
| PSY230L | Research Methods & Statistics I Lab | 0 |
| PSY200 | Lifespan Development Child & Adolescent | 4 |
| | General Education and Electives | 6-8 |

PSY200: There are other options to meet this requirement.

**Spring Semester (15 Credits)**

| | | |
|---|---|---|
| PSY233 | Research Methods & Statistics II | 3 |
| | and | |
| PSY233L | Research Methods & Statistics II Lab | 0 |
| PSY301 | History & Systems of Psychology | 2 |
| | General Education and Electives | 10 |

**Third Year**

**Fall Semester (15 Credits)**

| | | |
|---|---|---|
| PSY390 | Junior Seminar in Psychology | 1 |
| PSY331 | Biological Basis of Behavior | 4 |
| | General Education and Electives | 10 |

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| PSY320 | Personality Theory | 4 |
| | or | |
| PSY315 | Psychological Tests & Measurement | 4 |
| | General Education and Electives | 10-12 |

**Fourth Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| PSY490 | Senior Research Seminar | 2 |
| PSY400 | Seminar in MultiCultural/Gender Studies | 4 |
| | or | |
| PSY403 | Seminar in Social Psychology | 4 |
| | General Education and Electives | 8-10 |

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| PSY340 | Abnormal Psychology | 4 |
| PSY405 | Sem International Cultural Issues in Psy | 4 |
| | General Education and Electives | 6-8 |

PSY340: There are other options to meet this requirement.

## Capstone Requirement

Students fulfill the College of Saint Elizabeth capstone requirement by successfully passing a three-part comprehensive examination. The comprehensive examination includes a standardized test of achievement in the field of psychology, a written essay and journal article critique, and a career portfolio. Preparation for the examination is offered in PSY490 Senior Research Seminar.

## Minor in Psychology

**Requirements (18 credits)**

| | | |
|---|---|---|
| PSY100 | General Psychology* | 4 |
| PSY230 | Research Methods & Statistics I | 3 |
| PSY230L | Research Methods & Statistics I Lab | 0 |
| PSY233 | Research Methods & Statistics II | 3 |
| PSY233L | Research Methods & Statistics II Lab | 0 |
| PSY301 | History & Systems of Psychology | 2 |
| PSY | Psychology Breadth Area Restricted Elective | 4 |
| PSY | Psychology Free Elective | 2 |

## M.A. in Counseling Psychology

The Master's program in Counseling Psychology, building on a multidisciplinary core, has been designed to prepare working adults to meet the challenges involved in providing counseling services to individuals and/or groups, and to be effective facilitators of change and growth.

Students who complete the program are well prepared to pursue doctoral degrees or enter professional work settings. The 60-credit mental health specialization meets the educational requirements for licensure as a professional counselor in New Jersey. The 48-credit school counseling specialization meets the educational requirements for certification as a School Counselor in New Jersey. The 30-credit specialization prepares students to apply for doctoral training in Psychology.

**Admissions Criteria for Master's Programs**

The graduate psychology courses of study are coeducational. Applicants for Master's Programs must have a baccalaureate degree, with a minimum of nine credits in psychology including the following courses: General Psychology, Developmental Psychology (Child Development, Adolescent Development, Adult Development or a Life Span Development course), and Psychopathology (Abnormal Psychology). Applicants should note that undergraduate Statistics and Experimental Psychology are prerequisites for PSY631: Research Methods and Program Evaluation. The baccalaureate degree must be from an accredited undergraduate institution with a cumulative GPA of not less than 3.0 on a 4.0 scale. Students will be invited for an interview based on their academic achievement, letters of reference, personal statement and relevant experiences. The interview will include a case review.

Transfer of credit into the graduate programs will be subject to evaluation and approval by the Course of Study Coordinator. All graduate transfer credits must carry a minimum grade of 3.0 on a 4.0 scale. A maximum of six transfer credits will be accepted for the Masters in Counseling Psychology 30-credit track and a maximum of nine credits for the 48-credit school counseling and 60-credit mental health tracks, and the Master of Arts in Forensic Psychology and Counseling. Faculty members regularly evaluate the progress of each student enrolled in the Master's Programs. This review addresses both the student's progress toward the completion of the academic degree and the student's development as a counseling practitioner. Students must continue to develop in both areas. Depending on the outcome of this evaluation, students may be required to take remedial action such as repeating course work, taking additional practica, taking a leave of absence, etc. In unusual instances, the student may be terminated from the programs as a result of the evaluation process. Rarely the behavior of a given student will suggest psychological impairment which, in the professional judgment of the faculty, would interfere with the person's

ability to function in a counseling career or in counseling settings. In such a case, the programs reserve the right to ask students to take remedial actions such as: seeking counseling, taking a leave of absence, repeating course work, enrolling in further course work, or if necessary, withdrawing from the programs.

### Specialization in Counseling Psychology

The 30-credit hour specialization in Counseling Psychology is the main track in the degree. It consists of 24 credit hours in a core curriculum, three credit hours from an elective course and three credit hours from the CSE Multidisciplinary Core. Additionally, any student who would like to take PSY671: Counseling Theories and Methods III: Practicum for additional training would be allowed to do so, but only as over and above the 30 required credit hours. A culminating project is required in lieu of a thesis.

## Student Learning Outcomes

As a result of his/her experiences in the 30-credit M.A. in Counseling Psychology specialization a graduate will:

- have the skills necessary to effectively guide individual growth, change and development
- understand research methods applied to counseling and program evaluation
- be able to conduct quantitative and qualitative research
- be able to select, administer, score, and interpret instruments designed to appraise and assess individual's aptitudes, attitudes, abilities, achievements, interests, personal characteristics, disabilities and mental, emotional and behavioral disorders
- be able to utilize the DSM for diagnostic purposes
- understand and value diversity in people
- be able to facilitate groups and understand group process
- demonstrate information literacy
- demonstrate awareness, personal growth, and an understanding of how their personal issues impact their performance as a counselor
- demonstrate an understanding and commitment to professional and research ethics and behavior

**Core Courses: 24 credits**

| | | |
|---|---|---|
| PSY601 | Orientation to the Profession | 3 |
| PSY620 | Helping Relationship in Cnsl | 3 |
| PSY631 | Research Methods & Advanced Stats Tech | 3 |
| PSY633 | Counseling Theory & Methods I | 3 |
| PSY635 | Assessment & Evaluation in Counseling | 3 |
| PSY637 | Group Dynamics & Interpersonal Comm | 3 |
| PSY641 | Psychopathology & Diagnosis | 3 |
| PSY643 | Career Dev & Occupational Opportunities | 3 |
| PSY697 | Culminating Requirem | 0 |

**Electives: 3 credits**

| | | |
|---|---|---|
| PSY606 | Early Child,Child & Adolescent Dev & Beh | 3 |
| PSY639 | Human Growth & Personality Development | 3 |
| PSY653 | Multicultural Counseling | 3 |
| PSY659 | Counseling Children & Adolescents | 3 |

**Multidisciplinary Core: 3 credits**

| | | |
|---|---|---|
| MC626 | Ethical Issues | 3 |

### Specialization in School Counseling

The 48 credit School Counseling specialization is designed to train professionals to work with children, parents, teachers, and administrators in educational settings. Professionals also train to develop cooperative relationships with community agencies in assisting children and families. This 48 credit specialization reflects the 48 graduate credits required in the standard educational services certificate with a school counselor endorsement. Students are required to meet the endorsed curriculum if they plan to apply for the school counselor certificate in . The 48 credits

consist of 33 credit hours in counseling psychology, 3 credit hours in the multidisciplinary core curriculum, 3 credit hours in education, and 9 credit hours of practicum and supervised field experience. A culminating project is required in lieu of a thesis.

The program also offers non-matriculation opportunities for professionals who already hold a master's degree in counseling who wish to acquire additional course work required for the New Jersey School Counselor certificate.

## Student Learning Outcomes

As a result of completing the School Counseling programs, graduates:

- have the skills necessary to effectively guide individual growth, change and development in students, teachers and parents
- be able to correctly plan counseling interventions and assess outcomes
- be able to select, administer, score, and interpret instruments designed to appraise/assess students aptitudes, attitudes, abilities, achievements, interests, personal characteristics, disabilities, and emotional and behavioral disorders
- be able to facilitate groups and understand group process
- be able to assess vocational interests and abilities and give vocational guidance, occupational and educational information and placement
- be able to develop cooperative relationships with community agencies in assisting children and families
- understand and value diversity in people

**Core Courses in Counseling: 35 credits**

| | | |
|---|---|---|
| PSY601 | Orientation to the Profession | 3 |
| PSY619 | Psych Issues for Special Needs Populat | 3 |
| | or | |
| PSY620 | Helping Relationship in Cnsl | 3 |
| PSY631 | Research Methods & Advanced Stats Tech | 3 |
| PSY633 | Counseling Theory & Methods I | 3 |
| PSY634 | Counseling Theory & Methods II | 3 |
| PSY635 | Assessment & Evaluation in Counseling | 3 |
| PSY637 | Group Dynamics & Interpersonal Comm | 3 |
| PSY639 | Human Growth & Personality Development | 3 |
| | or | |
| PSY606 | Early Child,Child & Adolescent Dev & Beh | 3 |
| PSY643 | Career Dev & Occupational Opportunities | 3 |
| PSY653 | Multicultural Counseling | 3 |
| PSY659 | Counseling Children & Adolescents | 3 |
| PSY675 | Community Agencies & Resources | 3 |
| PSY697 | Culminating Requirem | 0 |

**Foundations and Contextual Dimensions of School Counseling: 4 credits**

| | | |
|---|---|---|
| PSY602 | Foundations of School Counseling | 2 |
| PSY604 | Organiz, Admin, & Consult in School Cnsl | 2 |

**Practicum and Field Experience in a School Setting: 9 credits**

| | | |
|---|---|---|
| PSY671 | Counseling Theory & Methods III- Practic | 3 |
| PSY691 | Counseling Theory & Methods IV | 3 |

| | | |
|---|---|---|
| PSY693 | Counseling Theory & Methods V | 3 |

### Specialization in Mental Health Counseling

The specialty in Mental Health Counseling builds on the basic 30-credit hour curriculum by adding 30 credit hours to meet the New Jersey educational requirements for licensure as a professional counselor. This 60-credit hour program consists of three credit hours in the multidisciplinary core, 39 credit hours in counseling courses, nine credit hours in electives in counseling and nine credit hours of supervised practicum and field experience. A culminating project is required in lieu of a thesis.

## Student Learning Outcomes

As a result of his/her experiences in the M.A. in Counseling Psychology program, a graduate will:

- Demonstrate an understanding and commitment to professional and research ethics and behavior
- Demonstrate awareness, personal growth, and an understanding of how their personal issues impact their performance as a counselor
- Utilize the DSM for diagnostic purposes
- Correctly plan treatment interventions and assess treatment outcomes
- Facilitate groups and understand group process
- Select, administer, score, and interpret instruments designed to appraise and assess individual's aptitudes, attitudes, abilities, achievements, interests, personal characteristics, disabilities and mental, emotional and behavioral disorders
- Understand research methods applied to counseling and program evaluation
- Understand and value diversity in people
- Demonstrate information literacy
- Conduct quantitative and qualitative research
- Have met all of the educational requirements for the NJ Licensed for Professional Counseling
- Have successfully completed practicum and internship training experiences

**Core Courses in Counseling: 39 credits**

| | | |
|---|---|---|
| PSY601 | Orientation to the Profession | 3 |
| PSY615 | Ethical & Legal Standards in Counseling | 3 |
| PSY620 | Helping Relationship in Cnsl | 3 |
| PSY631 | Research Methods & Advanced Stats Tech | 3 |
| PSY633 | Counseling Theory & Methods I | 3 |
| PSY634 | Counseling Theory & Methods II | 3 |
| PSY635 | Assessment & Evaluation in Counseling | 3 |
| PSY637 | Group Dynamics & Interpersonal Comm | 3 |
| PSY639 | Human Growth & Personality Development | 3 |
| PSY641 | Psychopathology & Diagnosis | 3 |
| PSY642 | Treatment Planning | 3 |
| PSY643 | Career Dev & Occupational Opportunities | 3 |
| PSY653 | Multicultural Counseling | 3 |
| PSY697 | Culminating Requirem | 0 |

**Practicum and Field Experience: 9 credits**

| | | |
|---|---|---|
| PSY671 | Counseling Theory & Methods III- Practic | 3 |
| PSY691 | Counseling Theory & Methods IV | 3 |
| PSY693 | Counseling Theory & Methods V | 3 |

**Elective Courses: 9 credits**

## M.A. in Forensic Psychology and Counseling

The M.A. in Forensic Psychology and Counseling program is a 48-credit hour, cohort-based program offered over a 2-1⁄2 year time frame. A culminating project is required in lieu of a thesis.

**Admissions Criteria for Master's Programs**

The graduate psychology courses of study are coeducational. Applicants for Master's Programs must have a baccalaureate degree, with a minimum of nine credits in psychology including the following courses: General Psychology, Developmental Psychology (Child Development, Adolescent Development, Adult Development or a Life Span Development course), and Psychopathology (Abnormal Psychology). Applicants should note that undergraduate Statistics and Experimental Psychology are prerequisites for PSY631: Research Methods and Program Evaluation. The baccalaureate degree must be from an accredited undergraduate institution with a cumulative GPA of not less than 3.0 on a 4.0 scale. Students will be invited for an interview based on their academic achievement, letters of reference, personal statement and relevant experiences. The interview will include a case review.

Transfer of credit into the graduate programs will be subject to evaluation and approval by the Course of Study Coordinator. All graduate transfer credits must carry a minimum grade of 3.0 on a 4.0 scale. A maximum of six transfer credits will be accepted for the Masters in Counseling Psychology 30-credit track and a maximum of nine credits for the 48-credit school counseling and 60-credit mental health tracks, and the Master of Arts in Forensic Psychology and Counseling. Faculty members regularly evaluate the progress of each student enrolled in the Master's Programs. This review addresses both the student's progress toward the completion of the academic degree and the student's development as a counseling practitioner. Students must continue to develop in both areas. Depending on the outcome of this evaluation, students may be required to take remedial action such as repeating course work, taking additional practica, taking a leave of absence, etc. In unusual instances, the student may be terminated from the programs as a result of the evaluation process. Rarely the behavior of a given student will suggest psychological impairment which, in the professional judgment of the faculty, would interfere with the person's ability to function in a counseling career or in counseling settings. In such a case, the programs reserve the right to ask students to take remedial actions such as: seeking counseling, taking a leave of absence, repeating course work, enrolling in further course work, or if necessary, withdrawing from the programs.

## Student Learning Outcomes

As a result of his/her experiences in the M.A. in Forensic Psychology and Counseling program, a graduate will:

- Understand counseling theory and practice
- Understand the philosophic bases of the helping process and basic and advanced helping skills
- Understand the relationship between law and the mental health system, mental illness and criminal conduct
- Understand the ethical and legal conflicts and dilemmas a forensic counselor might
- Encounter working within the legal system
- Know the psychological origins and dynamics of criminal behavior
- Provide counseling interventions and assess outcomes for the different types of offender populations, victims and others involved in the criminal justice system
- Understand and utilize the knowledge from the various theories, research studies and assessment techniques relating to the various types of trauma
- Plan and implement crisis intervention techniques
- Conduct risk assessment within the context of prediction, supervision and intervention in both a correctional and mental health setting
- Select, administer, score and interpret the assessments needed in a forensic setting
- Understand professional ethical guidelines and requirements
- Know the social psychology of crime and criminal behavior
- Understand the basics of criminal and legal systems as it relates to the discipline of forensic psychology

- Understand the principles of group dynamics, theories of group counseling and group counseling methods
- Know the current counseling approaches and intervention models in chemical dependency treatment and determine treatment referrals for clients
- Know a range of psychological impairments and psychiatric conditions, and their relevance to major legal questions and standards
- Understand and appreciate the role of empirical investigation and statistical matters so as to be an intelligent consumer of research data
- Understand the role and impact of issues related to diversity and multiculturalism

**Core Curriculum Courses shared with the Master of Arts in Counseling Psychology: 24 credits**

| | | |
|---|---|---|
| PSY620 | Helping Relationship in Cnsl | 3 |
| PSY631 | Research Methods & Advanced Stats Tech | 3 |
| PSY633 | Counseling Theory & Methods I | 3 |
| PSY637 | Group Dynamics & Interpersonal Comm | 3 |
| PSY641 | Psychopathology & Diagnosis | 3 |
| PSY651 | Substance Abuse Counseling | 3 |
| PSY671 | Counseling Theory & Methods III- Practic | 3 |
| PSY691 | Counseling Theory & Methods IV | 3 |
| PSY697 | Culminating Requirem | 0 |

**Core Curriculum Courses in Forensics Psychology: 21 credits**

| | | |
|---|---|---|
| PSY621 | Introduction to Forensic Psychology | 3 |
| PSY622 | Violence And Risk Assessment | 2 |
| PSY623 | Trauma & Crisis Intervention | 2 |
| PSY624 | Psychological Assessment Forensic Psych | 3 |
| PSY625 | PsychologicalAssessForensicPsy II | 3 |
| PSY626 | Evaluation&TreatmentOfJuvenileOffenders | 3 |
| PSY627 | Evaluation&TreatmentOfAdult Offenders | 3 |
| PSY628 | Social Psychology Crime & Criminal Beh | 2 |

**Core Curriculum Courses in Justice Studies: 3 credits**

| | | |
|---|---|---|
| JUS620 | Law and Legal System | 3 |

## Combined Degree Program: B.A. in Psychology/M.A. in Counseling Psychology

The Combined B.A. in Psychology to M.A. in Counseling Psychology Degree Program enables highly motivated undergraduate students to transition into the 30 credit M.A. in Counseling Psychology program while still completing the College's baccalaureate program.

Students may apply to enter this program at the end of their junior year. Juniors who apply must have a minimum 3.4 undergraduate GPA for admission. Students must submit one letter of recommendation from a faculty member and one from their internship (PSY495) or volunteer work demonstrating experience in the field. In addition to their application and letters, students should submit a personal statement clearly articulating their career goals and how the 30 credit M.A. program will help them meet these goals. Successful applicants will be interviewed by two faculty members and an admission decision will be made. Graduate courses begin in the fall semester of the senior year and 12 credits will double count toward the Bachelor's and Master's degree requirements. Students must have a cumulative GPA of 3.0 when they receive the Bachelor's degree in order to continue in graduate courses and complete the Master's degree. Combined degree students are expected to continue in the master's program without interruption until completion or risk being dismissed. Combined degree students who need to interrupt their

studies must apply and be granted a leave of absence in order to interrupt their studies.

### Year One

**Fall**

| | | |
|---|---|---|
| PSY100 | General Psychology* | 4 |

**Spring**

| | | |
|---|---|---|
| PSY110 | Orientation to the Psychology Major | 1 |
| PSY217 | Introduction to Counseling | 2 |
| PSY203 | Lifespan Development II Adult & Aging | 4 |

### Year Two

**Fall**

| | | |
|---|---|---|
| PSY301 | History & Systems of Psychology | 2 |
| PSY230 | Research Methods & Statistics I | 3 |
| PSY230L | Research Methods & Statistics I Lab | 0 |

**Spring**

| | | |
|---|---|---|
| PSY233 | Research Methods & Statistics II | 3 |
| PSY233L | Research Methods & Statistics II Lab | 0 |
| PSY320 | Personality Theory | 4 |
| PSY331 | Biological Basis of Behavior | 4 |

### Year Three

**Fall**

| | | |
|---|---|---|
| PSY390 | Junior Seminar in Psychology | 1 |
| PSY400 | Seminar in MultiCultural/Gender Studies | 4 |
| PSY495 | Internship | 2 |

**Spring**

| | | |
|---|---|---|
| PSY340 | Abnormal Psychology | 4 |
| PSY405 | Sem International Cultural Issues in Psy | 4 |

### Year Four

**Fall**

| | | |
|---|---|---|
| PSY490 | Senior Research Seminar | 2 |
| PSY601 | Orientation to the Profession | 3 |
| PSY620 | Helping Relationship in Cnsl | 3 |

*Students must pass the Capstone Requirement in the fall of year 4.

**Spring**

| | | |
|---|---|---|
| PSY633 | Counseling Theory & Methods I | 3 |
| PSY635 | Assessment & Evaluation in Counseling | 3 |

**Summer**

| | | |
|---|---|---|
| MC626 | Ethical Issues | 3 |

### Year Five

**Fall**

| | | |
|---|---|---|
| PSY631 | Research Methods & Advanced Stats Tech | 3 |
| PSY641 | Psychopathology & Diagnosis | 3 |
| PSY639 | Human Growth & Personality Development | 3 |

**Spring**

| | | |
|---|---|---|
| PSY637 | Group Dynamics & Interpersonal Comm | 3 |
| PSY643 | Career Dev & Occupational Opportunities | 3 |
| | or | |
| PSY671 | Counseling Theory & Methods III- Practic | 3 |
| PSY697 | Culminating Requirem | 0 |

PSY671 is for those students who want supervised experience.

## Doctor of Psychology (Psy.D.) in Counseling Psychology

### Admissions Criteria

The Psy.D. in Counseling Psychology is a four-year, full-time, cohort-based program with courses being offered in the fall, spring and summer. The curriculum consists of 88 credits of which 15 credits are completed by students through required courses in their Master's Programs and transferred into the Psy.D. program. The required courses are: Human Growth and Personality Development, Psychological Assessment, Psychopathology, Research Methods and Advanced Statistics, Counseling Theories, and Group Counseling. Although a three-credit course in Group Counseling is a prerequisite to the program, it is not accepted as a transfer course. In addition to these 15 credits in Master's-level courses, the curriculum includes 73 credits in doctoral-level coursework and supervision.

Faculty members regularly evaluate the progress of each student enrolled in the doctoral program. This review addresses both the student's progress toward the completion of the academic degree and the student's development as a practitioner. Students must continue to develop in both areas. Depending on the outcome of this evaluation, students may be required to take remedial action such as repeating course work, taking a leave of absence, etc. In unusual instances, the student may be terminated from the program as a result of the evaluation process. Rarely the behavior of a given student will suggest psychological impairment which, in the professional judgment of the faculty, would interfere with the person's ability to function as a mental health professional. In such a case, the program reserves the right to ask students to take remedial actions such as: seeking counseling, taking a leave of absence, or if necessary, withdrawing from the program.

Applicants to the Psy.D. program in counseling psychology are required to:

- Have completed a Master's Degree in Counseling Psychology, Forensic Psychology and Counseling, or its equivalent,
- Have completed three credits in each of the following Master's-level courses: Human Growth and Personality Development, Psychological Assessment, Psychopathology, Research Methods and Advanced Statistics, Counseling Theories, and Group Counseling,
- Have a satisfactory degree of professional or applied experience,
- Submit official scores on the Graduate Record Examination (Psychology GRE Subject Test is optional),
- Submit a statement of professional goals: 3-6 pages, double-spaced, detailing the applicant's professional goals and including an autobiographical statement regarding the applicant's motivation for pursuing those goals,
- Submit three letters of recommendation from professionals who can comment on the applicant's qualifications for doctoral study: at least one letter must be from a professor attesting to academic capability and at least one must be from a practitioner attesting to professional capacity,
- Submit official transcripts of all graduate and undergraduate work,
- Submit a curriculum vitae,
- Submit a completed application form.

Selected applicants are invited to interview with representatives of the Psy.D. faculty.

## Student Learning Outcomes:

As a result of completing the Psy.D. program in counseling psychology, students will be:

- Able to apply theory and research in the study of personality and human development.
- Able to apply knowledge of neuropsychology, learning theory, and physiological psychology in the practice of professional psychology.
- Competent in conducting a diagnostic interview, and developing a diagnosis consistent with current DSM terminology.
- Knowledgeable about psychotropic medications and their use in the treatment of psychological disorders.
- Able to articulate a theoretical orientation that guides their individual and group
- psychotherapeutic and career counseling approaches.

- Able to apply the biopsychosocial model of mental and physical health in the delivery of professional services.
- Competent in implementing sound ethical and legal judgment in professional interactions with clients, supervisees, students, and research participants.
- Competent in implementing effective treatment plans and interventions, and evaluating the efficacy of psychological treatments and programs modifying them as necessary to enhance client outcomes.
- Able to apply knowledge about theory and methods of consultation and supervision.
- Proficient in conducting psychological measurement and assessment, addressing individual differences, and providing professional psychological services in a culturally-sensitive manner.
- Able to articulate a professional identity as counseling psychologists that reflects knowledge of the history and development of the field, the current systems of theory and practice, as well as the professional standards and ethics of the discipline.
- Competent in evaluating and integrating research into practice, evidencing a commitment to scholarly inquiry and a scientific approach to treatment.
- Knowledgeable about the mental health issues surrounding antisocial behavior and its treatment, as well as applications of that knowledge within the criminal justice system.
- Competent in applying the principles of health psychology and positive psychology in therapeutic and psychoeducational settings.
- Able to evidence a commitment to social justice in the planning and delivering of professional psychological services and the pursuit of social change on the local, regional, national and international level.

## First Academic Year: 21 credits

**Fall 9 credits:**

| | | |
|---|---|---|
| PSY702 | Reccent and Adv Theories of Personalit | 3 |
| PSY710 | Advanced Personality Assessment | 3 |
| PSY719 | Foundations of Counseling Psychology | 3 |

**Spring 6 credits:**

| | | |
|---|---|---|
| PSY716 | Advanced Adult Psychopathology | 3 |
| PSY712 | CognitiveNeuropsychologicalAssessment | 3 |

**Summer 6 credits:**

| | | |
|---|---|---|
| PSY700 | Clinical Applications of Human Develop | 3 |
| PSY714 | Adv Child and Adolescent Psycopathology | 3 |

## Second Academic Year: 21 credits

**Fall 6 credits:**

| | | |
|---|---|---|
| PSY726 | App Soc Jus Psycological Treatment | 3 |
| PSY732 | Doctoral Practicum I | 3 |

**Spring 9 credits:**

| | | |
|---|---|---|
| PSY728 | Adv Res Meth Statistical Design | 3 |
| PSY733 | DoctoralPracticum II | 3 |
| PSY720 | Techniques in Counsel Psychotherapy | 3 |

**Summer 6 credits:**

| | | |
|---|---|---|
| PSY708 | History and Systems Psychology | 3 |
| PSY734 | Doctoral Practicum III | 3 |

## Third Academic Year: 19 credits

**Fall 6 credits:**

| | | |
|---|---|---|
| PSY704 | Learning and Cognition | 3 |
| PSY735 | Doctoral Practicum IV | 3 |

**Spring 7 credits:**

| | | |
|---|---|---|
| PSY730 | Counseling Research Program Eval Res | 3 |
| PSY740 | Doctoral Project I | 1 |
| PSY706 | Physiological Psychology | 3 |

**Summer 6 credits:**

| | | |
|---|---|---|
| PSY742 | Doctoral Project II | 1 |
| PSY722 | Theories and Techniques of Career Couns | 3 |
| PSY731 | Program Mgt Consultation Supv for CPSY | 2 |

Fourth Academic Year: 12 credits

**Fall 6 credits:**

| | | |
|---|---|---|
| PSY744 | Doctoral Project III | 3 |
| PSY736 | Doctoral Intern I | 3 |

**Spring 6 credits:**

| | | |
|---|---|---|
| PSY746 | Doctoral Project IV | 3 |
| PSY738 | Doctoral Internship II | 3 |

# Religious Studies, Theology, and Philosophy

## Program Overview

Through attention to ultimate concerns, reflective thought, critical analysis, reading, and integration of knowledge from diverse fields, the Religious Studies, Theology, and Philosophy Programs advance the mission of the College of Saint Elizabeth by offering distinct degree and non-degree opportunities at both the undergraduate and graduate levels. These opportunities support the development of women and men who are skilled critical thinkers and responsible moral agents, and who will continue the quest for meaning, self-realization and fulfillment as social contributors.

In the Philosophy minor, undergraduate students are introduced to the nature of philosophical thinking and to the perennial philosophical questions concerning the nature of reality and humanity's place in reality.

In Religious Studies and Theology, both degree and non-degree undergraduate and graduate students encounter a community of learning nourished by belief in God the Creator, the Redeemer, and the Sanctifier, by the treasury of human wisdom, and by respect for the dynamics of inquiry and action.

### The Theology Program:

- Is committed to helping students acquire an understanding of truth and value that is supportive of their complete development as persons, to assisting them in obtaining knowledge of some of the core concepts and ideas which have served to shape human civilization, and to guiding students in their development of basic principles of reasoning and method.
- Affirms that character development is crucial for excellence in any discipline, and especially to the pursuit of wisdom, which is focus of theological and philosophical study, and to inquiry as faith seeking understanding, as well as critical reflection on religious experience.
- Seeks to provide students with developmentally appropriate opportunities for intellectual and moral growth, as well as for spiritual growth in keeping with the Catholic concern for the dignity of each human person.
- Serves the College by providing a distinct disciplines and unique opportunities to formulate and examine a coherent worldview, and to integrate knowledge from diverse areas of study.
- Prepares undergraduates for participation in professional philosophical activity and for future academic study, as well as potential careers in strategic consulting and law, as well as for participation in professional theological activity and for future academic study, and offers academic formation for individuals in ministry.
- Is committed to the examination of core values of truth, justice, and reconciliation in light of the compatibility of Revelation and reason, as well as to interfaith dialogue, and to helping students better understand and live out their respective religious commitments and traditions in recognition that respect for human

dignity extends to the support for religious freedom.

## Outcomes

The Religious Studies/Theology Program provides a variety of degree and non-degree opportunities at both the undergraduate and graduate levels, each with distinct learning outcomes; these opportunities include:

- B.A. in Religious Studies
- Minor in Ethics Studies
- Minor in Religious Studies
- Minor in Philosophy
- M.A. in Theology
- The Interdisciplinary Certificate in Ethics Studies
- Undergraduate Ministry Certificates in Diaconal Ministry, Parish Life Ministries, Pastoral Administration, Religious Education, and Youth and Young Adult Ministry, as well as a Leadership Certificate in Hispanic Ministry.
- Graduate Certificates in Catholic Studies, Pastoral Care, and Spirituality.

**Undergraduate students in Religious Studies will:**

- Identify the central Catholic Christian teachings and correlate these with the religious language, concepts, imagery and critical questions central to the Christian study of scripture, doctrine and morality. These will be assessed by course examinations.
- Recognize the role of religious faith in the life of the human person and its impact on both humankind and other kind in the development of appropriate moral, intellectual and spiritual awareness through encounter with Catholic Christian teaching and praxis. These will be assessed by an evaluation of class participation, presentations and written reflections.
- Demonstrate basic familiarity and appropriate use of scholarly and catechetical resources which will be assessed through the student's producing quality research papers and catechetical projects.
- Recognize the major events and movements within Christianity and understand the importance of respect and dialogue between Catholic Christianity and other religious traditions and communities.

**Ministry certificate students will:**

- Convey a basic understanding of Scripture and revelation, as well as skills in Scriptural literacy and interpretation.
- Exhibit a fundamental knowledge of central theologies, including Christological and Trinitarian Theology, Theology of Church, Liturgical Theology, Theology of Ministry, Sacramental Theology, and Theology of the Human Person.
- Demonstrate a coherent grasp of ethical theories, principles, and application, as well as an informed capacity for sound decision making and moral responsibility
- Develop personal and pastoral awareness and skills, such as familiarity with ecumenical and inter-faith interactions, information literacy, organizational leadership, and life-cycle issues.
- Articulate a vision of Catholic faith and demonstrate growth in understanding of self as a minister an adult person of faith and formation-driven activities and interactions.

**Graduate Theology students will demonstrate an in-depth knowledge of the core areas of theology, inclusive of Christian thought and praxis by being able to:**

- Situate and appraise the doctrinal, spiritual and ethical developments in theology, including Catholic Social Teaching, ecumenical and inter-faith dialogue, as evidenced through the Comprehensive Assessment Process.
- Read and assess scholarly texts by being able to identify the author's project and thesis, relevant arguments and correlate these with the factors important to various contexts.
- Recognize and classify differences in theological thought and apply the methodology appropriate to each of the major areas of theology as specified on syllabi.

- Construct a theological essay bringing research to written expression in a coherent, analytical fashion.

The Ethics Studies Minor and Certificate is an interdisciplinary and multifaceted program of study providing integrated and substantive training in ethics, meta-ethics, moral philosophy, and moral theology. The program includes the examination of both moral theory and application.

In conjunction with the DePaul Center for Mission and Ministry, the Program provides certificate programs for those interested in preparing for various church ministries. To meet the needs of the students, we offer classes on campus, at off-site locations in New Jersey, and totally online. These programs are designed for those currently serving in parish ministry roles, those wanting to prepare for ministry roles, and those wishing to come for their own personal growth and development. Certificate programs include pastoral internship and formation components. The certificate credits may be transferred into other programs of study leading to baccalaureate degrees.

## Graduates

The Program also offers those who are not pursuing degrees in religious studies or certificates an introduction to reasoned thought and theological concepts.

Students completing the degree in religious studies are equipped with the background to succeed in advanced educational pursuits, and professional careers.

If a student is preparing for Church ministries, such as Pastoral Ministry, Youth Ministry, Faith Formation, and Pastoral Administration, the Religious Studies major provides the theological foundations for active involvement in Church life, both professional and otherwise.

In addition, the emphasis on rigorous and creative thinking in Religious Studies will enable one to enter higher level training in a variety of professional fields, including:

- Higher Education
- Law
- Literature
- Philosophical or Theological research and writing

Graduates from the Religious Studies Program have gone on to become:

- Chaplains
- Directors of women's rights organizations
- Editors
- Lawyers
- Pastoral ministers
- Physicians
- Religious education coordinators
- Researchers
- Strategic consultants
- Teachers
- Youth ministers

More than half of CSE religious studies graduates go on to receive graduate degrees.

## B.A. in Religious Studies

### Requirements (36 credits)

**100 Level Courses**

| | | |
|---|---|---|
| REL120 | Intro to Catholic Life and Thought | 4 |
| REL110 | Hebrew Scriptures* | 4 |
| REL113 | The New Testament* | 4 |

**200 Level Course: any one of the following courses (4)**

| | | |
|---|---|---|
| REL221 | Fundamental Moral Theology | 4 |
| REL239 | Christian Sexual Ethics* | 4 |
| REL250 | Introduction to Christian Ethics* | 4 |
| REL263 | Spirituality and Ethics | 4 |

**300 Level Courses**

| | | |
|---|---|---|
| REL309 | History of Christianity I | 2 |
| REL313 | History of Christianity II | 2 |
| REL320 | Fundamentals of Christian Faith | 4 |

**400 Level Course**

| | | |
|---|---|---|
| REL425 | Coordinating Seminar | 4 |

**200, 300, 400 Electives (12)**

**Any two (2) Courses at the 200 level or higher, one of which may be a Philosophy course from the following list:**

| | | |
|---|---|---|
| PHIL201 | Philosophy of Religion | 4 |
| PHIL203 | The Human Person | 4 |
| PHIL204 | Morality& Good Life | 4 |
| PHIL325 | Philosophy of Being & God | 4 |

## Recommended Course Sequence for Religious Studies

**Freshman Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| THEO120 | Intro to Catholic Life and Thought | 4 |
| | and-or | |
| THEO110 | Hebrew Scriptures | 4 |
| CSE110 | Literacy I | 4 |
| | Electives | 2-6 |

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| THEO113 | The New Testament | 4 |
| | and-or | |
| THEO120 | Intro to Catholic Life and Thought | 4 |
| CSE120 | Intergrated Literacy II | 4 |
| | Electives | 2-6 |

**Sophomore Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| THEO120 | Intro to Catholic Life and Thought | 4 |
| | or | |
| THEO110 | Hebrew Scriptures | 4 |
| THEO221 | Fundamental Moral Theology | 4 |
| | or | |
| THEO250 | Intro to Christian Ethics | 4 |
| | or | |
| THEO | THEO269 | 4 |
| CSE210 | Global Perspectives | 4 |
| | Electives | 0-4 |

THEO120, THEO110: If needed.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| THEO221 | Fundamental Moral Theology | 4 |
| | or | |
| THEO250 | Intro to Christian Ethics | 4 |
| | or | |
| THEO | THEO269 | 4 |
| THEO | THEO 200, 300 or 400-level Elective | 4 |
| CSE220M | Ways of Knowing CSI @ CSE | 4 |
| | Electives | 4-8 |

THEO221, THEO250, THEO269: If needed.

**Junior Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| THEO309 | History of Christianity I | 2 |
| THEO313 | History of Christianity II | 2 |
| CSE230 | Healthy Living | 4 |
| | Electives | 8 |

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| THEO | THEO 200, 300 or 400-level Elective | 0-4 |
| THEO320 | Fundamentals of Christian Faith | 4 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | Electives | 4-8 |

THEO2,3 or 400-level: If needed.

**Senior Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| THEO425 | Coordinating Seminar | 4 |
| THEO | THEO 200, 300 or 400-level Elective | 0-4 |
| CSE400 | Essentials Capstone | 4 |
| | Electives | 4-8 |

THEO2,3 or 400-level: If needed.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| CSE400 | Essentials Capstone | 4 |
| THEO320 | Fundamentals of Christian Faith | 4 |
| | Electives | 8-16 |

CSE400, THEO320: If needed

## Capstone Requirement

Students will fulfill the capstone requirement by successful completion and presentation of a final research paper. Preparation for this paper will be offered in REL425 Coordinating Seminar.

## Minor in Ethics

Requirements (20 credits)

**Any combination of four courses from the following list, at least two of which are Philosophy courses, and at least two of which are Religious Studies courses:**

| | | |
|---|---|---|
| PHIL204 | Morality& Good Life | 4 |
| PHIL233 | Ethics in Business & Society | 4 |
| PHIL331 | Ethics in Health Care | 3 |
| REL135 | Ecology and Faith | 4 |
| REL250 | Introduction to Christian Ethics* | 4 |
| REL2-- | Ethics and Spitituality | |
| REL200 | Bioethics* | 4 |
| REL239 | Christian Sexual Ethics* | 4 |

**Plus the following interdisciplinary Philosophy and Religious Studies Course:**

| | | |
|---|---|---|
| REL385 | Ethics & Justice | 4 |

PHIL204/PHIL304, PHIL233/PHIL333 courses are designated with two numbers are available to Philosophy minors for more advanced work (i.e. 300 level).

## Minor in Philosophy

**Requirements (20 credits)**

PHIL--- Any History of Philosophy course (4)

PHIL ---300 or 400-level Elective (4)

PHIL --- 300 or 400-level Elective (4)

PHIL --- Elective (4)

PHIL --- Elective (4)

## Minor in Religious Studies

Requirements (20 credits)

**100 Level Course (4)**

Any course with a REL100 designation.

**200 Level Course (4)**

Any course with a REL200 designation.

**300 Level Course (4)**

Any course with a REL300 designation.

**Electives (4)**

Any two (2) courses with a REL200, REL300, or REL400 designation.

**Open Elective (4)**

Any course with a REL100, REL200, REL300, or REL400 designation.

## Combined Degree Program: B.A. in Religious Studies/M.A. in Theology

### B.A. in Religious Studies/M.A. in Theology

Current CSE undergraduate students who may be interested in pursuing graduate studies in Theology may apply for a dual degree option that would include the following conditions:

- Seniors may begin with the January Residency in the senior year and may take a maximum of six (6) credits.
- Seniors must have completed their General Education religious studies or Element III requirements prior to taking the first graduate course.
- While the two courses taken during the period of undergraduate study would be applied to the graduate program, students are not automatically accepted into the Masters program. Seniors who are allowed to take two graduate courses prior to completing their Bachelors program must still apply to complete the Masters program. These courses remain transferable from one delivery system to the other.

Combined degree students must continue in the master's program without interruption until completion or risk being dropped. Combined degree students must apply and be granted a leave of absence in order to interrupt their studies.

## M.A. in Theology

### Traditional Option:

The M.A. in Theology is a 36-credit program which consists of a core of courses (18-21 credits), complemented by electives (15-18 credits). Though a broad curriculum has been designed, students have some flexibility to shape their program to fit their interests and needs, with approval from their faculty advisor. This may include taking courses in the Summer Institute of the Center for Theological and Spiritual Development (three credits maximum), or courses at other accredited institutions. No student may earn more than nine credits in this fashion.

To receive the M.A. degree, each student must accomplish the following:

- Complete 36 credits in theology, with a cumulative grade point average of 3.0. Since the program is designed as a part-time program of study, our students usually complete the program between four and six years. (For a more accelerated program of study, see the Low-Residency Option below.)
- Submit three research papers from courses taken in the program as a final requirement. With the guidance of a faculty advisor, expand and deepen these papers as evidence of ability to research and present theological topics in an in-depth, competent and scholarly manner. Ordinarily, the papers will be 15 typed pages, double-spaced, including bibliography. An accepted style sheet is to be adhered to throughout the program of study.
- With recommendations from the student, 2-3 faculty members (full-time and adjunct) will participate in a one-hour conversation about the papers presented. The faculty will then assess a grade of Pass, Fail, or Pass with Distinction.

#### Admission Requirements

- Applicants must have a baccalaureate degree from an accredited institution and a cumulative GPA of not less than 3.0 on a 4.0 scale.
- Transfer of credits in theology or religious studies will be subject to evaluation and approval by the program Director. All transfer graduate credits must carry a minimum 3.0 grade on a 4.0 scale.
- Each candidate will have a personal interview with the Coordinator of the M.A. in Theology Course of Study and another faculty member.

#### Additional Admission Criteria for the M.A. in Theology

If an applicant for the Master of Arts in Theology at the College of Saint Elizabeth appears to have gaps in education, especially in theological background, appropriate strategies will be required before full admission. All candidates for this degree program must also demonstrate competence in writing and

doing research before full admission into the program.

### Academic Progress

The Traditional M.A. in Theology is designed for part-time, rather than full-time students. Ordinarily, a student will complete the degree program in four years. A student coming to the completion of the M.A. degree program is required to have a cumulative grade point average of 3.0 or better. For a more accelerated format, please see the details of the Low Residency Option below.

## Low-Residency Option:

The new low-residency model is designed for students residing at long distances away from campus who wish to complete the degree through a sequence of one-week residencies followed by periods of directed reading and research. The basic features of the low residency option include:

- 29 Month Program
- 36 Credits
- Five residency weeks
- Six Directed Readings
- Summer Institute Option
- Three Research Papers (completed during designated periods when the students are not completing direct readings)

Students will complete 6 to 9 credits in each six-month period: two campus Residency Weeks in January and June/July followed by two Directed Reading periods in each of the Spring and Fall semesters. In three designated semesters, students will take only one Directed Reading course and complete a major research project. This accounts for 36 credits. Students may opt to fulfill the final three credits by registering for three consecutive 1-credit Summer Institute courses or by completing an additional Directed Reading (see Program Description above).

There are two entry points: students may begin with either the first summer or the first January residency. Individuals who begin in the Low Residency Option may also opt to transfer into the traditional option upon approval of the faculty. Students entering the program will choose one of four tracks: Catholic Studies, Pastoral Care, Spirituality, or Theological Studies to advance on in the degree.

Program Requirements Per Track

**Catholic Studies**

| | | |
|---|---|---|
| THEO617 | Theological Foundations | 3 |
| THEO603 | History of Christianity | 3 |
| PHIL631 | Catholic Intellectual Tradition | 3 |
| THEO627 | Catholic Moral Theology | 3 |
| THEO605 | Mystery of Christ | 3 |
| THEO609 | Scriptual Interpretation | 3 |

**Ecclesiology (choose one)**

| | | |
|---|---|---|
| THEO615 | Mystery of the Church | 3 |
| | or | |
| THEO656 | Age of Plurality | 3 |

**15 credit electives**

**Pastoral Care**

| | | |
|---|---|---|
| THEO617 | Theological Foundations | 3 |
| THEO605 | Mystery of Christ | 3 |
| THEO609 | Scriptual Interpretation | 3 |
| THEO619 | Liturgical Theology | 3 |
| THEO625 | Ministry & Ministries:Theology & Praxis | 3 |
| PSY660 | Counseling & Spirituality | 3 |

**Ethics (choose one)**

| | | |
|---|---|---|
| MC626 | Ethical Issues | 3 |
| | or | |
| THEO627 | Catholic Moral Theology | 3 |

| | | |
|---|---|---|
| | or | |
| THEO663 | Spirituality & Ethics | 3 |

**15 credit electives**

**Spirituality**

| | | |
|---|---|---|
| THEO617 | Theological Foundations | 3 |
| THEO605 | Mystery of Christ | 3 |
| THEO609 | Scriptual Interpretation | 3 |
| THEO641 | Christian Spirituality Through the Ages | 3 |
| THEO659 | Theology & the Arts | 3 |
| THEO663 | Spirituality & Ethics | 3 |
| THEO674 | Christian Spirit & Charity | 3 |

**15 credit electives**

**Theological Studies**

| | | |
|---|---|---|
| THEO617 | Theological Foundations | 3 |
| THEO609 | Scriptual Interpretation | 3 |
| THEO605 | Mystery of Christ | 3 |
| THEO619 | Liturgical Theology | 3 |

**Ecclesiology (choose one):**

| | | |
|---|---|---|
| THEO615 | Mystery of the Church | 3 |
| THEO656 | Age of Plurality | 3 |

**Ethics (choose one)**

| | | |
|---|---|---|
| MC626 | Ethical Issues | 3 |
| | or | |
| THEO627 | Catholic Moral Theology | 3 |
| | or | |
| THEO663 | Spirituality & Ethics | 3 |

**18 credit electives**

## Transfer Credit Policy

Transfer of credits into the M.A. in Theology is subject to evaluation and approval by the program Director. All graduate transfer credits must carry a minimum 3.0 grade on a 4.0 scale. A maximum of nine credits can be accepted in transfer.

## Certificate in Diaconal Ministry

The College of Saint Elizabeth offers deacon candidates the best of its rich heritage and outstanding resources to help prepare deacon candidates for ministry in the Church. The goal is to challenge its students to cherish the tradition and create the future. The faculty prepares the candidates by educating them in the richness of the Catholic theological and spiritual tradition. This enables the men in this program to be able to serve the Church and its needs in today's world.

The College works in collaboration with various dioceses in creating a program that will meet the needs of each individual diocese. The course of study listed below is just one model that is currently being used. Others can be designed. Each diocese provides the spiritual and pastoral formation of the candidates, which supplements and enhances the theological formation offered by the College.

**Requirements (32 credits)**

| | | |
|---|---|---|
| REL105 | Pastoral Counseling for Ministry | 4 |
| REL110 | Hebrew Scriptures* | 4 |
| REL113 | The New Testament* | 4 |
| REL143 | Liturgy & Spirituality | 4 |
| REL220MP | Theological Reflection | 4 |
| REL221 | Fundamental Moral Theology | 4 |
| REL250 | Introduction to Christian Ethics* | 4 |

| | | |
|---|---|---|
| REL300 | Homiletics Art of Preaching | 4 |

## Related Requirements

Deacon candidates are required to participate in a series of preaching workshops and training over a four year period. In addition, three workshops on various pastoral issues and concerns are offered each year by experts in theology, spirituality, and liturgy. Additional topics, such as Canon Law, are provided by each diocese.

## Certificate in Ethics Studies

Requirements (20 credits)

**Any combination of four courses from the following list, at least two of which are Philosophy courses, and at least two of which are Religious Studies courses:**

| | | |
|---|---|---|
| PHIL204 | Morality& Good Life | 4 |
| PHIL233 | Ethics in Business & Society | 4 |
| PHIL331 | Ethics in Health Care | 3 |
| REL135 | Ecology and Faith | 4 |
| REL250 | Introduction to Christian Ethics* | 4 |
| REL263 | Spirituality and Ethics | 4 |
| REL200 | Bioethics* | 4 |
| REL239 | Christian Sexual Ethics* | 4 |

**Plus the following interdisciplinary Philosophy and Religious Studies Course:**

| | | |
|---|---|---|
| THEO385 | Ethics & Justice | 4 |

PHIL204/PHIL304, PHIL233/PHIL333 courses are designated with two numbers are available to Philosophy minors for more advanced work (i.e. 300 level).

## Certificate in Parish Life Ministries

**Requirements (24 credits)**

| | | |
|---|---|---|
| REL110 | Hebrew Scriptures* | 4 |
| | or | |
| REL113 | The New Testament* | 4 |
| REL153 | Foundations in Lay Ministry | 4 |
| REL205 | Christian Marriage & Family* | 4 |
| REL250 | Introduction to Christian Ethics* | 4 |
| REL280 | Pastoral Internship I | 2 |
| REL320 | Fundamentals of Christian Faith | 4 |

## Related Requirement

Students are expected to participate in ongoing spiritual formation, which includes appropriate workshops, liturgies, retreats, and days of reflection for personal faith development. More detailed information is given upon acceptance into the program.

## Certificate in Pastoral Administration

This certificate honors the strong theological and Scriptural foundations that must inform the administration of a parish, recognizing that effective business and personnel management must always point to the implementation of Gospel values. Students will use their study to develop an individualized curriculum which best honors their experience and educational background, coupled with the needs of the parish.

**Requirements (24 credits)**

| | | |
|---|---|---|
| REL110 | Hebrew Scriptures* | 4 |
| | or | |
| REL113 | The New Testament* | 4 |
| REL153 | Foundations in Lay Ministry | 4 |
| REL240MP | Pastoral Administration | 4 |
| REL250 | Introduction to Christian Ethics* | 4 |
| REL280 | Pastoral Internship I | 2 |

| | | |
|---|---|---|
| REL320 | Fundamentals of Christian Faith | 4 |

## Related Requirement

Students are expected to participate in ongoing spiritual formation, which includes appropriate workshops, liturgies, retreats, and days of reflection for personal faith development. More detailed information is given upon acceptance into the program.

## Certificate in Religious Education

This certificate prepares students to lead others into the lifelong journey of saying yes to faith with both mind and heart. Students will gain knowledge of the theories of teaching and learning for adults, adolescents, and children and will explore the contemporary documents on Catechetics and Evangelization which ground the educational ministry of the church.

**Requirements (24 credits)**

| | | |
|---|---|---|
| REL110 | Hebrew Scriptures* | 4 |
| | or | |
| REL113 | The New Testament* | 4 |
| REL153 | Foundations in Lay Ministry | 4 |
| REL230 | Religious Education:Skills and Compet | 4 |
| REL250 | Introduction to Christian Ethics* | 4 |
| REL280 | Pastoral Internship I | 2 |
| REL320 | Fundamentals of Christian Faith | 4 |

## Related Requirement

Students are expected to participate in ongoing spiritual formation, which includes appropriate workshops, liturgies, retreats, and days of reflection for personal faith development. More detailed information is given upon acceptance into the program.

## Certificate in Youth and Young Adult Ministry

This certificate is designed to develop a vibrant outreach for serving this vital community in parish life – youth and young adults as part of the present and future Church. Using study of Scripture and theology as a foundation, students will examine social and psychological development and will develop tools for evangelization and program design in ministering to this population.

**Requirements (24 credits)**

| | | |
|---|---|---|
| REL110 | Hebrew Scriptures* | 4 |
| | or | |
| REL113 | The New Testament* | 4 |
| REL153 | Foundations in Lay Ministry | 4 |
| REL137 | Youth Ministry:Skills & CoYouth Ministry | 4 |
| REL250 | Introduction to Christian Ethics* | 4 |
| REL280 | Pastoral Internship I | 2 |
| REL320 | Fundamentals of Christian Faith | 4 |

## Related Requirement

Students are expected to participate in ongoing spiritual formation, which includes appropriate workshops, liturgies, retreats, and days of reflection for personal faith development. More detailed information is given upon acceptance into the program.

## Graduate Certificate in Catholic Studies

The certificate consists of 15 graduate credits and is intended for students who wish to learn more about the rich spiritual and intellectual tradition of the Roman Catholic Church. The certificate may be

taken alone or in combination with the M.A. in Theology program.

**Required Courses**

| | | |
|---|---|---|
| THEO603 | History of Christianity | 3 |
| THEO631 | | |
| THEO627 | Catholic Moral Theology | 3 |
| THEO609 | Scriptual Interpretation | 3 |

**Ecclesiology (Choose one)**

| | | |
|---|---|---|
| THEO615 | Mystery of the Church | 3 |
| | or | |
| THEO656 | Age of Plurality | 3 |

## Graduate Certificate in Pastoral Care

The certificate consists of 15 graduate credits and is intended for students who work in helping professions such as hospitals, nursing homes and other settings where the combined skills in theology and counseling are required. The certificate provides the theological foundations for these ministries. The certificate may be taken alone or in combination with the M.A. in Theology program.

**Required Courses**

| | | |
|---|---|---|
| THEO609 | Scriptual Interpretation | 3 |
| THEO619 | Liturgical Theology | 3 |
| PSY660 | Counseling & Spirituality | 3 |
| THEO625 | Ministry & Ministries:Theology & Praxis | 3 |

**Ethics (Choose one)**

| | | |
|---|---|---|
| MC626 | Ethical Issues | 3 |
| THEO627 | Catholic Moral Theology | 3 |
| THEO663 | Spirituality & Ethics | 3 |

## Graduate Certificate in Spirituality

The certificate consists of 15 graduate credits. The 15 credits may be earned by taking the 4 courses listed below and one elective course from the courses listed for the M.A. in Theology program. The certificate provides the theological foundations for these ministries. The certificate may be taken alone or in combination with the M.A. in Theology program.

**Required Courses**

| | | |
|---|---|---|
| THEO641 | Christian Spirituality Through the Ages | 3 |
| THEO663 | Spirituality & Ethics | 3 |
| THEO667 | Wisdom of the Mystics | 3 |
| THEO674 | Christian Spirit & Charity | 3 |

**Elective Course (3)**

Choose one from courses listed for the M.A. in Theology program (p. )

## Leadership Certificate in Hispanic Ministry

Passionate for the Gospel, witnessing to the Legacy of Vincent DePaul and Elizabeth Ann Seton, impelled by the Mission and Values of the College of Saint Elizabeth, the Leadership Certificate in Hispanic Ministry supports students in their quest for ongoing faith formation as ministers and leaders. This includes formal classes, appropriate workshops, liturgies, days of reflection and retreats. This certificate is infused with a Hispanic/Latino cultural dimension for such ministers to be able to effectively perform their work and live the Gospel with Hispanics in the US Catholic Church.

**Requirements (24 credits)**

| | | |
|---|---|---|
| REL100 | | |
| REL110 | Hebrew Scriptures* | 4 |
| REL200 | Bioethics* | 4 |
| REL210 MP | Challenges in Ministry Today | 4 |
| REL215 MP | Pastoral Ldsp | 4 |
| REL280 | Pastoral Internship I | 2 |

## Related Requirement

Students are expected to participate in ongoing spiritual formation, which includes appropriate workshops, liturgies, retreats and days of reflection for personal faith development. More detailed information is given upon acceptance into the program.

# Sociology

## Program Overview

The mission of the Sociology Program is to engage students in the empirical study of society and social behavior, enabling students to understand their social world, to recognize the forces of change operative within it, and to critique conditions affecting social life.

The goals of the Sociology Program are:

- To facilitate student learning of sociological theory, sociological research methods, and substantive areas of the discipline appropriate to baccalaureate-level education;
- To enable students to develop skills needed for conducting, evaluating, analyzing, and presenting research;
- To promote in students scholarly integrity and compliance with professional codes of ethics; and
- To graduate women prepared for further study, for career-track employment, and for life in a changing society.

The Program also introduces students interested in the social work profession to that field of study through a four-course concentration in social work.

Our course offerings acquaint students with the major concepts, significant findings and diverse theoretical perspectives of sociology. They also facilitate students' understanding of the process of social research, their acquisition of research skills, and their use of appropriate computer resources, and they and prepare students for related graduate study and/or for varied careers utilizing their knowledge of sociology and their analytical skills. Service learning, field work, and internship opportunities are available.

Sociology works excellently as a double major, enabling students to place the understandings that they gain in another discipline within the larger context of society and to study the impact of this other discipline on, and within, society. Recently, sociology students have most often double majored with education, psychology, justice studies, communication, business, or a foreign language, though double majors with many other fields are possible.

## Outcomes

The successful Sociology major will be able to:

- Understand the major concepts, methodologies, and theoretical perspectives of sociology;
- Analyze literature on topics of sociological importance;
- Conduct research consistent with scientific and ethical guidelines; and
- Create and present academic work (papers, posters, oral and technologically-enhanced presentations) that represents one's sociological knowledge and values.

In addition, students who participate in sociology and social work internships will employ their study of sociology and social work in a field work setting, preparing them for work and/or further study in those fields.

## Graduates

A bachelor's degree in Sociology is a very a useful degree, as most employers realize the importance of hiring people who are skilled in understanding and working with diverse multicultural populations and who possess keen analytical reasoning, research, and communication skills. It complements the study of education, business (especially marketing and economics), justice studies, psychology, communication, history, political science, and American Studies especially well, as it overlaps with and has much in common with each of these disciplines, and provides a solid basis for future study in any of these fields. It also prepares students for the study and practice of law, public health and policy, and graduate study in a wide variety of disciplines.

Sociologists work in such areas as:

- Corporations and various businesses
- Governments and policy analysis
- Law
- Personnel and human resources
- Public relations
- Research and polling
- Sales
- Social activism (consumer, environmental, etc.)
- Social Services
- Teaching

Recent graduates of the College of Saint Elizabeth Sociology Program have also gone on to pursue advanced graduate education in the fields of sociology, social work, psychology, law, and business.

## B.A. in Sociology

### Requirements (34 credits)

**Required Courses (22 credits)**

| | | |
|---|---|---|
| SOC101 | Introduction to Sociology | 4 |
| SOC371 | Sociological Theory | 4 |
| SOC301 | Social Research Methods | 4 |
| SOC331 | Race, Class, and Gender | 4 |
| SOC365 | Data Analysis | 4 |
| SOC431 | Senior Seminar | 2 |

**Elective Courses (12 credits)**

**Two 200-level (or higher), 4-credit courses, selected from among:**

| | | |
|---|---|---|
| SOC201 | Social Problems | 4 |
| SOC207 | Intro to Social Welfare & Social Work | 4 |
| SOC251 | Sociology of the Family | 4 |
| SOC281 | Sociology of Aging | 4 |
| SOC221 | Cultural Diversity | 4 |

**One 300-level (or higher), 4-credit course, or combination of courses to equal 4 credits, selected from among:**

| | | |
|---|---|---|
| SOC311 | Criminology | 4 |
| SOC319 | Community Service and Involvement | 2 |
| SOC321 | Urban Sociology | 4 |
| SOC351 | Sociology of Organizations/Bureaucracy | 4 |
| SOC361 | Social Change | 4 |
| SOC399 | Special Topics | 4 |
| SOC403 | Seminar Social Psych | 4 |
| SOC491 | Independent Study | 3 |
| SOC495 | Internship | 3 |

### Course Sequence for BA in Sociology

**First Year**

**Fall Semester (12-16 Credits)**

| | | |
|---|---|---|
| | General Education and Electives | 12-16 |

**Spring Semester (12-16 Credits)**

| | | |
|---|---|---|
| | General Education and Electives | 12-16 |

**Second Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| SOC101 | Introduction to Sociology | 4 |
| SOC207 | Intro to Social Welfare & Social Work | 4 |

| | | |
|---|---|---|
| SOC281 | Sociology of Aging | 4 |
| | General Education and Electives | 6-8 |

SOC101: Core course requirement.

SOC207: Social work concentration.

SOC281: Sociology elective required for Major: Two 200 level (8 credits) one 300 level (4 credits).

**Spring Semester (16 Credits)**

| | | |
|---|---|---|
| SOC221 | Cultural Diversity | 4 |
| SOC201 | Social Problems | 4 |
| SOC305 | Social Welfare Programs, Policies, & Iss | 2 |
| | General Education and Electives | 6 |

SOC221, SOC201: Sociology electives required for Major: Two 200 level (8 credits) one 300 level (4 credits).

SOC305: Social work concentration.

**Third Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| SOC301 | Social Research Methods | 4 |
| SOC371 | Sociological Theory | 4 |
| SOC403 | Seminar Social Psych | 4 |
| | General Education and Electives | 2-4 |

SOC301, SOC371: Core course requirement.

SOC403: Sociology electives required for Major: Two 200 level (8 credits) one 300 level (4 credits).

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| SOC365 | Data Analysis | 4 |
| SOC331 | Race, Class, and Gender | 4 |
| SOC307 | Methods in Social Work | 4 |
| | General Education and Electives | 2-4 |

SOC365, SOC331: Core course requirement.

SOC307: Social work concentration.

**Fourth Year**

**Fall Semester (14-16 Credits)**

| | | |
|---|---|---|
| SOC431 | Senior Seminar | 2 |
| SOC351 | Sociology of Organizations/Bureaucracy | 4 |
| | General Education and Electives | 8-10 |

SOC431: Core course requirement.

*SOC351:* Sociology electives required for Major: Two 200 level (8 credits) one 300 level (4 credits).

**Spring Semester (14-16 Credits)**

| | | |
|---|---|---|
| SOC495 | Internship | 3 |
| SOC399 | Special Topics | 4 |
| | General Education and Electives | 8-10 |

SOC495: Social work concentration.

SOC399: Sociology electives required for Major: Two 200 level (8 credits) one 300 level (4 credits).

## Social Work Concentration

**Optional for Sociology Majors (12 credits)**

| | | |
|---|---|---|
| SOC207 | Intro to Social Welfare & Social Work | 4 |
| SOC307 | Methods in Social Work | 4 |
| SOC305 | Social Welfare Programs, Policies, & Iss | 2 |
| SOC495 | Internship | 3 |

SOC207 can double-count for the Sociology Major

Total for Sociology Major with Social Work concentration – 8 additional credits beyond sociology major – 42 credits

## Capstone Experience

The Sociology capstone experience encompasses (a) the production (in SOC301 and SOC365) and presentation to members of the CSE community (in SOC431) of a paper and poster representing a comprehensive literature review; and (b) the production (in SOC431) of a project representing empirical research. Students must also pass

comprehensive objective exams given in SOC371 and SOC301 with a grade of 70 or better to remain in the major.

### Sufficient Progress in the Major

Students must achieve C's or better in all sociology courses for them to count for the major. If a student receives a grade lower than a C in a course she must re-take the course in order to attain a C or higher. If a student receives grades lower than C in two or more sociology courses she may be dropped from the major.

## Minor in Sociology

**Requirements (18 credits)**

| | | |
|---|---|---|
| SOC101 | Introduction to Sociology | 4 |
| SOC301 | Social Research Methods | 4 |
| SOC331 | Race, Class, and Gender | 4 |
| SOC | 200 or 300-level elective | 4 |
| SOC | 300 level elective | 2-4 |

Electives cannot be social work courses

## Minor in Women's Studies

### Program Overview

The Women's Studies program includes an interdisciplinary minor with a focus on gender and its role in society. Through a variety of disciplinary topics and representations, students who minor in Women's Studies acquire perspectives about the current status of women in the United States and worldwide. Such perspectives are vital for students to help them understand their own place in society and the world at large.

The mission of the Women's Studies Program is to provide students with the materials to critically examine constructions of gender in society. The Program is interdisciplinary, and includes perspectives on women's experiences and representations in history, art, literature, music, psychology, science, sociology, health, politics, and theology. In addition, students study theoretical and methodological approaches to feminist thought and gender scholarship.

### Outcomes

A minor in Women's Studies will demonstrate knowledge of:

- Women's roles, contributions, and status in social and cultural contexts
- Women's contributions to history as well as current social/historical/political practices
- Key figures and concepts in feminist study
- Reading texts and images through the lens of gender

Requirements (18 credits)

**Required Courses**

| | | |
|---|---|---|
| WS105 | Intro to Women's Studies | 4 |
| WS395 | Sem Women's Studies | 4 |

**Students must choose three courses from the following:**

| | | |
|---|---|---|
| ART239 | The Feminine Aesthetic:Women in Vis Arts | 4 |
| ENG209 | Women in Film | 4 |
| ENG239 | Women's Literature:A Different Voice | 4 |
| ENG315 | Seminar in Lit and Cultural Context | 4 |
| ENG315 | Seminar in Lit and Cultural Context | 4 |
| HIS245 | Women's History | 4 |
| JUS201 | Women & the Criminal Justice System | 4 |
| JUS341 | Women & the Law | 4 |
| MUS121 | Women's Works:Lives & Music of Female Co | 3 |
| PE235 | | |
| PHIL230 | Women in Philospohy | 4 |
| SOC251 | Sociology of the Family | 4 |
| SOC399 | Special Topics | 4 |
| WS255 | Honors Multidisiplinary Seminar | 3 |
| WS299 | Spec Topics: | 3 |

ENG239, ENG315 A maximum of eight credits can be taken in literature.

# Spanish

## Program Overview

The minor in Spanish equips students with the expertise and the knowledge that specialists in culture, linguistics, and literature can bring in tomorrow's workplace. The program offers quality instruction that reflects the increasingly interdependent and global nature of culture, knowledge and the world in the 21st century, as well as the growing inter-connectedness of peoples and places in the local, regional, national, and global communities. Through interactive coursework at home and/or abroad, reflective papers, research, travel and presentations, the program enables students:

- To develop an understanding of cultures and history of the Spanish-speaking world;
- To understand, read, write, and speak Spanish;
- To gain a thorough knowledge of the corresponding countries, traditions and peoples in these regions.

The inherent multidisciplinary nature of culture and language studies as well as the geographic variety of areas to be covered requires that the faculty work with other programs as well as similar programs in the neighboring universities.

Students pursuing a minor in Spanish obtain a strong grounding in global affairs which teaches them how to engage in problem-solving across boundaries and cultures, and how to critically evaluate information from a comparative perspective. This training also involves learning how to become an effective communicator which includes learning how to argue and defend complex views before a variety of global audiences. Well-developed global awareness and communicative competence make students with a Spanish minor very attractive to companies and organizations.

## Outcomes

Minors in Spanish will be able to:

- Demonstrate proficiency in the discussion and analysis of cultural, political, historical, and literary issues within the respective language countries.
- Demonstrate the four language skills (reading, writing, speaking and comprehension) at an intermediate-high level.

## Graduates

Our graduates are equipped to pursue careers in international education, business, law, diplomatic service, and journalism; and to work with international corporations, international service organizations, and non-profit organizations with global agendas and responsibilities.

## Minor in Spanish

### Requirements (18 credits)

**Select one from the following two core foundational courses (4)**

| | | |
|---|---|---|
| WCL100 | Introduction to the Study of Languages | 4 |
| WCL115 | Principles of Human Geography | 4 |

**Select one from the following two exploratory courses (4)**

| | | |
|---|---|---|
| WCL200 | Literature Survey | 4 |
| WCL205 | AreaStudies:Culture & Traditons | 2 |

**Select two from the following three analytical courses (8)**

| | | |
|---|---|---|
| WCL300 | Reading & Contexts | 4 |
| WCL305 | Composition & Conversation | 4 |
| WCL310 | Grammar & Style | 4 |

**The following course is mandatory for all minors (2)**

| | | |
|---|---|---|
| WCL495 | Experience (Internship/Study Abroad) | 2 |

Note: WCL205 can be taken twice.

# Course Sequence

## BA in Chemistry

### Pre-Pharmacy Track

N.B. An overall GPA of 2.85 is required. Pre-requisite science courses should include no more than one grade of C.

One course in public speaking and one course in economics is required.

### Pre-Physician Assistant Track

#### Recommended Course Sequence: Pre-Physician Assistant Track

**First Year**

**Fall Semester (First Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | or | |
| MATH119 | Elementary Statistics | 4 |
| CSE110 | Literacy I | 4 |

**Spring Semester (Second Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| CSE120 | Intergrated Literacy II | 4 |

CHEM153: Prerequisites apply.

**Second Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO209 | Microbiology | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CSE | CSE200-level General Education | 4 |
| MATH119 | Elementary Statistics | 4 |
| | or | |
| CSE | CSE200-level General Education | 4 |

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| CSE | CSE200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO251, CHEM213, CSE200-level, CSE300: Prerequisites apply.

**Third Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO123 | Anatomy & Physiology II | 4 |
| BIO | BIO300/400 | 4 |
| CHEM325 | Biochemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO300/400, CHEM325, CSE200-level, CSE300: Prerequisites apply.

CSE300, CSE200-level: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO125 | Women & Science:History,Health & Hope | 3 |
| BIO303 | Genetics | 4 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| | or | |
| CSE400 | Essentials Capstone | 4 |
| CHEM323 | Biochemistry I | 3 |
| | or | |
| | Free Elective | 4 |

BIO303, CSE300, CSE400: Prerequisites apply.

CSE300: If not yet taken

CHEM323: Recommended.

**Fourth Year**

**Fall Semester (First Semester) (16-17 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| BIO431 | Senior Seminar | 1 |
| PHYS149 | General Physics I | 4 |
| CSE400 | Essentials Capstone | 4 |
| | and-or | |
| | Free Elective | 3-4 |

BIO300/400, BIO431, CSE400: Prerequisites apply.

CSE400: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| PHYS153 | General Physics II | 4 |
| PSYCH | PSYCH100 | 4 |
| CSE400 | Essentials Capstone | 4 |
| | and-or | |
| | Free Elective | 4 |

BIO300/400, CSE400: Prerequisites apply.

CSE400: If not yet taken.

## Pre-Physical Therapy Track

### Recommended Course Sequence for Pre-Physical Therapy Track

Total credits: 122

**First Year**

**Fall Semester (First Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO111 | Fundamentals of Biology I | 4 |
| CHEM151 | General Chemistry I | 4 |
| MATH149 | Pre-Calculus Math | 4 |
| | or | |
| MATH119 | Elementary Statistics | 4 |
| CSE110 | Literacy I | 4 |

**Spring Semester (Second Semester) (18 Credits)**

| | | |
|---|---|---|
| BIO113 | Fundamentals of Biology II | 4 |
| CHEM153 | General Chemistry II | 4 |
| MATH151 | Calculus I | 4 |
| CSE120 | Intergrated Literacy II | 4 |

CHEM153: Prerequisites apply.

**Second Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO209 | Microbiology | 4 |
| CHEM211 | Organic Chemistry | 4 |
| CSE | CSE200-level General Education | 4 |
| MATH119 | Elementary Statistics | 4 |

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO251 | Cellular Biology | 4 |
| CHEM213 | Organic Chemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| CSE | CSE200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO251, CHEM213, CSE200-level, CSE300: Prerequisites apply.

**Third Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO123 | Anatomy & Physiology II | 4 |
| BIO | BIO300/400 | 4 |
| CHEM325 | Biochemistry II | 4 |
| CSE | CSE200-level General Education | 4 |
| | or | |
| CSE300 | Faith,Spirituality & Ethics I | 4 |

BIO300/400, CHEM325, CSE200-level, CSE300: Prerequisites apply.

CSE200-level, CSE300: If not yet taken.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO125 | Women & Science:History,Health & Hope | 3 |
| BIO303 | Genetics | 4 |
| CSE300 | Faith,Spirituality & Ethics I | 4 |
| CHEM323 | Biochemistry I | 3 |
| | or | |
| | Free Elective | 4 |

BIO303, CSE300, CHEM323: Prerequisites apply.

CSE300: If not yet taken.

CHEM323: Recommended.

**Fourth Year**

**Fall Semester (First Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| BIO431 | Senior Seminar | 1 |
| PHYS149 | General Physics I | 4 |
| CSE400 | Essentials Capstone | 4 |
| | Free Elective | 3 |

BIO300/400, BIO431, PHYS149, CSE400: Prerequisites apply.

**Spring Semester (Second Semester) (16 Credits)**

| | | |
|---|---|---|
| BIO | BIO300/400 | 4 |
| PHYS153 | General Physics II | 4 |
| CSE400 | Essentials Capstone | 4 |
| | Free Elective | 4-8 |

BIO300/400, PHYS153, CSE400: Prerequisites apply.

CSE400: If not yet taken.

*N.B.* Two courses in Psychology are required as free electives.

## BA in Allied Health Studies

Internship requires 60 hours in the field for 2 credits; students may complete 2 or 4 credits of internship.

# Courses

## AHS - Allied Health Studies

AHS 101 - Introduction to Allied Health Studies (4)
This introductory course will provide students with an overview of the health care system and the skills they will need to work in this system. The course will look at the profession from a professional and personal perspective. Topics on the professional aspect will include: health care today, language of health care, the human body, personal and workplace safety, communication in health care settings, health care skills, business of health care and opportunities in health care professions. The areas of personal perspective will include all issues related to work-life balance and incorporating health practices in their lives which will enhance their quality of life.

AHS 200 - Global Health and Cultural Perspectives (4)
This course is a comparative study of disease ecology and medical systems of other cultures. The roles of disease in human evolution and history will be examined. The sociocultural factors affecting contemporary world health problems, the cultural aspects of ethno-medicine and biomedicine, as well as ethnicity and health care will be explored.

AHS 215 - Special Topics (2)
This course will permit students to take an elective in Allied Heath that focuses on a different topic each time it is offered. Prerequisites may apply.

AHS 300 - Health Care Organizations & Delivery Sys (4)
The organization, administration and functions of health services in the United States and other major nations will be examined. Social and public agencies that affect the US health care system will also be studied. Methods currently employed in the US for analysis and evaluation of health care systems will be explored. This course will offer opportunities for students to apply these principles in various areas of the health care system. An in-depth examination of current U. S. policies and practices pertaining to Medicare Medicaid will be evaluated. Insurance and the current health care laws will be monitored and the impact on society will be integrated into the course. Prerequisite: AHS 101.

Prerequisite: AHS101.

AHS 307 - Epidemiology and Human Disease (4)
The course will address distribution and determinants of disease/conditions in populations. An overview of epidemiological principles and practices using current health topics will be presented. This course provides a general overview of diseases, etiology, pathophysiology, diagnosis, prognosis and treatment. Medical resources in disease management will be considered. Mental health issues will also be examined. Special attention will be given to disease prevention. The role of alternative medicine will also be discussed. Prerequisite: AHS 101.

AHS 310 - Health Promotion & Planning (4)
This course focuses on the process of designing, planning and implementing health education and health promotion programs. The methods of conducting a needs assessment, the development of program goals and objectives, and the internal and external factors that affect program development and implementation are central focuses of this course. Students will complete create, design, and implement a health care project based on the materials covered in the class. The projects will be created in modular fashion incorporating all aspects of health promotion and planning theories and principles. Prerequisites: AHS 101 and MATH119

Prerequisite: AHS101, MATH119.

AHS 410 - Research in Health Care (4)
This course introduces students to health research methodologies. Students will develop and use the critical skills needed to plan, conduct and analyze a health care project. IRB role and requirements will be examined in light of these projects. The incorporation of statistical measures and principles will be designed specifically for practical application in the health care research project. Prerequisites: AHS 101, AHS 307

Prerequisite: AHS300, AHS310.

AHS 450 - Senior Seminar (2)
This course provides for the culmination and presentation of the research project initiated in the

internship. Students will develop a resume and learn more about professional opportunities in health care. Prerequisites: AHS101, AHS307.

Prerequisite: AHS495.

AHS 495 - Internship (2)
This course is designed to enable students to gain knowledge and experience working within the operation of a health care institution or agency. Students will begin to develop a project under the supervision of a faculty member and a qualified health professional. This project will be completed in the Senior Seminar. Sixty hours of internship work is required for this course. Prerequisite: AHS101, AHS300, AHS307.

Prerequisite: AHS410.

## AMST - American Studies

AMST 101 - Intro to American Studies (2)
This course introduces students to a diverse range of perspectives on American Studies. Using a variety of readings and other source material, including films, students examine key aspects of American society and culture over the course of time. In the process, students become acquainted with the value and vitality of the interdisciplinary approach central to the field of American Studies.

AMST 305 - American Studies JR Sem (2)
This course encourages junior-year American Studies majors to extend, deepen, and amplify their understanding of U.S. life, institutions, and culture, while integrating the interdisciplinary perspectives they have acquired from prior coursework. This will be accomplished through a series of readings, drawn from both subjects within the chosen Concentrations, and through writing assignments developed to accommodate and support each studentâ€™s strongest subjects of academic interest. Prerequisites: AMST 101 and junior status.

Prerequisite: AMST101.

AMST 310 - Independent Study (1)
This course provides the student with two options. For some students, the Independent Study consists of a carefully supervised reading and research project, appropriate for the American Studies major. Typically, this option will be taken by American Studies students enrolled in CSEâ€™s Honors Program. The second option enables students to obtain academic credits for an appropriate educational experience beyond the CSE campus. Such off-campus academic experiences vary and are done in accord with the individual studentâ€™s interests, motivation, and aspirations. Typical experiences consist of extended field trips, academic workshops, projects, or other co-curricular activities. Students will submit a required paper reflecting on what their off-campus academic experience has taught them about American life, society, values, and/or culture. All such off-campus academic experiences must be approved in advance by the appropriate Area Chairperson . Only this type of Independent Study, involving an approved off-campus academic experience, can be substituted for the Internship in the American Studies major program. Prerequisites: AMST 101 -and junior status Can be taken for 1 - 4 credits.

Prerequisite: AMST101.

AMST 467 - American Studies Capstone Experience (2)
This culminating course for senior-year American Studies Majors consists of intensive readings, research, discussion, and analysis of a selected topic, theme, or time period. Perspectives from both of the American Studies majorâ€™s subjects within her chosen concentration will be included in the readings and subject matter. Additionally, Seminar students will complete a substantial research paper, using some primary source material, on an approved topic. At the conclusion of the Seminar, students will give oral presentations on their paper topics. Prerequisites: AMST 101, AMST 305 and senior status.

Prerequisite: AMST101, AMST305.

AMST 495 - Internship (2)
This course introduces students to a diverse range of perspectives on American Studies. Using a variety of readings and other source material, including films, students examine key aspects of American society and culture over the course of time. In the process, students become acquainted with the value and vitality of the interdisciplinary approach central to the field of American Studies.

Prerequisite: AMST101.

# ART - Art

ART 105 - Ceating Art:21st Cent (3)
This is a wide-ranging introduction about how to think and act creatively by using tools in the visual arts, with applications for all other disciplines. Students will experiment in the art studio by beginning with traditional drawing and painting and then by exploring newer techniques, media, materials and styles to generate their own creative concepts and objects. In addition, by interacting with practicing artists and creators, watching clips about world innovators and doing website and library research, students will further build their own creative and innovative abilities. Open to all students; intro requirement for all art major and minors.

ART 117 - Crafts and Alternative Materials (3)
This is an introduction to various craft tools and techniques and alternative materials which can be used to produce both traditional and innovative objects. Techniques such as surface design, bookmaking, felting, glass work, collage and assemblage will be explored.

ART 119 - Intro to Photography (3)
The theory, practice, technique and technology of still photography both in black and white and in color are studied by hands-on use of a 35 mm SLR digital camera and by research into the history of documentary and fine art photography. Students will study composition, lighting, exposure, control and other features while creating photographic projects. Emphasis will also be on learning and using Adobe Photoshop to correct and enhance digital photographs.

ART 120 - Learning to Look at Art (3)
This course is an introduction for all students so that they can explore the fundamental ways to learn about, look at and analyze art from around the world. Organized thematically, the reveals the similarities and differences of art throughout the ages. This is the beginning in a developmental sequence of art history courses. Required for all art majors and minors. Open to all students.

ART 121 - Intro to Advertising & Graphic Design (4)
An introduction to the concepts and methods of modern graphic design including layout, typography, and color through advertising and graphic design projects. Skills are developed in the MAC Lab where students utilize Photoshop, Quark, and the Adobe Suite of programs.

ART 130 - TheDigital Canvas (4)
This course emphasizes the utilization of the computer as a creative tool for the fine artist, designer and illustrator, using software, styluses and tools applicable for digital painting, illustration and design projects. Adobe Illustrator and Photoshop programs will be taught.

ART 201 - Color & Design (4)
This is a hands-on and theoretical study of the principles of color and design. Applications to traditional and contemporary esthetic issues are addressed in both two- and three dimensional objects. Satisfies a Cluster 1 General Education requirement.

ART 205 - Drawing (4)
The practice and theory of drawing using various materials and techniques will be explored through studio exercises in portraiture, the figure, landscape, still life and abstract compositions. The study of anatomy and perspective, the analysis of master drawings and drawing from the model will supplement the studio work.

ART 209 - Calligraphy (3)
The evolution of forms and styles of lettering is studied through presentations of varied and creative alphabet designs and studio practice. The course aims to develop in the student the skills necessary for the art of fine lettering.

ART 211 - Metalcraft & Jewelry (3)
This introduction to the design and hand-fabrication of jewelry and small metal objects is taught through sawing, soldering and stone setting in silver, bronze, copper sheet and wire. Pre-requisite: Art 201 or 205

Prerequisite: ART201, ART205.

ART 213 - Ceramics (3)
This introduction to clay manipulation through slab, coil and wheel construction focuses on traditional as well as contemporary approaches, shapes and objects. Glazing and firing techniques will also be emphasized.

ART 215 - Topics in Studio Art (3)
This course will permit students to take an elective in Studio Art that focuses on a different topic each time it is offered. Topics may include: Anatomy,

Collage, Encaustic Painting, Illustration, Interior Design, Landscape Painting, Life Drawing, Mixed Media Sculpture, or Portraiture. Prerequisites may apply.

ART 218 - Intermediate Digital Photography (4)
Intermediate Digital Photography will help students develop bodie of work that reveal more sopisticated camera and lighting skills, subject matters, conceptual ideas, metaphoric meanings and Photoshop procssing procedures that produce artistic works as well as photographs that enhance design and social media needs.

Prerequisite: ART119.

ART 220 - Great Works of World Art I (4)
This introduction to art history explores art from the worldâ€™s prehistoric times through the 14th century. Investigation of secular and religious themes around the world in painting, sculpture, decorative arts and architecture will reveal their similarities and differences. The focus will be 100 important works of world art prior to the year 1400. Lectures, discussions, DVDs, library and website research, and museum visits provide insight into the topic.

ART 230 - Great Works Wrld Art II (4)
This art history course compares artistic tradition and innovation in various countries from the year 1400 to the present. Students will learn about the range of artistic possibilities by exploring, for example, Italian Renaissance, Japanese Momoyama, French Impressionist, and American Abstract Expressionist art in addition to contemporary conceptual and installation projects from around the world. The focus will be 100 important works of world painting, sculpture, decorative art, and architecture during the last six centuries. Lectures, discussions, DVDs, library and website research, and museum visits provide insight into the topic.

ART 239 - The Feminine Aesthetic:Women in Vis Arts (4)
This history of women artists reveals their contributions and the social strictures which affected and often impeded their careers. The course will investigate how and why women triumphed in their attempts to create great art. Lectures, discussions, DVDs, library and website research, and museum visits provide insight into the topic.

ART 240 - American Art (4)
The history of American Art, 1600 to the present, will be explored and contextualized based on its Native American and European origins, internal developments and the influence of immigrant and world cultures. The focus will be 100 important works of American painting, sculpture, decorative arts, photography and architecture. Lectures, discussions, DVDs, library and website research, and gallery and museum visits provide insight into the topic.

ART 250 - Artists in Film (4)
Visual artists have often been the subject of documentaries as well as major motion pictures. In this course, films of both types will be studied to reveal the truth and myth-making that is conveyed about painters, sculptors, photographers and architects in a medium that owes much to the visual art it is studying. Films will be contextualized through lecture, discussion, DVDs, library and website research and gallery and museum visits.

ART 255 - Typography and Layout (4)
This course provides students with comprehensive processes for developing and choosing typography and layout options. Students are taught how typography relates to different creative fields in the advertising and graphic design industries and fine arts. Adobe Illustrator  Photoshop will be used. Pre-requisite: Art 121 or permission of the instructor.

Prerequisite: ART121.

ART 260 - Intermed Advertising and Graph Des (4)
This course offers the student intermediate processes and practices in different creative fields in the Advertising  Graphic Design industries through poster, book jacket and magazine layout projects. Adobe Illustrator, Photoshop  InDesign programs will be used. Pre-requisite: Art 121 or permission of the instructor.

Prerequisite: ART121.

ART 300 - Painting Processes (4)
This is an introduction to the study and creative practice of traditional and contemporary watercolor, acrylic and oil painting techniques. Students will become familiar with paint chemistry

and application on a variety of surfaces through various exercises and projects. Pre-requisites: Art 201 and Art 205, or permission of the instructor.

Prerequisite: ART201, ART205.

ART 307 - Printmaking (3)
Basic printmaking techniques and processes are introduced and explored through wood and linoleum relief printing, monotype printing, and both traditional and photo etching. Pre-requisite: Art 205 or permission of the instructor.

Prerequisite: ART205.

ART 310 - 2D and 3D Package Design (4)
This course provides students with a comprehensive history as well as the processes and practices in 2-D and 3-D design as they relate to the packaging industry. Students will develop their own products, research the market for comparisons and present their product in various packaging options. They will also develop a digital model of their product. Adobe Illustrator and Photoshop programs are used together with hands-on comping techniques. Pre-requisite: Art 121 or permission of the instructor.

Prerequisite: ART121.

ART 315 - Advanced Graph Design and Portfolio (4)
This course provides students with an opportunity to re-think, modify, and amplify their prior graphic design projects and create more advanced ideas. Students will then prepare a comprehensive professional portfolio and presentation kit in both traditional and digital formats for graduate school or job interviews. Graphic Design minors only. Pre-requisite: Permission of the instructor.

ART 318 - Advanced Drawing (4)
Advanced Drawing will provide students with challenging subject matter in terms of figure, still life, landscape, presepctive and abstract compostions. New approaches, techniques, paper and supports, and drawing materials will be introducted. Drawing will be considered as both a preparatory and unique artistic medium.

Prerequisite: ART205.

ART 321 - Advanced Painting (4)
Further study of painting techniques is conducted by means of individual projects in various media according to the studentâ€™s interests and capabilities. Trends in traditional and contemporary painting methods and media are explored during the studio practice and through lecture, discussion and studio problems. Pre-requisites: Art 201, Art 205 and Art 300.

Prerequisite: ART201, ART205, ART300.

ART 325 - Adv Sculpture (4)
Further study of sculptural techniques is conducted by means of individual projects in various media according to the studentâ€™s interests and capabilities. Trends in contemporary sculptural methods and media are explored. Pre-Requisites: Art 201, Art 205 and Art 305.

Prerequisite: ART201, ART205, ART305.

ART 330 - JR Professional Practice Seminar (1)
This course introduces Art Majors in their junior year of study to professional preparation through the creation of a business card, cover letter, resume, artistâ€™s statement, and art portfolio. Professional â€œdoâ€™s and donâ€™ts,â€ as well as an introduction to careers in various art related fields, will be discussed by program professors and outside professionals working in the visual arts. Pre-requisite: junior status.

ART 365 - Junior Creative Research (1)
This is an opportunity for students to work under the guidance of an instructor to create original work in a selected area of studio art or to independently research a topic in art history. Open to junior art majors or other juniors at the discretion of the Program Chairperson. Can be taken for 1 - 4 credits.

ART 433 - Senior Art Seminar (3)
This seminar investigates themes and ideas in international art from 1900 to the present. The course is guided by readings, discussions, and museum and gallery visits that encourage contemplation of significant issues and problems addressed in modern and contemporary art. The course includes preparation for the Senior Art Major Capstone exam as well as the guided development of the Senior Art Portfolio and the Senior Art Exhibition. Open only to senior art majors.

ART 465 - Senior Creative Research (1)
This is an opportunity for students to work under the guidance of an instructor to create original

work in a selected area of studio art or to independently research a topic in art history. Open to senior art majors or other seniors at the discretion of the chairperson. Can be taken for 1 - 4 credits.

ART 491 - Ind Study (3)
An independent study is a carefully supervised advanced art or art history project, designed through consultation between the student and the instructor. Can be taken for 1-4 credits.

ART 495 - Internship (1)
A unique opportunity is offered to the serious art student to work and study under arts professionals in galleries, museums, studios or other appropriate locations. Each student in this internship will receive additional guidance from a mentor within the Art Program. The studentâ€™s performance will be evaluated by both the field instructor and the mentor. Students must be a junior or senior, art major or minor, or have the permission of the Program chairperson. Can be taken for 0 -4 credits

## BIO - Biology

BIO 101 - Biology in Society (3)
A course designed for the non-science major. This course will include lectures on scientific topics such as basic genetics, human disease, current medical topics in the news and environmental issues. Oral presentations and class discussions will also be integrated into this course.Satisfies Cluster 3 General Education requirement.

BIO 103 - Concepts of Biology (3)
An introduction to biology for the non-science majors. Concepts covered will include such topics as the principles of evolution, taxonomy and speciation, evolution of plant life cycles, diversity of animals and their evolutionary relationships, fundamental properties of the cell, basic principles of heredity, cytogenetics and gene expression. Applications for everyday life and selected activities based on these concepts will be included. Satisfies Cluster 3 General Education requirement.

BIO 105 - Human Genetics (4)
A course designed to introduce the non-major student to basic concepts in human genetics. Topics include the cell, meiosis and development, transmission genetics, DNA and chromosomes, and an overview of current genetic technologies. Oral presentations and class discussions will also be integrated into this course.Satisfies Cluster 3 General Education requirement.

BIO 109 - Microbes & Society (3)
Explore the diversity of life not visible with the naked eye. This course will study the role and significant impact that microscopic organisms such as bacteria and viruses have on our lives and the world as a whole. Learn the positive impact they have on the food industry and agriculture, in the biotechnology and health industry, and in the environment. Learn of their negative role in disease and their threat as weapons in bioterrorism. This course will consist of lectures, lab demonstrations, class discussions and student presentations. Satisfies Cluster 3 General Education requirement.

BIO 111 - Fundamentals of Biology I (4)
The first semester of a two-semester introductory course for biological science majors. Basic principles of modern biology will be presented. Major topics include the scientific method, chemical organization of life, structure, function and metabolism of the cell, photosynthesis, genetic basis of life, evolution, animal behavior and ecology. Lecture and investigative based experiments are incorporated into this course. Lecture: 3 hours; Lab 3 hours.

BIO 111L - Lab:Fund of Bio I (0)
Lab:Fund of Bio I

BIO 113 - Fundamentals of Biology II (4)
The second semester of a two-semester introductory course for biological science majors. This course is a continuing study of living organisms and processes. Emphasis will be on the diversity of life, morphology, phylogeny and physiology of plants and animals. Lecture and investigative based experiments are incorporated into this course. Lecture: 3 hours; Lab 3 hours.

Corequisite: BIO113L.

BIO 113L - Lab:Fund Bio II (0)
Lab:Fund Bio II

Corequisite: BIO113.

BIO 117 - Human Physiology (4)
A study of the structure and function of the organ systems of the human body and the mechanisms

which control them. Topics include energy conversions in living cells, enzyme catalysis, metabolic pathways; and digestive, cardiac, respiratory, urinary and immune function. Lecture and investigative based experiments are integrated. Lecture: 3 hours; Lab: 2 hours.

BIO 117L - Lab:Human Physiology (0)
Lab:Human Physiology

BIO 119 - Current Topics in Science (1)
An examination of current areas of interest in science based on current issues in the news or various discoveries in science. Students will be challenged to examine the subject areas from a scientific, cultural, ethical, and moral standpoint. Prerequisite: First-year students only; permission of Department Chair required.

BIO 121 - Human Anatomy & Physiology I (4)
This course involves the study of the structure and function of the human body. The lecture portion of the course begins with the chemical, cellular, and tissue levels of organization in the body. The course then progresses to the anatomy and physiology of the integumentary, skeletal, muscular and nervous systems. The laboratory portion of the course utilizes anatomical models and preserved specimens. In addition, students will perform physiological lab experiments and utilize computer-simulated experiments. Lecture: 3 hours; Laboratory: 3 hours No pre-requisites, although high-school general biology and chemistry courses are recommended.

BIO 125 - Women & Science:History,Health & Hope (3)
This course addresses issues in science of importance to women. The role of women as scientists, both historically and currently; women's health-the science involved as well as the social and political issues associated with women's health; and the importance of the involvement of women in all aspects of science. The course will develop critical thinking skills for application to relevant science-related issues of importance to women at the individual to the global level. Satisfies Cluster 3 or Cluster 5 General Education requirement.

Crosslisted as: CHEM125.

BIO 209 - Microbiology (4)
A comprehensive introduction to the biology of microorganisms with special emphasis on bacteria and viruses. A survey of systematics, serology, immunology, ecology, genetics, and representative diseases of microbial origin together with the mechanisms for pathogenicity.will be studied. Fundamental microbial laboratory techniques will be integrated into this course. Prerequisite: BIO 111. Pre-corequisite: CHEM 151. Lecture: 3 hours; Lab 3 hours.

BIO 209L - Lab:Microbiology (0)
Lab

BIO 251 - Cellular Biology (4)
Advanced exploration of the morphology, physiology and biochemical aspects of eukaryotic and prokaryotic cells. Discussion includes organelle structure and function, cell membranes, the cytoskeleton, extracellular matrices, enzymes, metabolic pathways, cell division, gene expression, cell movement, and inter- and intra- cell signaling. Fundamental cell biology techniques are incorporated into this course. Students will also use problem-based laboratory examples to learn the required calculations and practical laboratory practices required for bench laboratory research. This course is intended for the biological science major. Prerequisite: BIO 111 and 113. Pre-corequisite: CHEM 151 and CHEM 153. Lecture: 3 hours; Lab 3 hours.

Prerequisite: BIO111, BIO113, CHEM151, CHEM153.

BIO 251L - Lab:Cellular Biology (0)
Lab

BIO 303 - Genetics (4)
A study of the principles of both modern and Mendelian genetics and theories including the chemical nature, location, organization, mechanisms of transfer, expression, and evaluation of the information encoded in nucleic acids. Theories of genetic engineering will be introduced. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153 Lecture: 4 hours.

Prerequisite: BIO111, BIO113, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 305 - Embryology (4)
A study of major developmental stages and processes with an emphasis on vertebrate embryos. Topics include gametogenesis, primary germ layer formation, and organogenesis. Concepts of differentiation, tissue induction, and morphogenesis will be included. Experimental experiences include work with both vertebrate and invertebrate living organisms. Lecture and investigative based experimental activities are incorporated into this course. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 2 hours; Lab 4 hours.

Prerequisite: BIO111, BIO113, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 305L - Lab:Embryology (0)
Lab

BIO 309 - Histology (4)
The microscopic study of tissues and the tissue organization of organs in relation to their function using light and electron microscopy. Tissue preparation for microscopic study, histochemistry, stains and stain technology will be included. Lecture and investigative based experimental activities are incorporated into this course. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 2 hours; Lab 4 hours.

Prerequisite: BIO111, BIO113, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 309L - Lab:Histology (0)
Lab

BIO 311 - Environmental Science (4)
A course examining the various forces, both natural and man-made, affecting our environment. Scientific principles and concepts that form the knowledge base for an understanding of our interactions with the natural environment will be explored. Integrated field study activities that illustrate crucial environmental issues and relevant topics are investigated. Class meets 6 hours. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 2 hours; Lab 4 hours.

Prerequisite: BIO111, BIO113, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 311L - Lab:Env Science (0)
Lab

BIO 313 - Principles of Electron Microscopy (4)
An integrative course studying theory and practice of scanning electron microscopy. Fundamental techniques in electron microscopy will be introduced, emphasizing specimen preparation and interpretation of micrographs. A survey of biological ultrastructure will be offered. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 2 hours; Lab 4 hours.

Prerequisite: BIO111, BIO113, BIO251.

BIO 313L - Lab:Elect Micro (0)
Lab

BIO 321 - Comparative Anatomy (4)
A comparative anatomical study including embryology, changes and adaptations found in the major vertebrate classes. This course will incorporate dissection of typical vertebrates. Class meets 6 hours. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 2 hours; Lab: 4 hours.

Prerequisite: BIO111, BIO113, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 321L - Lab:Comparative Anatomy (0)
Lab

BIO 333 - Research I (1)
Research on one aspect of a biological problem under the supervision of the staff. Projects will involve library and laboratory work. Approval of the Program Chairperson required. Variable Credit, students can register 1 or 2 credits.

BIO 409 - Virology (4)
An introduction to the structure, of viruses, the organization of their genomes.and replication. An emphasis on viruses that infect vertebrates will be studied. Students will be required to present an oral presentation on current research of viruses. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 4 hours.

Prerequisite: BIO111, BIO113, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 411 - Pathogenic Microbiology (4)
A survey of biologic basis of infectious disease associated with human microbial illnesses will be

examined. Topics will include the mechanisms by which they cause diseases and how the body fights the microorganisms. Common microbial techniques such as isolation, detection and identification of human pathogenic microorganisms will be incorporated into this course. Prerequisite: BIO 111, 113, 209 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 3 hours; Lab: 3 hours

Prerequisite: BIO111, BIO113, BIO209, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 411L - Lab:Pathogenic Microbiology (0)
Lab

BIO 413 - Molecular Biology Techniques (4)
A study of the concepts of molecular biology with emphasis on theory and laboratory techniques. Students engage in hands-on learning activities of molecular biology and biotechnology. Techniques include electrophoresis affinity, chromatography, peptide mapping and western blotting, restriction nuclease mapping, southern blot hybridization and various DNA cloning techniques. BIO 303 can be taken concurrently. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 2 hours; Lab: 4 hours.

Prerequisite: BIO111, BIO113, BIO251, CHEM151, CHEM153.

BIO 413L - Lab:Molecular Biology Techniques (0)
Lab

BIO 415 - Immunology (4)
A study of several topics including cellular and humoral responses, immunoglobulins, antigen-antibody reactions, immunopathology, tissue transplantation, blood transfusion, and vaccines. Experimental activities of basic immunological techniques will be incorporated in this course. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 3 hours; Lab: 3 hours.

Prerequisite: BIO111, BIO113, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 415L - Lab:Immunology (0)
Lab

BIO 417 - Physiology (4)
A study of the dynamics of basic functional activities of tissues, and vertebrate organs systems. An emphasis is placed on metabolism, homeostasis, concepts pertaining to physiological regulation, muscle and nerve physiology. Inquiry-based activities utilizing computer simulations, invertebrate models, and human physiology are integrated into this course. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 3 hours; Lab: 3 hours.

Prerequisite: BIO111, BIO113, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 417L - Lab:Physiology (0)
Lab

BIO 419 - Research Methods (4)
This is a lab-intensive course focusing on techniques used in biological research. Students will engage in hands on laboratory exercises to study biomolecules in both living cells and tissue. Some of the techniques that will be covered include cell culture, PCR, and immunohistochemistry. Scientific literature will be read and discussed each week. Leclab: 6 hours/wk. Prereq: BIO251.

Prerequisite: BIO251.

BIO 431 - Senior Seminar (1)
A course for seniors intended to extend the capacity of the biology major to understand advanced research literature, citations, review articles, and research papers. Emphasis will be placed on understanding advanced molecular methods and techniques and on data analysis. Each student will be required to write a research paper and present the results of her research. Lecture: 1 hour.

BIO 433 - Research II (1)
A continuation of BIO 333. Students will continue to research one aspect of a biological problem under the supervision of the staff. Projects will involve library and laboratory work. In addition, students will gain actual experience in preparing, writing, and presenting a scientific paper. Papers may be submitted for publication. Prerequisite: BIO 333 or approval of chairperson.

Prerequisite: BIO333.

BIO 441 - Special Topics (4)
This course is designed to allow the study of emerging and/or significant areas relevant to biology. Topics may include areas of biology not

offered on a regular basis in the department curriculum.

BIO 491 - Independent Study (3)
Open to sophomore, junior, and senior biology majors. Approval of the chairperson required. Variable credit. Can be taken for 2, 3, or 4 crs.

BIO 495 - Internship (3)
Internship

## BUS - Business Administration

BUS 100 - Intro to Bus:Domestic&Global Dimensions (2)
The Introduction to Business course provides a fundamental working knowledge of the varied aspects of business and prepares students for future studies in more specialized topics within the subject area. Students will increase their awareness of the overall environment and function of business as well as observe its contributions to society. This course also covers communication, technology, globalization, and business ethics.

BUS 200 - Principles of Mgmt&Mgmt Skills (4)
This course is an introduction to the principles of management including planning, organizing, leading, and controlling. The course combines the traditional management process approach with contemporary systems and behavioral approaches. Awareness of the major skill areas of effective management to include communication, motivation, and innovation are addressed. Prerequisite: BUS100 Introduction to Business

Prerequisite: BUS100.

BUS 201 - Intermediate Accounting I (3)
An expanded treatment of theory with special emphasis on major financial statements, cash and temporary investments, receivables, cost and valuation of inventories, and non-current assets. Prerequisite: BUS 103.

Prerequisite: BUS103.

BUS 215 - Principles of Marketing&ConsumerBehavior (4)
Principles of Marketing and Consumer Behavior introduces the basic concepts and tools of modern marketing practice and appreciate the importance of marketing decisions dealing with product, price, distribution and promotion. The course will emphasize the interplay between these marketing decisions and environmental forces (competitive, economic, technological, socio-cultural, and legal-regulatory). The course will also provide the student with an understanding of consumer behavior, market research, market segmentation and positioning. Prerequisite: BUS100 Introduction to Business

Prerequisite: BUS100.

BUS 220 - Theories of Macro & Micro Economics (4)
Theories of Macro and Micro Economics introduce students to the concepts that drive the marketplace and impact business decisions. Problems of consumer behavior and demand, the allocation of resources of production, imperfect competition, oligopoly and monopoly, as well as, concepts of national income analysis, the theory of determination of income and employment, and the problems of fiscal and monetary policies within an international economy area are addressed. Prerequisite: BUS100 Introduction to Business

Prerequisite: BUS100.

BUS 225 - Marketing Communication (4)
A study of the strategies employed in and the application of the marketing process to achieve its goals: informing, influencing, and persuading through advertising, personal selling, direct marketing, sales promotion, and public relations. Both traditional and emerging methods (e.g. the use of the Internet as a promotional channel) will be discussed. Prerequisite: BUS 113. This course is cross-referenced to COMM 225.

Prerequisite: BUS113.

BUS 227 - Theories of Micro Economics (3)
Theories of Micro Economics introduces the student to the concepts that drive the market place and impact how people and businesses make decisions. Problems of how consumer behavior and supply/demand interact with each other are explored.Prerequisite: BUS100

Prerequisite: BUS100.

BUS 229 - Theories of Macro Economics (3)
Theories of Macroeconomics is the concentrated study of economic theory at the macro level. The course examines topics such as competition in markets and industries to the workings of the national and global economy. New economic and

political institutions, especially the role of government and financial markets are added. The Federal Reserve Bank is introducted and described. The determination ofinterest rates, exchange rates and monetary policy is explained. Fiscal versus monetary policy, balance of payment deficits, growth of an econom through time, inflation and unemployment topics are also examined. Prerequisite: BUS227 Theories of Microeconomics.

Prerequisite: BUS100, BUS227.

BUS 235 - Business Law I (3)
This course examines the legal environment of business to include legal liability and ethical issues in the context of today's economic and e-commerce environments. An overview of the American legal system will provide the foundation for students to understand the legal rights, duties and obligations of the individual. Specific emphasis is placed upon ethical values as they relate to criminal, torts, negligence, product liability and contract law. Additional topics addressed will include landlord/tenant disputes, bailment, and personal property law. Prerequisite: BUS100 Introduction to Business

Prerequisite: BUS100.

BUS 236 - Business Law II (3)
This course continues the sudy of the U.S. legal system as it relates to business issues. Students will study negotiable instruments, bailment relationships, partnership law, corporate law and bankruptcy law. Cases illustrating the principles of the law being studied will be used. Articles 3 and 9 of the Uniform Commercial Code will be reviewed. Prerequisite: BUS235 Business Law I

Prerequisite: BUS235.

BUS 240 - Prin of Financial& Managerial Accounting (2)
This course introduces students to the role of accounting as the primary language of business. Basic topics in financial and managerial accounting are introduced. The course reviews fundamental accounting theory, concepts, and principles with emphasis on preparation and understanding of financial accounting statements and their application to the various types of business entities. Business ethics and internal controls are emphasized. An overview of financial analysis and applications of budget and break even analysis is also introduced. Prerequisite: BUS100 Introduction to Business

Prerequisite: BUS100.

BUS 242 - Accounting I (3)
This course introduces students to the role of accounting as the primary language of business. Basic topics of financial accounting are introduced. The course reviews fundamental accounting theory, concepts and principles with an emphasis on the preparation and understanding of financial statements and their application to various types of business entities. Business ethics and internal controls are emphasized. Prerequisite: BUS100

Prerequisite: BUS100.

BUS 243 - Accounting II (3)
This course focuses on financial condition analysis, budgeting process and breakeven analysis in various business settings. Application of concepts of cost and cost allocation are discussed. As in Accounting 1, ethics and controls and compliance are emphasized.Prerequisite : BUS242 and BUS100

Prerequisite: BUS100, BUS242.

BUS 245 - Accounting for Health Care Professionals (4)
Basic accounting and finance concepts are defined and applied to the health care setting.

Prerequisite: BUS240.

BUS 247 - Intermediate AccountingI (3)
This course is an expanded treatment of accounting theory with special emphasis on major financial statemetns, cash and temporary investments, receiveables, cost and valuation of inventoires and non-current assets. Prerequisite: BUS243 Accounting I

Prerequisite: BUS243.

BUS 249 - Intermediate Accounting II (3)
This course is a further expanded treatment of accounting theory with special emphasis on current and contingent liabilities, contributed capital and retained earnings. Prerequisite:BUS247 Intermediate Accounting I

Prerequisite: BUS247.

BUS 300 - Business Finance I (3)
This course describes the theory and practice of basic corporate finance and investments. It focuses on the principles employed in the analysis of financial statements rather than their creation. Topics include capital budgeting, financial planning, interest rates, risk analysis, the time value of money, and working capital management. Internal controls and business ethics are applied throughout. Case studies and financial analysis will be employed throughout the coursework. Prerequisites: BUS100 Introduction to Business, BUS 220 Theories of Macro and Micro Economics and BUS 240 Principles of Financial and Managerial Accounting

Prerequisite: BUS100, BUS200, BUS220, BUS240.

BUS 303 - Business Finance II (3)
This course is a continuation of Business finance I which focuses on sources and forms of short and long-term financing and capital structures. Emphasis is placed on advanced capital budgeting techniques. Options theory and its application to financial decision making is introduced. Prerequisite: BUS300 Business Finance I.

Prerequisite: BUS300.

BUS 308 - Cost Accounting (3)
With an emphasis on planning an dcontrol, the topics covered in this course include cost concepts, behavior and allocation, as well as data accumulation, cost-volume-profit analysis, flexible budgets and cost accounting standards. Prerequisite: BUS249 Intermediate Accounting II

Prerequisite: BUS249.

BUS 313 - Auditing (3)
A study of the standards and procedures associated with teh independent examination of financial statments and the legal and ethical responsibilities of the auditor is the focus of this course. Prerequisites: BUS247 Intermediate Accounting I and BUS249 Intermediate Accounting II

Prerequisite: BUS247, BUS249.

BUS 320 - Human Resource Management (4)
This course addresses the critical relationship between the managing of personnel and the behaviors associated with organizational culture. Functional organizational structures, lines of communication, inter-group conflicts, motivation, group dynamics and processes, leadership roles and organizational change in today's rapidly changing environment are discussed. Attention is placed on employment policies, selection, placement and training of individuals, compensation and benefits, motivation, grievance and procedural rights, health and safety, and ethical responsibility as they relate to local and global environments. Prerequisite: BUS 200 Principles of Management and Management Skills

Prerequisite: BUS200.

BUS 340 - Sales & Selling in a Retail Environment (2)
This course will involve the study of the emerging trends, technologies, ethical and global challenges that are associated with the 'new' retail environment. Issues to be discussed include the impact of technology and globalization on the marketplace and the challenges that these and other developments have created for retailers. Prerequisite: BUS 215 Principles of Marketing and Consumer Behavior

Prerequisite: BUS215.

BUS 341 - The Global Economy (4)
A course presenting modern trade theories and applying them to international trade flows and the global competition of multinational corporations. The impact of regional agreements like the European Union and NAFTA and global agreement like the WTO on regional and global trade is explored. Emphasis is placed on problems and risks arising from global competition and global financial markets. Corporate strategies to succeed in this rapidly-changing environment will be explored in case studies. Prerequisite: BUS 200

BUS 350 - Small Business Planning & Management (2)
This course emphasizes the fundamentals of starting a new business venture from development to planning, market analysis, initial financing, organizing, and managing. Topics include form of ownership, location, distribution channel and supplier chain to cash flow, operations and marketing. Introduction to the nonprofit sector and community is presented. Management issues specific to nonprofits including mission, volunteerism and financial management will be

explored. The principle of wealth creation and contribution to society will be dominant throughout. Prerequisites: BUS 200 Principles of Management and Management Skills and BUS 240 Theories of Financial and Managerial Accounting

Prerequisite: BUS200, BUS240.

BUS 355 - Contemporary Topics in Managementt (2)
This course addresses a comprehensive overview of the contemporary issues and current and future challenges in business. Primary emphasis is placed on changes in the marketing and management fields, including innovative methods and techniques used in today's organizations. Juniors and Seniors only. Prerequisite: BUS200 Principles of Management and Management Skills

Prerequisite: BUS215.

BUS 360 - Employee Benefits & Compensation Mgt (4)
This course examines the theory, principles, and procedures involved in establishing a competitive compensation program. Strategies for maintaining an internally, externally, and individually equitable compensation program will be discussed. Additionally this course will examine the theory and practices underlying employee benefits offered by most employers, including an examination of the coverage and financial implications of group life, disability, medical, and retirement plans and their role in the total compensation package. Also discussed is the impact of tax and other government regulations on employee benefits and government mandated programs. Prerequisite: BUS 200 Principles of Management and Management Skills and BUS 320 Human Resource Management

Prerequisite: BUS200, BUS320.

BUS 365 - Organizational Behavior & Change (4)
This course will involve a study of organizations as social systems through analyses at the macro level (organizational level) and micro level (individual level). Contemporary theories of change strategies and processes will be reviewed. Areas studied will include how managers and employees can deal more effectively with the change process, the human resources systems and initiatives needed to support the change process, and how to align emerging business strategies and business culture. Prerequisite: BUS 200 Principles of Management and Management Skills

Prerequisite: BUS200.

BUS 375 - Recruitment,Selection, & Placement (4)
A systematic approach to the employment function of the Organization as a whole and the human resources department specifically. Topics include the planning, recruitment, screening, selection, employment, placement, and orientation of employees. Emphasis is placed on how the employment function can help an organization achieve its long range goals and objectives. The impact of Equal Employment Opportunity/Affirmative Action laws and regulations on the employment function is discussed. Performance Appraisal and Training Management will also be discussed. Case studies are used to reinforce principles and concepts discussed in class. Prerequisite: BUS 320 Human Resource Management

Prerequisite: BUS320.

BUS 400 - Research Methods & Project Management (4)
This research methods course looks at data collection, analysis, and interpretation as it relates to the business environment. Selection of appropriate designs, data management, hypothesis testing, validity and research reporting is addressed. Students will develop an individual research proposal, using the project management skills and techniques learned throughout this course, which may follow them into their Capstone project. Prerequisite: BUS 100 Introduction to Business and MATH 119/125 Elementary Statistics

Prerequisite: BUS100, MATH119.

BUS 404 - Advanced Accounting (3)
This course is an advanced treatment of accounting theory which considers combined corporate entities and consolidations, foreign operations, interim and segment reporting, partnerships, government and not-for-profit entities. Prequisite: BUS249 Intermediate Accounting II

Prerequisite: BUS249.

BUS 405 - Organizational Leadership (4)
This course is a comprehensive, integrative, and practical focus on leadership and management. It

is based upon a framework that analyzes leadership and management at different levels: individual leadership, team leadership, and organizational leadership. The course presents leadership and management theories/concepts that have emerged over the past several decades. It provides students the opportunity to apply these theories through case analysis and to enhance personal skill development through application to real life scenarios. Included in the course are identification of current leaders and leadership as well as contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and crisis leadership. Prerequisite: BUS 365 Organizational Behavior and Change

Prerequisite: BUS365.

BUS 408 - Tax Accounting (3)
This course is a study of the principles of th efederal system of income taxation with an emphasis on the taxation of individuals, property transactions, the taxation of partnerships and corporations and the reconciliation of tax accounting and financial accounting theory and practice. BUS249 Intermediate Accounting II

Prerequisite: BUS249.

BUS 430 - Human Capital Management (4)
A critical analysis of the theories, practices and techniques used by organizations to manage the organizational life-cycle of the employee. Topics include the planning, recruitment, screening, selection, employment, placement, and orientation of employees and then expand into identifying organizational and employee needs, developing effective assessment and training programs and evaluating the results. Discussion will address the criticality of performance appraisal development and in training employees at all levels. Emphasis is placed on how the employment function can help an organization achieve its long range goals and objectives. The impact of Equal Employment Opportunity/Affirmative Action laws and regulations on the employment function is discussed. Case studies are used to reinforce principles and concepts discussed in class. Prerequisites: BUS 200 Principles of Management and Management Skills, BUS 320Human Resource Management and BUS 365 Organizational Behavior and Change

Prerequisite: BUS200, BUS320, BUS365.

BUS 480 - Project BEAD (2)
Project BEAD is a student-run faculty facilitated service learning vehicle designed to broaden, enrich, advance, and develop empowerment in women. This Internship will give students hands on experience to the many aspects that surround running a small retail business. Students will be involved in the creative process as well as in the manufacturing of the items chosen to sell. The internship provides an opportunity for students to develop financial, managerial, marketing, communication, and sales skills. Additionally, students will conduct research to develop a marketing communication strategy that they will execute throughout the semester. Participation in off-premise sales and trade shows is a requirement. Each student will take away from the course a hard bound portfolio of work as well as information for an e-portfolio. Course requirements also include a weekly log of the service learning experience and a final summary report and presentation. This course is open to all Juniors and Seniors. The course size is limited to 15 students.

BUS 490 - Senior Capstone Seminar (4)
This capstone experience assesses the students' mastery of the Business Administration curriculum and the core competencies expected of all business professionals. Through class meetings and individual or team dialog, students will craft individualized projects that will allow them to analyze the complex multidimensional business problems. Prerequisites: Senior Status and completion of all core requirements.

BUS 491 - Independent Study (3)
Approval from Program Chairperson is required before registration. Variable Credit, students can regsiter 2 or 3 credits.

BUS 494 - Accounting Capstone (3)
The capstone course for all seniors in the Accounting major. Students are given the opportunity to integrate and apply their accounting knowledge trough an internship experience. Prerequisite: All accouting concentration courses.

BUS 495 - Internship (3)
Students will be given the opportunity to apply their knowledge of Business Administration principles in a business setting. A weekly log of the learning experience, a summary report, final written report, and a final presentation will be required. A total of 60 hours of work is required for two credits; a total of 90 hours of work is required for three credits; a total of 120 hours for four credits. Prerequisite: Must be a Business Administration major or minor with at least junior status.

BUS 601 - Human Resource Management (3)
Human Resource Management (3) This course provides an understanding of the human resource operation and current corporate, public, private and non-profit practices in the field. Students will identify and explore common human resource procedures, polices, best practices, and problems. Topics include: human resources, job analysis and design, recruitment and selection; training and development; career planning; labor relations; and human resources as a strategic partner. Casestudies will be utilized.

BUS 603 - Compensation & Benefits (3)
This course provides an overview of total compensation asapplied in contemporary business operations, including theestablishment of compensation and benefits policy and theadministration of wages and salaries. Students will explore thewide range of financial incentives for employees at all levels thathelp to relate labor costs to productivity. In addition, there willbe an examination of the legally required and voluntarilyprovided benefit programs designed to cushion financial andother problems as well as the financial accounting for varioustypes of employee benefit plans.

BUS 605 - Human Resource Info Systems (3)
This course presents an application of information systemsconcepts and procedures to the area of human resources. Topicsinclude systems development, documentation techniques,internal control and application systems. Emphasis is placed onthe fundamental objectives of an information system: to supportthe stewardship and decision-making functions of managementand the day-to-day operations of the firm. Prerequisite: BUS 601or permission of instructor.

Prerequisite: BUS601.

BUS 607 - Organizational Design & Development (3)
This course is designed to give students a comprehensive understanding of the current theory and practice of organizational development, including its application, major interventions and their evaluation. Traditional perspectives of organizational development will be integrated with the emerging areas of quality of-work-life, organizational design,performance managementand strategy.

BUS 608 - Human Resources Training & Development (3)
Training and development explored as critical functions in Human Resource Management. This course will include adult learning theory, needs analysis, methodology, experiential learning, retention theories, contract training, presentation techniques, evaluation, and outcomes assessment.

BUS 609 - Legal Aspects of Human Resources (3)
This course will address, through lecture, case study and discussion, the Fair Labor Act, labor law, wrongful termination, sexual harassment, age/racial/religious discrimination, ADA, giving job references and litigation costs. Prerequisite: BUS 601 or permission of instructor.

Prerequisite: BUS601.

BUS 610 - Government and Business Relations (3)
This course examines the interrelationship between government and business.Attention is directed at the evolution of government assistance to business and the regulations that aredeveloped tomanage that assistance.Discussion will focus on theethical, economic and political factors that influence business and governmental activities and the subsequent impact of law andregulation upon businesses and the economy.Current issues that are relevant to the unique laws and regulations in New Jersey will also be studied. Critiques from professional journals and classresearch assignments will also be used.

BUS 611 - Strategic Management (3)
Students will develop the skills necessary to formulate policies and strategies in sustainable competitive advantage. Real and hypothetical case studies of both manufacturing and servicecompanies in domestic and international

contexts will be considered. In addition, this course will involve recognizing core competencies of the organization, developing firm-specific resources for competitive advantage, and investigating the interaction of global markets and information technology.

BUS 613 - Global Strategic Leadership (3)
This course provides students a special opportunity to learnglobal leadership and business skills, first-hand and participate inan international institute with business leaders from theCaribbean Islands. Based at the University of the Virgin Island inSaint Thomas, this course will explore how cultural differencesaffect management and communication styles; define the manyaspects of Globalization and its impact on American Industriesand professions; discuss NAFTA & CAFTA;And recognize howsmall business, technology, and global shifts have impactedpolitical environments.

BUS 615 - External Environment & Corporate Respons (3)
This course explores how changes in the organizationâ€™s external environment create new problems and opportunities for managers. It analyzes how different forms of business competition constrain strategic responses. Generic strategies are listed and effective internal means of implementation are discussed. The new value-added basis for competitive advantage is defined and tactics to achieve superior performance are developed.

BUS 617 - Managing Info for More Effective Dec Mak (3)
This course examines the role that information technology plays in supporting management decision-making and enhancing group productivity. Emphasis will be placed on how informationtechnology promotes effective management of professional staff groups. The relationship between information channels and organizational structure will also be explored.

BUS 619 - Organizational Theory (3)
This course will involve an intensive study of organizations as social systems along the dimensions of both the macro level (organizational level) and micro level (individual level). Through the integration of theories,models, concepts and real life problems, this course will enhance the ability to diagnose and respond to organizational change. Having a clear understanding of the organization, and the ability to identify new ways of thinking about the organization will allow students to maintain a competitive advantage in todayâ€™s workplace.

BUS 621 - Marketing Theory (3)
This duties and responsibilities of the marketing managerinvolve analyzing marketing problems and opportunities; developingmarketing strategies; creating the marketing program ofproduct, price, distribution, and promotion; and evaluating andcontrolling the organizations marketing effort. This courseexamines theories for designing an organizationâ€™s marketingplans and policies.

BUS 623 - Research Methods (3)
This course introduces the student to the systematic process of collecting, analyzing, and reporting of data that is to be used by managers when solving specific marketing problems. The marketing research process involves determining research objectives; developing qualitative and quantitative approaches; designing sampling plans; constructing instruments and procedures to collect data; analyzing the data using statistical techniques; and reporting the findings.
Prerequisites: BUS 621; MATH 119 or equivalent.

Prerequisite: BUS621.

BUS 625 - Buyer Behavior (3)
This interdisciplinary subject employs concepts from anthropology, demographics, economics, psychology, social psychology and sociology in order to demonstrate how individuals andorganizations select, acquire, use, and dispose of goods, services, and ideas in order to satisfy their needs and desires.

BUS 627 - Promotional Strategy (3)
This course describes the role of advertising and other forms of promotion within the marketing function as well as their larger societal implications. Topics include the different purposes ofpromotion, determining promotional budgets, creating messages, selecting the media, and evaluating campaigns. Special emphasis is placed on the role of the advertising agencyin the creation of strategies and campaigns.

BUS 629 - International Business (3)
This course describes the factors that a company should considerbefore going abroad; the various ways to enter a foreign market;the extent to which the marketing program must be modified;and how international activities should be organized andmanaged. Special emphasis is placed on the cultural, legal, andpolitical environments that firms must operate within when theychoose compete within the global marketplace.

BUS 634 - Organizational Behavior (3)
Individual and group processes are the central components of the study of behavior in organizations. The focus of this course is on the managerial application of behavioral science theory to issues such as job satisfaction, organizational commitment, motivation, teamwork, communication, cooperation, decision-making and power.

BUS 640 - Social Media & Web 2.0 Mgt Business&Org (3)
The course acquaints students with socialmedia applicationsassociated with theWeb 2.0 including social networking sites,Twitter,blogging,etc. Students will also examine and assess theimpact of the new socialmedia on the internal and external operationsbusinesses and organizations. Students will also developstrategies,plans and applications to address challenges andopportunities presented by new socialmedia and technologies.

BUS 645 - FoundOfCoachingTheory,Skills&Practices (3)
This course provides students with a foundation in Coachingtheory, skills and practices. Students ill also become acquaintedwith Coaching as a profession and Coaching trends in workplaceenvironments, With the instructor, students will also develop andengage in projects that apply the knowledge and practices associatedwith Executive and Career Coaching.

BUS 671 - Financial Planning for Managers (3)
This course provides an overview of the major financial management issues and techniques peculiar to financial performance. Topics such as budgeting, cash flow management, portfolio management, capital budgeting, assessment of business performance, and financial statement presentations give the manager both internal management and industry perspectives.

BUS 673 - Project Management (3)
This course presents the fundamental concepts of project management along with the skills and methods needed to successfully complete projects on time and on budget. Using a hands-on approach, students will be provided with the opportunity to learn and practice industry accepted project management techniques. Topics covered include planning the project, risk assessment, estimation, scheduling and cost control, and change management.

BUS 675 - Social Media Mgt Project (3)
This course allows students to design a social mediaproject/campaign that relates to their chosen profession or worksetting. The project/campaign should address and offersolutions for current management challenges and opportunitiesposed by new social media, e.g. brand protection, securing newclients/markets, coordinating internal/external communications,public information and engagement, etc.

BUS 679 - Management Skills (3)
This course is designed to provide students with an overview of techniques used by successful managers. Emphasis is placed on critical soft skills. Topics include leadership, motivation, coaching, delegating, strategic thinking, time management, negotiating, presentations, and stress management.

BUS 683 - Special Topics (3)
An in-depth exploration of a specific topic that is of currentinterest to graduate students in management. Approval of theProgram Director is required to register.

BUS 685 - Independent Study (3)
Independent project in an area of individual special interest. Thestudent and faculty advisor develop appropriate goals for theproject which is then presented in a formal proposal. This coursemay require the preparation of a final paper and presentation.Prerequisite: Permission of the Director.

BUS 690 - Seminar in Change Management (3)
This capstone experience provides an examination of the business, social and technological issues

facing organizations today and the challenges they present for traditional organizational and human resource systems. Students will create a self-designed culminating project that demonstrates comprehensive knowledge and understanding of theories, practices, and applications learned throughout the masterâ€™s program coursework. Prerequisite:All program required graduate courses or permission of director.

BUS 695 - Internship (3)

## CBE - CBE

CBE 600 - Credit by Exam (3)
A student with prior work experience that parallels the content of a course in the major program, as determined by the graduate course of study coordinator may file an application for an exam. Please refer to the Graduate College catalog for more information.

## CHEM - Chemistry

CHEM 105 - Science & Society (3)
A course for the non-science major which presents some problems of contemporary life in such a way that the student understands the influence chemistry and related sciences have in society. As topics are covered, the student will explore the interdependence of the earth, its resources, energy needs and consumption, environmental stressors, and life styles in both developed and developing countries. Throughout the course the student will be asked to evaluate the risk/benefit components of major issues facing modern society. Satisfies Cluster 3 or 5 General Education requirement. (Spring)

CHEM 107 - Chemistry & Environment (3)
A study of such topics as water pollution, air (indoor and outdoor) pollution, waste disposal, sewage treatment, and soil degradation. Satisfies Cluster 3 General Education requirement.

CHEM 113 - Intro to Forensic Science (4)
This course focuses on crime scene investigation and evidence analysis. Topics covered include fingerprinting, ballistics, arson, blood testing, etc. Hands-on experience will be gained in the collection and preservation of evidence as well as the basic techniques used for analysis and comparison including, polymerase chain reaction, fingerprinting, chromatography, spectroscopy, etc. Class meets 6 hours per week for lecture/lab. Satisfies cluster 3 of the general education requirement. 4crs.

CHEM 113L - Intro to Forensic Science Lab* (0)
This course focuses on crime scene investigation and evidence analysis. Topics covered include fingerprinting, ballistics, arson, blood testing, etc. Hands-on experience will be gained in the collection and preservation of evidence as well as the basic techniques used for analysis and comparison including, polymerase chain reaction, fingerprinting, chromatography, spectroscopy, etc. Class meets 6 hours per week for lecture/lab. Satisfies cluster 3 of the general education requirement. Lab portion for CHEM113.

CHEM 121 - Intro to Chemistry (4)
This course is an integrated approach to the basic concepts of chemistry. Through theory and practical application students will be introduced to such topics as atomic theory, bonding, stoichiometry, states of matter, kinetics, thermochemistry, solutions chemistry and acid-base chemistry. First hand knowledge will be gained via practical inquiry which employs tools such as spectroscopy, density and solution analysis. Class meets 6 hours per week for lecture/lab in the fall semester. Satisfies cluster 3 of the general education requirement. 4crs.

Corequisite: CHEM131L.

CHEM 123 - Intro to Organic Chemistry (4)
This course is an integrated approach to the basic concepts of organic chemistry. Aliphatic and aromatic functional groups will be covered from the perspective of structure-reactivity relationships. Students will investigate representative organic molecules using a theoretical foundation and technical applications such as distillation, recrystallization, chromatography, synthesis, etc. Class meets 6 hours per week for lecture/lab in the spring semester. Prerequisite: Chemistry 121. Satisfies cluster 3 of the general education requirement.

Prerequisite: CHEM121.

CHEM 125 - Women & Science:History,Health & Hope (3)
See description under BIO 125. Satisfies Cluster 3 or 5 General Education requirement.

Crosslisted as: BIO125.

CHEM 151 - General Chemistry I (4)
This course presents chemistry as an extensive experimental science illuminated by developing theory. It is designed to use an integrated approach to convey the relevance of chemical principles and their application. Problem solving and experiential learning are used to illustrate and reinforce these principles and critical thinking skills. Topics include atomic theory, the periodic table, structure and bonding, solution chemistry, qualitative and quantitative analysis. Class meets 6 hours per week for lecture/lab in the fall semester. Prerequisite: High school chemistry recommended. Passing grades on basic arithmetic and basic algebra skills tests. Satisfies cluster 3 of the general education requirement. 4crs.

CHEM 153 - General Chemistry II (4)
This course is a continuation of Chemistry 151 which utilizes the same approach to cover topics such as states of matter, intermolecular forces, thermodynamics, acid-base chemistry, kinetics, and electrochemistry. Class meets 6 hours per week for lecture/lab in the spring semester. Prerequisite: Chemistry 151. Satisfies cluster 3 of the general education requirement.

Prerequisite: CHEM151.

CHEM 200 - Environmental Chemistry (4)
This course is designed to provide students with working knowledge of the basic principles and concepts of environmental chemistry. Students will become knowledgeable in areas such as water chemistry, atmospheric chemistry and soil chemistry. With that basis students can then utilize an integrated approach to focus on issues involved in air, water, and soil contamination. Major topics may include but are not limited to climate change, pollution, and the impact of renewable vs. non-renewable energy resources. Data driven discussions of the scientific underpinnings will lay the foundation for further consideration of the social, political, and economic implications. Prerequisite: High School chemistry required, Chem 121 or its equivalent recommended. Lecture: 4 hours.

CHEM 201 - Intro to Biochemistry (4)
This course is an integrated approach to the basic concepts of biochemistry. The structure, properties and functions of biological molecules will be studied utilizing a theoretical foundation for practical investigations. Topics covered include protein structure, enzyme catalysis, and metabolism. Class meets 4 hours per week for lecture/lab in the fall semester. Prerequisite: Chemistry 123

Prerequisite: CHEM123.

CHEM 207 - Field Experience Emergency Medicine (1)
This course will provide the student wth the opportunity to shadow physicians in the Emergency Department (ED) at Morristown Medical Center. Successful completion of this course requires attendance at the ED orientation program, volunteering in the emergency room 4 hours per week for 12 weeks, receiving a satistactory or better evaluation at the end of each 4 hour shift, and completing a learning log for the orientation program and each shift. At the end of the semester students are required to complete a CSE internship evaluation form, submit an evaluation of the program to the ED coordinator, and complete an exit interview with the CSE coordinator. Approval for regististration is required and can be obtained from the CSE course coordinator. (0-1 credit)Grade Pass/Fail Open to College of Saint Elizabeth undergraduate students.

CHEM 211 - Organic Chemistry (4)
This course utilizes an integrated approach to convey the theory and application of organic chemistry. The functional groups studied include aliphatic hydrocarbons, alkyl halides, alcohols and ethers. Emphasis is placed on structure, molecular properties, conformational analysis, stereochemistry, reactions and their mechanisms. Problem solving and experiential learning are used to illustrate and reinforce these principles and critical thinking skills. Techniques such as chromatography, distillation, recrystallizaton, synthesis, extraction, etc. will be used to support these studies. Class meets 6 hours per week for lecture/lab in the fall semester. Prerequisite: Chemistry 153.

Prerequisite: CHEM153.

CHEM 213 - Organic Chemistry II (4)
This course is a continuation of Chemistry 211 which utilizes the same approach to cover such

topics as aromaticity, the carbonyl functional groups, synthesis and spectroscopy. Experience will be gained with advanced chromatographic techniques and spectroscopic instrumentation for structure elucidation. Class meets 6 hours per week for lecture/lab in the spring semester. Prerequisite: Chemistry 211.

Prerequisite: CHEM211.

CHEM 301 - Physical Chemistry I (4)
This course utilizes an integrated approach to convey the theory and applications of thermodynamics and kinetics. Major topics covered include the laws of thermodynamics, enthalpy, entropy, energy, heat, work, and state functions. Practical applications and an inquiry-based approach will be employed to foster critical thinking and problem solving skills. Class meets 4 hours per week. Prerequisite: Chemistry 153, Physics 153, and Math 153

Prerequisite: CHEM153, MATH153, PHYS153.

CHEM 303 - Physical Chemistry II (4)
This course is an integrated study of the quantum mechanical approach to atomic theory, molecular orbital theory, and spectroscopy. Practical application of physical principles and spectroscopy will be achieved through the use of instrumental methods of analysis. Class meets 6 hours per week for lecture/lab. Prerequisites: Chemistry 153, Physics 153 and Math 153.

Prerequisite: CHEM153, MATH153, PHYS153.

CHEM 305 - Human Biochemistry (4)
Intended for students seeking entry into the health care professions, this course offers an overview of human biochemistry through an analysis of the structural and functional features of the major biomolecules (proteins, carbohydrates, lipids and nucleic acids). Particular attention is given to enzyme catalysis and metabolism. Case studies exploring the biocemistry of human disease and treatment are emphasized. Pre-requisites:1 semester of college level organic chemistry

CHEM 317 - Theory of Analytical Chemistry (4)
This course is an advanced study of the theory of analytical chemistry via process oriented guided inquiry learning. Quantitative and qualitative problem solving will be used to analyze data statistically, assess the reliability of results, interpret gravimetric analysis, perform titrimetic analyses, and examine the principles of electrochemistry.Class meets 4 hours per week. Prerequisite: Chemistry 153

Prerequisite: CHEM153.

CHEM 323 - Biochemistry I (3)
This course utilizes an integrated approach to convey the theory and applications of biochemistry. Major topics covered include buffer function, selection and preparation; protein isolation, purification, structure elucidation and analysis; enyzymatic catalysis; carbohydrate, nucleic acid and lipid structure. Case studies and process oriented guided inquiry learning methods are employed to foster critical thinking and problem solving skills. Class meets 6 hours per week for lecture/lab. Prerequisite: Chemistry 213.

Prerequisite: CHEM213. Corequisite: CHEM323L.

CHEM 323L - Lab:Biochemistry I (1)
This course integrates the laboratore component of theory ad applications of biochemistry. Qualitative and quantitative experiments on the constituents and metabolites of mammalian systems. Instrumental methods such as electrophoresis are included. Laboratory: 4 hours. (Fall)

Corequisite: CHEM323.

CHEM 325 - Biochemistry II (4)
This course is a continuation of Chemistry 323 which focuses on carbohydrate, lipid and nitrogen metabolism. Emphasis is placed on the understanding of these biochemical processes at the molecular level. Case study learning methods are employed. Class meets 4 hours per week. Prerequisite: Chemistry 323.

Prerequisite: CHEM123, CHEM211. Crosslisted as: FN320.

CHEM 337 - Senior Research (4)
This course is a research class intended to better prepare students for more advanced research endeavors. The course will bridge the gap between simple introductory experimental work and the more sophisticated scientific undertakings of internships and graduate school. The approach will be to engage students in semester long research projects which foster mastery of more advanced laboratory techniques, utilize research

grade instrumentation, require knowledge of the chemical literature, and hone their oral and written communication skills. Class meets 4 hours per week.

Prerequisite: CHEM213.

CHEM 400 - Advanced Research (0)
Pursuit of an advanced scientific research project after completion of CHEM337, under the supervision of an appropriate faculty member. May be taken for 0, 1, or 2 credits. Registration for 1 or 2 credits should be done in the Registrar's Office.

Prerequisite: CHEM337.

CHEM 411 - Inorganic Chemistry (4)
This course utilizes an integrated approach to convey the theory and applications of advanced inorganic chemistry. Major topics include the study of coordination compounds, molecular symmetry, crystal Field Theory, solid-state structures, electrochemistry, nuclear chemistry, and the study of transition metal complexes in biochemistry and catalysis. The relationship between the electronic, magnetic and structural properties of transition metal complexes and their reactivity will be studied. Class meets 4 hours per week. Prerequisite: Chemistry 303 or permission of the instructor.

Prerequisite: CHEM303.

CHEM 433 - Coordinating Seminar:Senior (1)
A course designed for seniors to assist them in coordinating their knowledge of the various fields of chemistry in preparation for the comprehensive examinations. The seminar stresses oral and written presentation of material and the use of visual aids. Class meets 1 hour per week in the fall semester.

CHEM 451 - Special Topics (4)
This course is a study of specific topics of interest in chemistry/biochemistry as determined by student interest and need. Class meets 4 hours per week.

CHEM 491 - Independent Study (4)
Offered at the discretion of the Program. Registration requires prior approval from Program Chairperson. Variable Credit, students may register for 1 to 4 credits.

CHEM 495 - Internship (0)
This course is designed to enable students to gain knowledge and experience working within a professional chemical research setting. Students will begin to develop a project under the supervision of a qualified external mentor. This project will be completed under the supervision of a CSE faculty member. Minimum of 30 hours/credit required. Prerequisite:Chemistry of Biochemistry major and permission of the program chair. May be taken for 0, 1 or 2 credits.

## CHIN - Chinese

CHIN 101 - Beginning Chinese I (3)
An elementary course to provide a basis for the development of proficiency in understanding, speaking, reading, and writing Chinese. Emphasis is on conversation, using vocabulary and structure needed for basic communication. Language laboratory attendance is required to supplement class work. Satisfies Cluster 1 General Education requirement.

CHIN 103 - Beginning Chinese II (3)
A continuation of CHHIN101. Prerequisite: CHIN101. Satisfies Cluster 1 General Education requirement.

Prerequisite: CHIN101.

## CIS - Computer Information Systems

CIS 115 - Intro to Computer Science I (3)
This course provides the foundation to students interested in computer science and information systems. It helps develop logical thinking and problem solving skills through the study and use of Java programming language. Topics include computer hardware and software, binary system, algorithms and their role in problem solving, flowcharting, program design, coding, debugging, testing and documentation. This course is equivalent to CS115. Satisfies Cluster 3 General Education requirement. (Fall, night)

Crosslisted as: CS115.

CIS 117 - Intro to Computer Science II (3)
This course continues CIS 115 with an emphasis on object-oriented design principles and programming language features that support object orientation. It applies software engineering

techniques to the design and implementation of programs using Java programming language with emphasis on data abstraction and encapsulation; inheritance and code reuse; polymorphisms, and program design. This course is equivalent to CS117. Prerequisites: CIS115. (Spring, night)

Prerequisite: CIS115. Crosslisted as: CS117.

CIS 215 - Data Communications (3)
An examination of the fundamental concepts and operations of computer networks. Topics include local and wide-area networks, client/server architecture, topologies, protocols, configurations, transmission media and performance. Uses data communications software to access remote databases. Includes supervised laboratory exercises. Prerequisite: CIS117 or permission of the instructor.

Prerequisite: CIS117.

CIS 217 - Data Structures (3)
Rigorous study of basic data structures of lists, stacks and queues, and algorithms for their implementation; study of trees, graphs and networks; abstract data structures and their implementation in an object oriented environment; program design, testing, documentation and verification. This course is equivalent to CS217. Prerequisite: CIS117.

Prerequisite: CIS117.

CIS 301 - COBOL Programming (3)
This course will explore the process of developing, maintaining, operating and evaluating those segments of the information systems that are designed to define, acquire, organize and present the information that describes organization activity and performance. Major components of this course will include study of relational databases, the internet, and the World Wide Web. Prerequisite: CIS117 or permission of the instructor.

Prerequisite: CIS117. Crosslisted as: CS301.

CIS 303 - System Analysis & Design (3)
The course focuses on the analysis and design of software system using structured and object-oriented techniques using the systems development life cycle as the framework. Topics include systems analysis and design techniques, requirement determination, systems design and implementation planning, feasibility studies, prototyping, object-oriented modeling techniques, software package evaluation, acquisition, and integration. Prerequisite: CIS301.

Prerequisite: CIS301.

CIS 307 - Database Mgt (3)
This course introduces the concepts and design principles used in database management. It provides an overview of principles of physical and logical database design, query languages, relational design theory, file structures, transaction management, entity relationships; hierarchical, network and relational models; data dependencies, integrity, reliability, security, and applications in a relational database. This course is equivalent to CS307. Prerequisite: CIS117.

Prerequisite: CIS117.

CIS 309 - Web Programming (3)
An introduction to web programming for students with programming fundamentals. It includes an introduction of variety of web based programming languages as well as an introduction to operating system environments that support web applications. Technologies, tools and methods for designing and managing world wide web programming and development will be discussed. Students will design, implement and maintain a web based information system. Prerequisite: CIS117 or permission of the instructor.

Prerequisite: CIS117.

CIS 325 - JAVA & Advanced WEB Applications (3)
This course provides an overview of the Internet and World Wide Web history and development, and current Web technologies including design and implementation principles for Web-based applications. It includes HTML and JAVA languages with particular emphasis on the use of JAVA to create dynamic Web applications. Each student will design and implement a personal Web site. This course is equivalent to CS 325. Prerequisite: CIS117 or permission of the instructor.

Prerequisite: CIS117. Crosslisted as: CS325.

CIS 345 - Princ of Computer Security (3)
This course provides the foundation for understanding the key issues associated with computer security and protecting information assets. Topics include an overview of computer

security concepts such as confidentiality, integrity and availability; security threats; elementary cryptography; key management; authentication; access control; system security; network security; intrusion detection; and legal and ethical issues in computer security. This course is equivalent to CS345. Prerequisites: CIS117 or permission of the instructor.

Prerequisite: CIS117. Crosslisted as: CS345.

CIS 491 - Independent Study (3)
Open to junior and senior computer information systems majors who have a minimum 3.0 GPA in computer information systems or who have the approval of the chairperson. Variable Credit, students can regsiter 2 or 3 credits.

CIS 495 - Internship (3)
Placement of a student with a business or professional organization engaged in computer information systems. Open to juniors and seniors in the Mathematics and Computer Science Program with program approval. A maximum of three credits permitted within the 36 credit major requirement; an additional three elective credits will be allowed. Variable Credit, students can register 1-3 credits.

## COMM - Communication

COMM 121 - American Classroom (1)
This seminar is designed to help new international students become familiar and comfortable with American culture, both in and out of the classroom. Through reading, discussion, and role play, students will learn behaviors that will enable them to function smoothly and successfully in their college courses and in the larger world outside the classroom.

COMM 209 - Video Field Production (4)
Examines the techniques of camcorder video production outside of a studio setting. In small groups, using digital video camcorders, students will design, shoot and edit original projects. The documentary will be a major focus of the course. Required for Mass Communication specialization. Pre-requisite: Comm 270 Visual Storytelling or permission of the program

Prerequisite: COMM270.

COMM 219 - Mass Media (4)
The study of the structure and performance of the mass media in interaction with other institutions. Included in the course is a focus on mass media as communication systems. Required of all communication majors.

COMM 223 - Public Speaking and Presentation Skills I (2)
Introduces students to the basic principles of public speaking and the use of prsentation software and other visual aids. Instruction includes a review of elementary verbal and nonverbal skills necessary for crafting and delivering a logical, informtive and credible speech.Students will engage in prepared and spontaneous public speaking exercises and assignments that will include tasks aimed in improving diction, anxiety reduction and listing and speaking skills. Required for Communication majors.

COMM 225 - Marketing Communication (4)
A study of the strategies employed in and the application of the marketing process to achieve its goals of informing, influencing, and persuading through advertising, personal selling, direct marketing, sales promotion, and public relations. Both traditional and emerging methods will be discussed. Required for Public Relations specialization

Prerequisite: BUS113.

COMM 243 - Cross Cultural Communication (4)
Explores how culture shapes language, thought and behavior in the home, school and workplace. Application to interpersonal communication between cross-cultural groups will be explored

COMM 250 - Writing for Converging Media (4)
Introduces students to how technological and organizational convergence has changed the way information is communicated to mass audiences across multiple media platforms. Students will learn how to write factual stories for print, audio, video, and online media channels. Required for all communication majors

Corequisite: COMM355. Crosslisted as: ENG205.

COMM 261 - Television Production (4)
The fundamentals of television production in lecture and practice. In lecture, basic terminology and concepts will be stressed. In lab, basic studio

equipment operations and teamwork in developing productions will be the primary focus. Required for Mass Communication specialization. Pre-requisite: COMM270 Visual Storytelling or permission of program

Prerequisite: COMM270.

COMM 267 - (2)
Crosslisted as: ENG267.

COMM 270 - Visual Storytelling (4)
Plan, shoot, and produce factual narratives using digital still photo and video equipment. While the emphasis will be on integrating text and visual storytelling techniques, students will also learn to use basic photo and video editing software to package stories. Required for all communication majors.

COMM 280 - Interpersonal Commuication (4)
In-depth examination of the various patterns and dynamics of interpersonal and small-group interaction. The course focuses on the practical application of theory within real-world situations using case studies. Additional class experiential activities include role-playing, observation, participation, analysis, and presentation

COMM 224 - Presentation Skills (3)
Theory and practice designed to strengthen presentation skills. Students develop speaking skills essential for success in public and professional presentations. They will learn advanced techniques using presentation software and practice professional strategies for capturing and maintaining audience attention and establishing rapport with the audience. Satisfies Cluster 1 General Education requirement.

COMM 228 - Public Speaking & Presentation Skills II (2)
Follow-up course to COMM223.The course reviews, then builds on, the preparation students received in COMM223. It addesses some of the longer forms of public speaking, advanced work with presentation software, and more advanced cognitive content, such as persuasion and agrumentation. Required for Communication majors. Prerequisite: COMM223 or program approval.

Prerequisite: COMM223.

COMM 302 - Digital Videography Project (4)
This course combines hands-on learning experiences with summative and formative portfolio assessments. In this course, students will complete a three- to five-minute short project based on the script, storyboard, trailer. A rÃ©sumÃ© and reel will also be presented and reviewed as part of the student portfolio. Students will complete twenty-four hours of documented production work and will gain perspective on what goes into completing a project. Pre-requisite: Junior Standing

COMM 309 - Video Field Production (4)
Examines the techniques of camcorder video production outside of a studio setting. In small groups, using digital video camcorders, students will design, shoot and edit original projects. The documentary will be a major focus of the course. Required for Mass Communication specialization. Pre-requisite: Comm 270 Visual Storytelling or permission of the program

Prerequisite: COMM270.

COMM 351 - Principles of Persuasion (4)
Study of communication as it is used to influence opinions, attitudes and behavior. Theories, strategies, and techniques of persuasion are examined. The focus is on leadership style, advertising techniques, ethics, and approaches to the theory/practice of persuasion so that we become more critical consumers of persuasion. Required for Public Relations specialization. Pre-requisite: Junior standing

COMM 355 - Editing for Converging Media (4)
Follow-up course to COMM 250 Writing for Converging Media. Students will learn how to package text and visual elements of factual stories for print, audio, video, and online media channels. Required for all communication majors. Pre-requisite: Comm 250

Corequisite: COMM250.

COMM 361 - Advanced Television Production (4)
This course combines hands-on learning experiences with summative and formative portfolio assessments. In this course, students will complete a three- to five-minute short project based on the script, storyboard, trailer. A rÃ©sumÃ© and reel will also be presented and reviewed as part of the student portfolio. Students

will complete twenty-four hours of documented production work and will gain perspective on what goes into completing a project

Prerequisite: COMM361.

COMM 362 - Public Relations Writing (4)
A workshop approach to public relations writing in various settings. The course examines where public relations practices began and suggests where the field may be headed. Course content examines the dissemination of public information, public opinion analysis, and research techniques to establish psychographics. Applications in business, government, education, nonprofit organizations and politics will be discussed. Students will be able to apply the writing skills learned to business, professional and social communication. Required for Public Relations specialization. Pre-requisite: Comm 250.

COMM 367 - New Media Communication (4)
Developing content for Web publications. Examination of the convergence of print and broadcast media and the emerging forms of information delivery by computer. Students gain practical experience in electronic information gathering and in the production of the delivery of digital information content. Required for Mass Communication specialization. Pre-requisite: Junior standing

COMM 390 - Media Practicum (4)
Practical experience in producing content for a mass audience through campus media or other organization. Media practicum opportunities are available through the campus newspaper, media services, and online publications as well as numerous other campus organizations. Required for communication minors. Permission of the communication program is required

COMM 395 - Internship (4)
Practicing communication in an approved career-related field. Professional apprenticeship is a structured approach supervised by the program's apprenticeship coordinator and an on-site supervisor at the organization. One hour of credit requires 30 hours of on-site work in the apprenticeship environment. Communication majors are required to have four credits of apprenticeship unless they are double majoring in communication and education. Credits may be split between two providers. Required for all communication majors. Students seeking apprenticeships must follow the procedures established by the program and the College.

COMM 405 - Communication Law (4)
Communication Law explores the laws that regulate communication in the United States within the context of our constitutional guarantee of free speech and free press. Copyright, regulation, public access to government information and censorship are covered. Required for all communication majors unless Comm 4-is taken. Pre-requisite: Junior status.

COMM 410 - Communication History (4)
Examines the development of communication technology and its impact on our society and culture. Study includes the earliest known forms of written communication, and includes books, newspapers, magazines, cinema, radio, television, and the World Wide Web. Required for all communication majors unless Comm 405 is taken. Pre-requisite: Junior standing

COMM 411 - Senior Seminar (4)
This is the capstone course for communication majors. Students devise, conduct and complete a challenging mass media project. Students also have the opportunity to apply their communication skills to practical situations in potential business and professional environments. Also, career development strategies in communication are discussed. Required for all communication majors. Pre-requisite: Senior standing

COMM 425 - Special Topics (4)
Exploration of an area of contemporary interest in communication. Offered as needed. The topic for any given semester will be determined by the faculty. May be counted as a communication elective in either area of specialization. Pre-requisite: at least one 200- and at least one 300-level communication course

COMM 430 - Guided Projects,Research, or Study (4)
This course permits the student to pursue an area of communication study that is otherwise not offered. The student will study under the direction of a program faculty member. Work may be undertaken in conjunction with other programs. Guided Projects, Research, or Study cannot be substituted for a course in the communication

program without prior approval of the program. Pre-requisite: at least one 200- and at least one 300-level communication course and permission of the program

COMM 491 - Independent Study: (4)

COMM 495 - Communication Internship (3)
Supervised major communication project to be conducted in consultation with students' employer or other organization approved by the department. The course will be conducted largely online.

## CS - Computer Science

CS 105 - Intro to Computers & JAVA Script (3)
The primary focus of this course is the development of students' logical thinking and problem solving skills through the study of fundamentals of computer, the Internet and technologies used on the Internet. Topics include computer hardware components; operating systems; software; representation of information in computer; Internet; technologies and languages used to create web pages as well as the ethical and security issues using the Internet. Students will write programs and create a simple personal web site. (Spring)

CS 115 - Intro to Computer Science I (4)
This course provides the foundation to students interested in computer science and information systems. It helps develop logical thinking and problem solving skills through the study and use of Java programming language. Topics include computer hardware and software, binary system, algorithms and their role in problem solving, flowcharting, program design, coding, debugging, testing and documentation. (Fall, night)

Crosslisted as: CIS115, MIS115.

CS 117 - Intro to Computer Science II (4)
This course continues CS 115 with an emphasis on object-oriented design principles and programming language features that support object orientation. It applies software engineering techniques to the design and implementation of programs using Java programming language with emphasis on data abstraction and encapsulation; inheritance and code reuse; polymorphisms, and program design. Basic data structures and recursion will be introduced. Prerequisites: CS 115 or permission of the program chair. (Spring, night)

Prerequisite: CIS115, CS115. Crosslisted as: CIS117.

CS 217 - Data Structures (4)
Rigorous study of basic data structures of lists, stacks and queues, and algorithms for their implementation; study of sorting and searching algorithms; recursion, trees, graphs and networks; abstract data structures and their implementation in an object-oriented environment; and algorighm and complexity analysis. Prerequisite: CS 117.

Prerequisite: CS117.

CS 231 - Intor to Computer Systems (3)
Basic concepts of computer systems and machine architecture, data representation and addressing techniques; assembly language programming; the assembly process. Prerequisite: CS 117.

Prerequisite: CIS117, CS117.

CS 235 - Computer Organization (4)
Basic concepts of computer systems and machine architecture, digital logic, data representation and addressing techniques; assembly language programming; organization and structuring of the major hardware components of computers; function of and communication between the components; fundamentals of logic design; memory archtecture; and processor design and implementation of modern architecture theories. Prerequisite: CS 117 or approval of the program chair.

Prerequisite: CIS117, CS117.

CS 307 - Database Management (4)
This course introduces the concepts and design principles used in database systems. It provides an overview of principles of physical and logical database design, data models, query languages, relational design theory, file structures, transaction management, entity relationahips; centralized and distributed systems; data dependencies, concurrency, integrity, reliability, security, and applications in a relational database. Prerequisite: CS 117 or approval of the program chair.

Prerequisite: CS117. Crosslisted as: MIS307.

CS 313 - Crytography (3)
This course provides the foundation of computer security including authentication, confidentiality,

integrity, and non-repudiation and the mechanisms to achieve them, as well as the underlying mathematical basics. Topics include various cryptographic algorithms such as secret key cryptography, public-key cryptography and hash functions, key management, certificates, public-key infrastructure, digital signatures, non-repudiation, and authentication, as well as the use of cryptography for anonymizing communication, voting and digital cash. Prerequisite: CS117 or approval of the program chair.

Prerequisite: CS117.

CS 319 - Computer Operating Systems (4)
Introduction to the major concepts and components of operating systems, principles of system organization, process management, memory management, file systems and tradeoffs between performance and functionality during the design and implementation of an operating system; case studies of several operating systems. Prerequisite: CS 235 or approval of the program chair.

Prerequisite: CS231, CS235.

CS 325 - JAVA & Web Applications (4)
This course provides an overview of the Internet and World Wide Web history and development, and current Web technologies including design and implementation principles for Web-based applications. Topics include HTML, CCS, JavaScript, XHTML, PHP, Ajax, ASP.NET and Database access. Each student will design and implement a Web site. Prerequisite: CS 117 or approval of the program chair.

Prerequisite: CS117. Crosslisted as: CIS325.

CS 345 - Principles of Computer Security (3)
This course provides the foundation for understanding the key issues associated with computer security and protecting information assets. Topics include an overview of computer security concepts such as confidentiality, integrity and availability; security threats; elementary cryptography; key management; authentication; access control; system security; network security; intrusion detection; and legal and ethical issues in computer security. Prerequisites: CS 117 or permission of the instructor.

Prerequisite: CS117. Crosslisted as: CIS345, MIS345.

CS 421 - Numerical Analysis (4)
This is an introduction to numerical methods with emphasis on algorithm construction analysis, implementation, and their uses in solving mathematical problems on the computer. Topics include round-off error, zeros of functions, interpolation and polynomial approximation, direct solvers for linear systems, numerical differentiation and integration, and solutions of ordinary differential equations. Additionally, students wil learn good programming techniques and implement algorithms using mathematical software uniting theory with practice. Prerequisites: MATH 153 and MATH 255 or approval of the program chair.

Prerequisite: MATH153, MATH155. Corequisite: MATH421.

CS 425 - Fundamentals of Programming Languages (4)
Formal study of programming language specification and analysis, design principles, syntax and semantics, data types, comparison of language features, and run-time considerations. Prerequisite: CS 217 or approval of program chair.

Prerequisite: CS217.

CS 431 - Interactive Computer Graphics (4)
Introduction to the basic principles for the design, use, and understanding of computer graphics; types of graphic hardware; representation of data, transformations, windowing, and clipping; algorithms for creating and manipulating graphic displays. Prerequisite: CS 217 and MATH 155 or approval of the program chair.

Prerequisite: CS217, MATH155.

CS 435 - Artificial Intelligence (4)
Basic concepts and techniques of Artificial Intelligence including internal representation, search problems and strategies, first-order logic, game playing, knowledge based systems, expert reasoning, and applications, as well as an introduction to LISP programming. Prerequisite: CS 217 or approval of the program chair.

Prerequisite: CS217.

CS 437 - Computer Networks (3)
A study of the principles and design of computer networks. Topics include network structures and architectures, network hardware, reference models, protocols, flow control, error handling, routing, and network security. Prerequisite: CS 217 or approval of the chair.

Prerequisite: CS319.

CS 451 - Compiler Design (3)
Principles, techniques and tools used in writing compilers for programming languages, including LL (1) grammars and parsers, LR parsing, symbol table construction, and run-time storage organization. Includes the development of a complete, working compiler for a specified subset of a programming language. Prerequisite: CS 425 or permission of the instructor.

Prerequisite: CS425.

CS 457 - Special Topics (3)
The study of an area in computer science, such as network security, game design or wireless applications, not offered on a regular basis in the computer science curriculum. Specific topics will be determined by student and faculty interests. Prerequisite: Senior majors or the approval of the program chair.

CS 491 - Independent Study (4)
Open to junior and senior computer science majors who have a minimum 3.0 GPA in computer science or who have approval of the program chair.

CS 495 - Internship (4)
Placement of a student with a business or professional organization engaged in some aspect of computer science. Open to juniors and seniors in the Computer Science program with approval of the program chair. Students can register for 1-4 credits.

## CSECA - CSECA

CSECA 100 - ConsortAgreement (3)
A consortium agreement is entered into between two insitutions for the purpose of providing finanical assistance from financial aid programs to current students.

CSECA 600 - Consortium Agreenment (0)
A consortium agreement is entered into between two insitutions for the purpose of providing finanical assistance from financial aid programs to current students.

## CSE - CSE

CSE 100 - Foundations in Literacy (4)
Designed for students who specifically need enrichment in literacy skills sets, the course will comprise of a student cohort, and involve an integrated learning community of developmentally structured contextual expository writing\literacy instruction, coupled with content-area instruction on the theme of how to live a healthy life, broadly construed. Two instructors will collaborate, the first, a literacy specialist, and the second, a content-area specialist, one of whom will also be a First Year Advisor to the cohort. The content will be infused with training on foundational Mission and Values, diversity, relationships, and leadership, as well as foundational information literacy, presentation skills, and technology and software. In addition, the course will be aligned with one or two community events related to Mission and Values and/or Student Life. The start of the CSE Essentials ePortfolio will be incorporated for the students involved. Must be taken with the aligned 2 credit context lab, CSE100CL. Note: Basic Writing Placement students only. Co-requisite: CSE100CL. 4 Credits.

Corequisite: CSE100CL.

CSE 101 - Critical College Mind in the Info Age (3)
What does it mean to be a critical thinker as a college student, especially during the information revolution? And why is critical thinking in college, and in life, more important than ever? Using timely and relevant examples drawn from college life itself, this course will introduce students to thenature, value and significance of critical thinking; and most notable, it will help them to develop and hone foundational critical thinking skills for their lives as college students and beyond. Topics may include: the difference between critical and non-critical thinking, how to know if one id a critical thinker, the indicators of non critical thinking [such as reason substitutes and argument stoppers], the difference between knowledge and information, deifference between truth and fact,

and how they are related, relativism and naive pragmatism, how to gather, analyze and evaluate information, the difference between description and argument, the myths of privileged knowledge sources, critical thinking about values, and the fallacies of eberyday and technical reasoning.

CSE 102 - Health and Wellness (3)
This section of the EOF program encourages students to learn the skills they need to enhance the quality and longevity of life. Health and Wellness covers the many perspectives of personal health including physical, emotional, mental, social, environmental, and spiritual perspectives with a central theme of self-responsibility for one's behavior.

CSE 103 - College Achievement Program Seminar I (0.5)
Specifically designed for the College Achievement Program. This course introduces students to essential information and proficiences for success in both college and career.

CSE 104 - College Achievement Program Seminar II (0.5)
Building on CSE103, and specifically designed for the College Achievement Program, this course continues the exploration and reinforcement of essential information and proficiences for college and career success.

Prerequisite: CSE103.

CSE 105 - Modern Math (4)
This course covers the essentials of college algebra, presented in the context of real world applications, including linear programming, mathematical modeling, compound interest, and fractals. Pre-Requisie: MATH096 and/or Basic Algebra Placement.

CSE 110 - Literacy I (4)
Designed for all students, the course will comprise of a student cohort, and involve an integrated learning community of developmentally structured argument and persuasive writing\literacy instruction, coupled with content-area instruction on the continuing theme of how to live a healthy life, broadly construed. Two instructors will collaborate, the first, a literacy specialist, and the second, a content-area specialist, one of whom will also be a First Year Advisor to the cohort. The content will be infused with training on emerging Mission and Values, diversity, relationships, and leadership, as well as emerging information literacy, presentation skills, technology and software, and foundational informal logic/generalized critical thinking. In addition, the course will be aligned with one or two community events related to Mission and Values and/or Student Life. The start or continuation of the CSE Essentials ePortfolio will be incorporated for the students involved. Must be taken with the aligned 2 credit context lab, CSE110CL. Prerequisite: English Composition I Placement, or CSE100. Co-requisite: CSE110CL. 4 Credits.

Corequisite: CSE110CL.

CSE 120 - Intergrated Literacy II (4)
Designed for all students, the course will comprise of a student cohort, and involve an integrated learning community of developmentally structured contextual research writing and advanced information literacy instruction, coupled with content-area instruction on the concluding theme of how to live a healthy life, broadly construed. Two instructors will collaborate, the first, a literacy specialist, and the second, a content-area specialist, one of whom will also be a First Year Advisor to the cohort. The content will be infused with training on intermediate Mission and Values, diversity, relationships, and leadership, as well as intermediate presentation skills, technology and software, and emerging informal logic/generalized critical thinking. In addition, the course will be aligned with one or two community events related to Mission and Values and/or Student Life. The continuation of the CSE Essentials ePortfolio will be incorporated for the students involved. Must be taken with the aligned 2 credit context lab, CSE120CL. Prerequisite: CSE110. Co-requisite: CSE120CL. 4 Credits.

Corequisite: CSE120CL.

CSE 195 - Writing Seminar (4)
Designed for all transfer and Continuing Studies students who are exempt from taking CSE110 and CSE120, the course will serve as an introduction to the college's general education curriculum and Mission and Values. It will involve developmentally structured research writing and advanced information literacy instruction, as well as some integrated or aligned training in presentation skills, technology and software and informal

logic/generalized critical thinking. A reflective component on the students general education experiences will be incorporated; students will create a reflective pre-capstone portfolio (eportfolio) regarding the general education experience. Prerequisite: English Composition I and II at an accredited institution. 4 Credit

CSE 100CL - Foundations in Lit Context Lab (2)
Designed for students who specifically need enrichment in literacy skills sets, this is the lab that will provide the contextual basis for the literacy skills instruction in CSE100. Must be taken with the aligned section of CSE100. Note: Basic Writing Placement students only. Co-requisite: CSE100. 4 Credits.

Corequisite: CSE100.

CSE 110CL - Integated Lit I Context Lab (2)
Designed for students who specifically need enrichment in literacy skills sets, this is the lab that will provide the contextual basis for the literacy skills instruction in CSE100. Must be taken with the aligned section of CSE110. Prerequisite: CSE110 placement or CSE100. Co-requisite: CSE110. 4 Credits.

Corequisite: CSE110.

CSE 120CL - Integrated Lit II ContextLab (2)
Designed for students who specifically need enrichment in literacy skills sets, this is the lab that will provide the contextual basis for the literacy skills instruction in CSE120. Must be taken with the aligned section of CSE120. Prerequisite: CSE110. Co-requisite: CSE120. 4 Credits.

Corequisite: CSE120.

CSE 210 - Global Perspectives (4)
Designed for all students, this is an interdisciplinary or multidisciplinary team taught course where students will be inviited to learn about the world and the human community from multiple points of view. Students will explore the implications that world geography has on history,culture and language. They will examine how factors such as culture, religion, race, socioeconomic status and philosophical beliefs influence how world events adn global challenges are interpreted by people. In addition, students will become more aware of the kinds of information that affect the human being both locally and globally and of the impact that technology and scientific events have on the human condition. Meets CSE Essentials Element II Outcome 2.1 Prerequisite: (CSE110) 4 Credits

Prerequisite: CSE110, CSE195.

CSE 220 - Ways of Knowing (4)
Designed for all students, this is an interdisciplinary or multidisciplinary team taught course where students will be inviited to learn about the languages, practices, and relationships between and among the arts, humanities and sciences. Specifically, students will explore the human experience from the standpoint of the arts and humanities, learn about scientific reasoning and how it is a method of invesitgation, examine social issues and ultimately become familiar with how these different WAYS OF KNOWING connect with each other to provide a complete perspective on the world and the human community. Where mathematics is also integrated into the course, students will develop basic college level computational skills and the ability to orgaize and interpret qualitative and quantative data. Meets CSE Esentials Element II Outcome 2.2 and satisfies the college-level mathematics requirement where the course code includes M" suffix. Prerequisite: (CSE110) 4 Credits"

Prerequisite: CSE110, CSE195.

CSE 220M - Ways of Knowing CSI @ CSE (4)
Designed for all students, this is an interdisciplinary or multidisciplinary team taught course where students will be inviited to learn about the languages, practices, and relationships between and among the arts, humanities and sciences. Specifically, students will explore the human experience from the standpoint of the arts and humanities, learn about scientific reasoning and how it is a method of invesitgation, examine social issues and ultimately become familiar with how these different WAYS OF KNOWING connect with each other to provide a complete perspective on the world and the human community. Where mathematics is also integrated into the course, students will develop basic college level computational skills and the ability to orgaize and interpret qualitative and quantative data. Meets CSE Esentials Element II Outcome 2.2 and satisfies the college-level mathematics requirement where

the course code includes M" suffix. Prerequisite: (CSE110) 4 Credits"

Prerequisite: CSE110, CSE195.

CSE 230 - Healthy Living (4)
Designed for all students, this interdisciplinary or multidisciplinary team taught course is designed to provide students with some of the necessary knowledge and skills for living a healthier life. From the standpoint of two ot three disciplines, students will learn about the characteristics of emotionally health persons and interpersonal relationships, as well as the natures and importance of self-reflection and empathy. Students will also gain knowledge and experience concerning the importance of teamwork, conflict resolution, personal integrity and good character. Overall, they will develop an understanding of healthy decision-making, and how to live a healthier life. Meets CSE Essentials Element II Outcome 2.3 Prerequisite:(CSE110) 4 Credits

Prerequisite: CSE110, CSE195.

CSE 300 - Faith,Spirituality & Ethics I (4)
Designed for all students, this is a collaboratively taught interdisciplinary course on faith, spirituality and ethics that includes the integration of an embedded service learning component. As such, it satisfies all CSE Essentials Element III requirements. Students will learn about the natures of faith and spirituality, and their significance within the human community, as well as develop the ability to be empowered moral agents. Students will also engage in service learning projects, or activities involving a minimum of 20 hours of service in which they will apply and engage the principles learned in the content component of the course. This course must be taken concurrently with CSE300SL. Prerequisite: CSE110 and at least one of: CSE210, CSE220 or CSE230, or permission from the Director of General Education. 4 Credits

Corequisite: CSE300SL.

CSE 310 - Faith,Spirituality & Ethics II (4)
Designed for all students, this is a collaboratively taught interdisciplinary course on faith,spirituality and eithcs with an optional service learning component. Students will learn abou thte natures of faith and sprituality and their significance within the human community as well as develop the ability to be empowered moral agents. Students will also have the opportunity to engage in service learning projects or activities involving a minimum of 20 hours of service in which they will apply and engage the principles learned in the content component of the course. The course satisfies all CSE Essentials Element III Requirements when taken with the aligned service learning lab, CSE310SL. Otherwise, this course must be taken either concurrently with or be followed by CSE310SL taken either by itself or aligned with an approved Element III service learning course withing the major or an open elective in order to satisfy such requirements. Prerequisite: CSE110 and at least of one of: CSE110 and at least one of: CSE210, CSE220 or CSE230 or permission from the Director of General Education 4 Credits

Corequisite: CSE310SL.

CSE 300SL - Integrated Service Learning Lab (0)
Taken concurrently with CSE300, this is the intergrated service learning lab. It involves a minimum of 20 hours of service in which students apply and engage the principles of faith, spirituality and ethics learned in CSE300. Co-requisite:CSE300. This course cannot be taken independently of CSE300.

Corequisite: CSE300.

CSE 310SL - Aligned Service Learning Lab (0)
This is the aligned serice learning lab taken concurrently with or post CSE310, either as a mentored independent project, or with a course from the major or open-electice that is approved for the Element III serivce learning component. It involves a minimum of 20 hours of service in which students apply adn engage the principles of faith, spirituality and ethics learned in CSE310. Co-requisite or prerequisite: CSE 310. By itself, this course satisfies only the service learning requirement for Element III; CSE310 must also be completed to satisfy all Element III requirements.

Corequisite: CSE310.

CSE 400 - Essentials Capstone (4)
This seminar course will provide students with the opportunity to reflect upon and consider their whole CSE Essentials learning experience. The key focus of the course will be the integration, exploration and application of the CSSE Essentails learning experience through the development by

each student of a mentored capstone ePortfolio. Students will reflect upon all of their CSE Essentials courses and activites in relation to their othe rcurricular and co-curricular work, as well as to lifelong learning. Students will also examine the ethical implications of contemporary issues by applying knowledge in various disciplines; they will explore some of the deepest questions about life, and they will develop an understanding of the common ground among different points of view. Satisfies CSE Essentials Element IV Requirements. Pre-requisite: Completion of all requirements for CSE Essentials Elements I, II, and III 4 credits.

CSE 999 - Experiential Learning: (0)
Experiential Learning

## DANC - Dance

DANC 215 - Fundamentals of Dance (3)
Introduces activities that will develop aesthetic awareness, the ability to create artistic products and performances, plan the form and function of space, and explore the skills needed to analyze and critique dance. The class explores the various cultural, historical, and social influences and traditions which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts.

DANC 220 - Jazz Dance I* (2)
This is an introductory class which includes the history, terminology, and basic concepts of the art form utilizing a variety of popular, percussion and jazz music.

DANC 222 - Jazz Dance II (3)
This is an advanced level of jazz which emphasizes technique, terminology, and repertoire.

DANC 225 - Modern Dance I* (2)
The focus of this course is to increase strength, flexibility, and coordination while exploring self-expression through movement. Students will learn the history, terminology, and basic concepts of modern dance. Students will become aware of the aesthetics of movement with an understanding of underlying movement principles while showing an increase in sensitivity and kinesthetic response demonstrating growth in concentration, memory, and focus.

DANC 227 - Modern Dance II (3)
This is a further study and application of basic movement, vocabulary, alignment, complex movement patterns, style, and performance.

DANC 230 - Dance Appreciation* (3)
This course is a survey of dance forms as they have existed in history from primitive rituals and ancient Egypt to contemporary concert and social forms.

DANC 240 - Ballet I (2)
This course is for the student with limited background in ballet. The primary emphasis will be to develop and refine ballet technique.

DANC 243 - Ballet II (3)
This provides a continued emphasis on technical development of ballet with Introduction of beginner levels of public performance.

DANC 280 - Theory Methods Teaching Dance (K-6) (3)
This course is designed to provide the student with the theoretical Practice in dance education for young children. The course fulfills the State of New Jersey requirement as part of a teaching endorsement in K-6 dance education for qualified teachers.

DANC 305 - Dance Choreography & Improvisation (3)
In this course, dancers are guided through exercises and movement concepts which develop improvisational and choreographic skills.

## ECO - Economics

ECO 105 - Principles of Economics I (3)
The core of this course is how the external environment of the corporation influences operational and strategic management decisions. Examples from American economic history are used to introduce basic economic processes. Research on the limits of rational behavior and the impact of changing corporate structures on decision-making are highlighted. The roles of information, uncertainty and feedback are emphasized. Economic concepts are used to describe the development of dynamic imperfect competition. Different competitive strategies and markets, including financial markets, are analyzed.

ECO 115 - Economics of Health Care (3)
A course examining the economic trends and forces that impact the health care industry, the causes for increases in medical care costs, the role of competition, supply and training of health care personnel, new technology and the quality of health care, the economics of health insurance plans and the influence of third-party payers, and the changing regulatory climate in the health care sector. Emphasis is placed on the increasing role of government in the health care industry.

## ED - Education

ED 101 - Introduction to Education (2)
This course is an introductory overview of the history and development of public education with a focus on contemporary issues in schooling. Discussed are the social-political structure of public education in the context of social justice; best practices in curriculum; significant thinkers in education philosophy and impact of diversity issues on educational settings. 15 hour introductory field observation and participation required.

ED 105 - Nature & Needs of Exceptional Learners (3)
This course will examine the learning, behavioral and personal/social characteristics of exceptional learners and resulting impacts on the teaching and learning process in a continuum of contemporary classroom and school settings. Instructional modes will include lecture, discussion, and student presentations. Pre-requisite: ED 101 for Majors only.

Prerequisite: ED101.

ED 200 - CurrDevBehavMgmt in Inclusive & Spec Edu (3)
This course is an application of principles of teaching and learning in curriculum and behavior management in inclusive preschool to secondary and post-secondary settings. 30 hour field observation and participation required in designated schools addressing a continuum of learner needs. Pre-requisite: ED 101and ED 105 for Majors only.

ED 220 - Curriculum Strategies in the Inclusive C (3)
This course will help students develop knowledge and skill in the selection and use of materials and teaching techniques appropriate for students with disabilities in early childhood, elementary, middle, and high school inclusive educational settings. Focusing on the academic, social, and adaptive domains class instruction is designed to provide the student with a repertoire of strategies and materials essential to effective collaborative instruction in inclusive settings and to facilitate a co-teaching philosophy for elementary and secondary educators who are responsible for educating diverse students in the general education classroom. Special attention is paid to the teaching areas covered by the NJ endorsement in teaching students with disabilities.
Prerequisites: Ed 101, Ed 105, Psy 251 or special permission of the Education Chairperson.

Prerequisite: ED101, ED105, PSY251.

ED 252 - Early Childhood Education (3)
This course will provide a comprehensive introduction to early childhood education. Students will trace the development of significant curricula surrounding early childhood and study current innovations, gaining insights into the effective teachings and learning practices in early childhood settings. Specific methods and behaviors for fostering developmentally appropriate curricula grounded in diversity and multiple learning styles will be addressed. Various approaches to performance-based assessment will be studied. A participatory field experience will provide students with opportunities to observe children as they play and learn in quality early childhood settings. Pre-requisite: Ed 101; sophomore status. Students are responsible for their own transportation to the field settings.

Prerequisite: ED101.

ED 300 - Technology in Special Education (3)
This course will explore the ways in which technology can facilitate the learning and development of students with learning differences. Students will be introduced to a wide range of technologies that can support reading, writing, math, and language development in the classroom. Computer applications, technological aids and devices, existing and emerging technologies in education and rehabilitation will be considered. Instructional modes will include lecture, discussion, on-line learning, and field based projects. Pre-requisites: ED101 and ED 105

for Majors only; ED 200 and Junior Education Status for Majors and Minors.

Prerequisite: ED101, ED105, ED145, ED253, ED263.

ED 305 - Math&ScienceCurrElemEdu&MiddleSch (4)
This course will introduce the new technologies and strategies for project-based investigations in math and science for elementary and middle school classrooms. Course outcomes and assessments are based on the NJ Core Curriculum Standards for math and science in elementary and middle school settings. 10 hours of supervised Microteaching experiences required. Students need to provide their own transportation for Microteaching field setting. Pre-requisites: Successful completion of Ed. 101 and junior level status. Pre-requisites: ED101, ED 105, ED 200, and Junior Education Status.

Prerequisite: ED101, ED105, ED200.

ED 310 - Emergent Lit Inclusive Elem&EarlyChildEd (3)
The design, implementation, and assessment of literacy curriculum in inclusive elementary and early childhood education school settings will be examined. Balanced literacy approaches derived from skill-based and constructivist curriculum practices are developed. 10 hours of supervised Microteaching experiences required. Students need to provide their own transportation for Microteaching field setting. Prerequisites: ED 200, ED 220, or Teacher Education Chairperson approval.

Prerequisite: ED101, ED105, ED200.

ED 315 - WritAcrossCurricInclusiveElemErlyChildEd (3)
The design, implementation, and assessment of literacy curriculum in inclusive elementary and early childhood education school settings will be examined. Balanced literacy approaches derived from skill-based and constructivist curriculum practices are developed. 10 hours of supervised Microteaching experiences required. Students need to provide their own transportation for Microteaching field setting. Prerequisites: ED 310 or Teacher Education Chairperson approval.

Prerequisite: ED101, ED105, ED200, ED310.

ED 330 - Literacy Secondary Edu Curriculum K-12 (4)
This course enables pre-service teachers to integrate theoretical and practical approaches for teaching all learners. It enables pre-service teachers to use integrated language skills to improve learning in the content areas. Students review current topics in literacy, teaching and planning strategies, and the use of technology which will enable them to work with learners to improve literacy skills. 10 hours of supervised Microteaching experiences required. Students need to provide their own transportation for Microteaching field setting . Prerequisites: Ed 200

Prerequisite: ED200.

ED 341 - Science in Early/Elementary & Special Ed (3)
ED341 - Science in Early Childhood, Elementary & Special Education Credits 3.00 A study of content background in science education for early childhood, elementary, and special education teachers. Students gain knowledge in the development of science lesson design, within a larger unit of study. Students use effective teaching methods based on hands on/minds on instruction through demonstration, laboratory experiences, long and short- term data collection in an inquiry based setting. Students design appropriate and various forms of authentic assessment practices. Prerequisites: ED 145, ED 253, PSY 241 and PSY 251; acceptance into education major.

Prerequisite: ED145, ED253, PSY241, PSY251.

ED 359 - Using Intgrt Lang to Improve Learn K-12 (3)
An expansion of the theoretical foundation established in ED 353. It enables pre-service teachers to use integrated language skills (reading, writing, speaking, listening, and multi-media expression) to improve learning in the content areas. A supervised micro-teaching experience is included in this course. Prerequisites: ED 254, PSY 241 and PSY 251, or education director approval. Students need to provide their own transportation for field settings.

Prerequisite: ED254, PSY241, PSY251.

ED 451 - Resources & Services for Indiv w/ Disabi (4)
An orientation to the essential resources and services available for persons with disabilities and their families in order to meet their personal, vocational, developmental, and health needs in schools, clinics, hospitals, rehabilitation and employment settings, and other public and private agencies. Instructional models will include discussion, research and field-based projects. The integration of persons with disabilities across the lifespan into mainstreamed settings from the perspective of Disability Studies and the Disability Rights Movement is a particular focus. Field work is required as an integral part of the course. Open to seniors in the TSWD Certification program and others with permission of the program chairperson. Prerequisite: ED 105, ED 200, ED 300, PSY 251, and PSY 315. Students need to provide their own transportation for field settings.

Prerequisite: ED105, ED200, ED300, PSY251, PSY315.

ED 464 - Senior Practicum K-12 (2)
An opportunity to observe and participate in the teaching-learning process in specific subject-matter area classes under the guidance of a cooperating teacher. Seminars are held to coordinate and evaluate the practicum experiences. College supervisors will visit for initial observations. Prerequisite: student's approval for student teaching. Taken concurrently with ED505. Must have passed PRAXIS exam(s). Students need to provide their own transportation for field settings.

Corequisite: ED505.

ED 465 - Senior Practicum Early/Elem/Spec Ed (2)
In senior practicum, students develop the understandings, skills, and dispositions essential for quality teaching. Students must demonstrate mastery of subject area content, lesson planning and multiple instructional strategies. Students will have the opportunity to participate in the teaching-learning process of Early Childhood, Elementary, Middle School, Secondary and Special Education depending on certifications. Students will practice teach in school settings are under the guidance of cooperating teachers. Seminars are held to coordinate and evaluate the Senior Practicum experience. College supervisors will visit for initial observations. Prerequisite: Students must have passed PRAXIS exams related to their certification programs to be enrolled. Students need to provide their own transportation for field settings. Pre-requisites: ED 315, ED320, or ED330.

Prerequisite: ED505. Corequisite: ED505.

ED 467 - Student Teaching (8)
Student Teaching is an opportunity for qualified students to devote full time to a fulltime student teaching experience in approved schools. Students seeking an endorsement in teaching students with disabilities will spend time in Early Childhood, Elementary, Middle School Math or Science, Secondary, and/or Special Education settings. Those students not seeking an endorsement in Special Education will be placed in Early Childhood and Elementary, or Elementary/Middle School Math or Science, or Secondary High School settings. Students spend time observing, participating, and teaching under the direction of cooperating teachers and supervisors from CSE. CSE supervisors will visit student teachers on a regular basis in both settings in compliance with the NJDOE requirements. Conferences, both group and individual, are held on campus or in school settings during the student teaching period. All candidates for student teaching must obtain written clearance from their Education Program advisors and their liberal arts major advisors before being permitted to student teach. Advisorsâ€™ approval indicates that students have completed all courses and incomplete grades by the end of the semester directly preceding student teaching. Prerequisite: Passing score on identified PRAXIS exam(s). Completion of all course requirements in all education programs, liberal arts majors and general education liberal arts core occur before the full-time student teaching semester. Student Teachers need to provide their own transportation to field settings.

Corequisite: ED471, ED473.

ED 471 - Student Teaching Seminar (3)
The identification of issues related to previous student teaching experiences, and the analysis and evaluation of procedures for addressing these issues. Conferences are scheduled during the student teaching period on campus and on-site at local public schools. Taken concurrently with ED 467 and Ed473.

Corequisite: ED467, ED473.

ED 473 - Senior Portfolio (1)
Open only to students during the student teaching semester. Students will work with a faculty mentor to develop a portfolio of materials that demonstrates their understanding of current cross-cutting themes in education, as well as best practices." The portfolio will be presented in both oral and written form to the program faculty at the end of the semester. Taken concurrently with ED 467 and ED 471."

Corequisite: ED467, ED471.

ED 475 - Senior Student Teaching & Portfolio (4)
This weekly seminar brings student teachers together as a cohort, providing continuing support for successful completion of the student teaching experience. Learning activities feature self-reflection, peer interactions, and responses to presentations by faculty and guest speakers. Topics for discussion include: strategies for working with parents, families, colleagues and administrators; school law; professional responsibility with regard to child abuse, substance abuse prevention, bullying, intimidation, and harassment; resume writing; and senior portfolio preparation. A senior portfolio based on coursework and field experience artifacts will be presented in both oral and written form to the Teacher Education Faculty during the student teaching semester. Ed 475 is taken concurrently with Ed 467.

ED 480 - Senior Education Research Seminar (2)
In this seminar, students complete a qualitative research project investigating the selection, organization, and implementation of curriculum in a school setting. Students are required to include a review of the professional literature, a reflection on the role of the teacher in curriculum decisions, and how professional and societal influences impact school organization and curriculum design. Pre-requisite: Taken concurrently with ED465.

ED 491 - Independent Study (3)
Open to students at the discretion of the program members. This course permits the student to pursue an area of interest under the direction of a faculty member or members. This work may be undertaken in conjunction with other programs if it is mutually agreeable. Ordinarily the independent study program cannot be substituted for a course in the program without prior approval of the program chairperson. Variable Credit, students can register for 1-4 credits.

ED 495 - Internship (8)
This internship is a real-world experience designed to meet the goals of the Undergraduate Education Studies-Non Certification Major. Supervised interns require a placement in which a student works with a supervisor and a cooperating teacher or a director in a business setting. Student interns concurrently will participate in seminar as part of the internship. Students must apply six months prior to the start of the internship (February 1 for fall placements and May 1 for spring placements). This course is limited to seniors in the Undergraduate Education Studies-Non Certification Program. Completion of all course requirements in all education programs, liberal arts majors and general education liberal arts core occur before the full-time internship semester. Interns need to provide their own transportation to field settings.

ED 466ART - Special Content:Art (2)
This course will provide an overview of current teaching methods and issues relevant to the various secondary school subjects, including art, English, mathematics, the sciences and social studies/history.Students prepare units and lessons that focus on the NJ Core Content Standards for K-12. Ed 466 is taken concurrently with ED 465.

ED 466ENG - Special Content:English (2)
This course will provide an overview of current teaching methods and issues relevant to the various secondary school subjects, including art, English, mathematics, the sciences and social studies/history.Students prepare units and lessons that focus on the NJ Core Content Standards for K-12. Ed 466 is taken concurrently with ED 465.

ED 466HIS - Special Content: History (2)
This course will provide an overview of current teaching methods and issues relevant to the various secondary school subjects, including art, English, mathematics, the sciences and social studies/history.Students prepare units and lessons that focus on the NJ Core Content Standards for K-12. Ed 466 is taken concurrently with ED 465.

ED 466SCI - Special Content:Science (2)
This course will provide an overview of current teaching methods and issues relevant to the various secondary school subjects, including art, English, mathematics, the sciences and social studies/history.Students prepare units and lessons that focus on the NJ Core Content Standards for K-12. Ed 466 is taken concurrently with ED 465.

ED 466MATH - Special Content:Math (2)
This course will provide an overview of current teaching methods and issues relevant to the various secondary school subjects, including art, English, mathematics, the sciences and social studies/history.Students prepare units and lessons that focus on the NJ Core Content Standards for K-12. Ed 466 is taken concurrently with ED 465.

ED 500 - Resources & Services for Indiv w/ Disabi (3)
An orientation to the essential resources and services available for persons with disabilities and their families in order to meet their personal, vocational, developmental, and health needs. The integration of persons with disabilities across the lifespan into mainstreamed settings is a particular focus. Field work is required as an integral part of the course. Open to seniors in Special Education only; others with permission of the program chairperson. Prerequisite: senior status. Students need to provide their own transportation for field settings.

ED 510 - Ling & Sec Lang Acqu (3)
This course is open to undergraduate and graduate students. The purpose of the course is to introduce students to the applications of general linguistic theory to the specific field of language acquisition. The course analyzes second language acquisition (SLA) theory as well as the history of SLA. It examines integrationist and cognitive approaches to SLA and explores the role of learner characteristics in SLA. Methods for teaching and learning second languages will be considered. This course is required for Certification in World Languages. Undergraduates take this course concurrently with Ed 465. (This course replaces the undergraduate course, Ed 466A.)

ED 601 - Education & Human Services Settings (3)
This course will examine the historical, philosophical, andcultural roots of education and human services settings, andtheir bureaucratic/social structures. In addition, an introductionto education as a profession will be included. Instructionalmodes will include lecture, discussion, and case study-basedprojects.

Corequisite: ED603.

ED 603 - Curriculum Theory & Practice (3)
This course will examine the nature and development of curriculum, assessment procedures, strategies, and materials, and classroom management techniques.Models for curriculumdevelopment will include critical thinking, cooperative learning, and bias-free concepts. Performance-based assessment will be an additional focus. Instructional modes will include lecture, discussion, technology, media, research, and field-based projects.Co-requiste: ED 601.

Corequisite: ED601.

ED 605 - Reading & Language Arts:Theory & Practic (3)
This course offers approaches to literacy education for early childhood, elementary, and secondary education. It presents insights into literacy acquisition and enhancement as well as strategies for empowering students as language learners across the curriculum. Topics include research in literacy education theories of learning in the language arts, whole language, childrenâ€™s and young adult literature, and ongoing professional growth. Prerequisites: ED 601,ED 603. Corequisites: PSY 606,ED 607.

Prerequisite: ED601, ED603. Corequisite: ED607, PSY606.

ED 607 - Practicum (1)
During this course, students will observe a classroom within their area of certification for a minimum of 15 hours. It is recommended that these observations are completed by 3 hours per day over a one week period. The purpose of this course is to assist students in preparing for their formal practice teaching experience. Prerequisites: ED 601,ED 603. Corequisites: ED 605, PSY 606.

Prerequisite: ED601, ED603. Corequisite: ED605, PSY606.

ED 608 - Practice Teach Sem (1)
Studens meet with College supervisors to discuss progress. Lectures on selected topics are offered.

ED 609 - Practice Teaching (5)
Supervised field practice teaching in a Primary or Secondary educational setting is required. Seminar will integrate pedagogical theory with classroom experiences. Instructional modes will include supervisory consultation, discussion and field-based projects.

ED 610 - Change Through Action Research (3)
This courses focuses on classroom and school-based opportunities for teachers and school leaders to conduct research for the sole purpose of improving oneâ€™s own practice. Through the use of case study, group descriptive and quasi-experimental design, students construct, implement and assess the results of a specific research project built around their own settings and needs. The use and limits of both qualitative and quantitative research in educational settings will be carefully analyzed. Students must have regular access to a classroom.

ED 612 - Seminar & Field Exp in Early Child Set I (2)
In a seminar and related 15 hours of observation and participation in an early childhood setting, the development of pre-academic skills in the context of childhood play will be explored. Creation of a portfolio of pre-academic play learning activities will occur as a foundation of early childhood curricula. Prerequisites: ED 653,PSY 606.

ED 613 - Seminar & Fld Exp in Early Child Set II (2)
In a seminar and related 15 hours of observation and participation in an early childhood setting, the development of academic and affective skills will be explored. Creation of a portfolio of academic and affective learning activities will occur as a foundation of early childhood curricula. Prerequisites: ED 653, ED 654, PSY 606.

ED 615 - History of the Holocaust (3)
Examination of Jewish life in Europe and North Africa before the Holocaust, rise of anti-Semitism, Nazi ideology and actions, and the implementation of the Holocaust from 1933 â€" 1945. Focus on the roles of perpetrators, victims, collaborators, bystanders, resistance, and rescuers in the murder of 6 million Jews and other victims. The legacy and â€œlessonsâ€ of the Holocaust will be considered.

ED 620 - Intro to Assistive Technology (3)
An overview of hardware and software for students with learning, cognitive, sensory, and physical disabilities. This course focuses on accessing and adapting computers.Technology integrationand methods for collaborating with related services professionals are explored.

ED 623 - Assistive Technology Reading & Writing (3)
Explores how hardware and software can enable students with reading and writing disabilities to achieve educational goals.Techniques for using computers in the learning process are examined, with hands-on experience in an Adaptive Technology Lab. Prerequisite: ED 620.

ED 625 - Assistive Tech for Indiv w/ Multi Disab (3)
Software options to address the learning needs of students with a variety of disabilities and curriculum levels will be examined, explored, and evaluated in this hands-on class. Students willlearn to customize software for individual students. Prerequisite: ED 620.

ED 627 - Assistive Technology Assessment (3)
Students will learn a variety of ways and strategies to do assistive technology assessments with students with disabilities. Students will look at best practices with regard to assistive technologyassessments.This is a case study approach to choosing the most appropriate technology options for students of all ages with a variety of disabilities. Integrating the technology into the classroom setting will be emphasized. Prerequisites: ED 623, ED 625.

ED 629 - Clinical Pract in Assistive Technology (3)
Supervised practice in assistive technology assessment and training for students with disabilities. Prerequisite: ED 627.

ED 630 - Leadership Training Issues in Educ Tech (3)
This course examines the underlying principles of leadership and training as they pertain to technology coordination. The role of the educational technology coordinator in staff development and training, state and local technology planning, computer center management, and grant pro-curement will be studied. Systems models will be developed that can address these program goals.

ED 633 - Family & Comm Resources in Early Child (3)
This course will focus on children from birth to eight years of age. It will explore a developmentally

appropriate sequence of theory and applications about the interplay between family and community and the lives of children as well as implications for schooling at the preschool, kindergarten and primary levels. Cognitive development as it relates to appropriate socialization in the family and community units will be considered. Pedagogical theory, including the elements of the N.J. Early Childhood Education Program Expectations will permeate the course.

ED 635 - Genocide & Human Rights Modern History (3)
Course topics range from the Armenian genocide, to the Holocaust, and to contemporary genocides in Cambodia, Bosnia, Rwanda, and Darfur, including their impact on women and children. The influence of the Holocaust on Raphael Lemkinâ€™s definition of the genocide* will be considered. The history of efforts to document, resist and combat prejudice, racism, hate crimes, and genocide will be examined.*Genocide means any of the following acts committed with intent to destroy, in whole or part, a national, ethnical, racial or religious group, such a killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or part; forcibly transferring children of the group to another group.

ED 640 - Technology in the Curriculum (3)
This course examines, through software use and recent research, the impact of learning technologies on current curricular theory and the present and future capabilities of technology as a tool in restructuring of curriculum goals. Students will complete a project that includes the applications of technology in diverse educational settings, as well as the interaction of technology, curricular goals, student assessment, and learning environment.

ED 645 - Teaching the Holocaust & Genocide (3)
Course will enable teachers to apply the knowledge gained about the Holocaust and genocide in developing a teachable curriculum unit, in various subject areas (i.e. social studies, language arts, art, music), with appropriate goals and outcomes, strategies, and resources for classroom use with students in meeting the New Jersey mandate for K-12 Holocaust/genocide education. Curriculum should facilitate student knowledge of the Holocaust and genocide as well as on reducing prejudice, discrimination, bullying, and scapegoating. Focus will be on character education and the importance of being an â€œupstanderâ€ instead of a â€œbystanderâ€. Prerequisite: ED615, ED635

Prerequisite: ED615, ED635.

ED 650 - Theology,Philosophy,&Ethics of Holocaust (3)
Course examines the role and impact of theology, philosophy, and ethics during the Holocaust and in dealing with contemporary genocides. The challenges of contemporary anti-Semitism and interreligious dialogue will be considered. Prerequisite: ED 615, ED 635

ED 651 - Math & Science:Curriculum & Instruction (3)
This course will examine the nature and development of mathematics and science curricula, strategies,materials, and computer applications.A particular focus will be on practical applications in educational environments. Instructional modes will include lecture, discussion, research and laboratory-based projects.

ED 653 - Emergent Literacy in Early Childhood Set (3)
Theory and practice of literacy instruction in P-3 early childhood settings will be examined. Applications of literacy issues will occur in the assessment, planning and development ofcurriculum in reading integrated with the language arts for emerging readers and writers. Integration of community resources, including the family, in the development of emergent literacy will be organization models for typically-developing and at-risk students in regular education inclusive settings as well as self-contained special education classrooms.

ED 654 - Innovative School Meth & Prog Design (4)
(Applied field project and placement in early childhood setting required for P-3 candidates.) This course will examine the issue of school reform and innovative programming and methodology. A major purpose of the course is to familiarize students with current educational practice from a

research as well as a practical viewpoint, and to help students develop the skills to make rational, knowledge-based decisions for educational and early childhood settings. The issue will be examined from a broader perspective, looking at federal law and educational policy, social climate, level of development influences, and individual difference within the preschool and classroom settings. How these elements influence methodology and program design will be examined. A 15 hour field project will be required. Both a journal and classroom presentation will be required. Prerequisites: ED 653, PSY 606.

ED 659 - Behav Mgt of Students w/ Sev Specl Needs (3)
Course will focus on principles of behaviormodification and its application to the population of individuals with severe special needs. Students will be exposed to the theoretical constructsunderlying classical and operant conditioning,management programs for increasing,decreasing, andmaintaining the frequency of behaviors, schedules of reinforcement, and other related topics within the total context of curriculumdevelopment. Prerequisites: ED 665,ED 671.

Prerequisite: ED665, ED671.

ED 660 - Holocaust & Genocide in Culture (3)
Examination of the role of culture before, during, and after the Holocaust as well as in influencing and recording the history and memory of the Holocaust and other genocides. Course readings and film screenings will highlight the significance of literature, film, art, exhibits, media, and popular culture to our understanding of how the Holocaust and genocide have been portrayed. Prerequisites: ED615, ED 635, ED 645, ED 650.

ED 665 - Nature & Needs of Students w/ Educ Disa (3)
This course will examine the learning, behavioral and personal social characteristics of educationally disabled students and their impact on the teaching/learning process in the classroom. Instructional modes will include lecture, discussion, and research.

ED 671 - Curriculum,Instruction & Special Materia (3)
This course will provide opportunities in the selection of teaching techniques andmaterials for the design and implementation of curricula for students with educational disabilities.This course willalso examine formal and informal instruments and procedures used in the assessment and evaluation of persons with educational disabilities. Instructional modes will include lecture,discussion, and field-based projects.

ED 675 - Community Agencies (3)
This course will provide an orientation to resources and services available in schools, rehabilitation and employment settings,and other public and private agencies serving disabled individuals andtheir families. Instructionalmodes will include discussion, research, and field-based projects.

ED 677 - Action Research in Special Education (3)
This course focuses on classroom and school-based opportunities for teachers to conduct research for the sole purpose of improving oneâ€™s own practice in working with special needs children. Through the use of case study, group descriptive or quasi-experimental design, students construct, implement and assess the results of a specific research project built around their own setting and needs. The use and limits of both qualitative and quantitative research within a special education setting will be carefully analyzed. Research must be focused on children with learning disabilities. Students must have regular access to this population.

ED 681 - Field Experience in Educational Technol (3)
This course will provide both class and field experiences on types of technologies being used in education.This course examines instructional technology that is used for research, curriculumplanning and implementation of instruction and also the impact of technology on instructional design.Students will be responsible for developing technology - integrated lessons in their contentareas. Evaluationmodels will also be examined.

ED 682 - Internet in Education (3)
This course examines the educational and research applications of the Internet. This course

also examines telecommunications issues. Students will learn to create their own homepage for the Web. Attention will also be given to the use of networked CD-ROM databases as research tools.

ED 683 - Special Topics (3)
An in-depth exploration of a specific topic that is of currentinterest to graduate students inmanagement.Approval of theProgramDirector is required to register.

ED 685 - Independent Study (0)
Independent project in an area of individual special interest. Thestudent and faculty advisor develop appropriate goals for theproject which is then presented in a formal proposal. This coursemay require the preparation of a final paper and presentation.Prerequisite: Permission of the Director.

ED 695 - (0)

ED 697 - (0)

ED 699 - Culminating Project (3)

ED 609AC - Practice Teaching for ACT 1 (5)
Supervised field practice teaching in a Primary or Secondaryeducational setting is required. Seminar will integrate pedagogicaltheory with classroom experiences. Instructional modeswill include supervisory consultation, discussion, and field-basedprojects. For A.C.T. I students. Prerequisite: ED 607.

Prerequisite: ED607.

## EDAS - Educational Leadership

EDAS 601 - Leadership & Learning Communities (3)
This course is designed to provide students with the theoreticalfoundation in the field of school leadership. It requires all studentsto analyze their own belief system, strengths and needs in order toconstruct a personal Statement of Purpose that will guide themthroughout the program. Emphasis will be on individual and smallgroup dialogue where theoretical knowledge is constantly appliedin real school settings.

EDAS 603 - Curriculum Theory & Practice (3)
This course is designed to provide an overview of the foundations,principles, and issues of curriculumdevelopment and evaluationof instruction.The course content will focus on both aspects ofcurriculum: theory and practice.Course includes a study of theconcepts of philosophy,history, and sociology with emergingfuturistic perspectives of school reform.

EDAS 609 - Managing the School Community I (3)
This is the first of a two-course sequence that prepares future school leaders for themanagement functions required for effective school leadership. Managing school policy, school law, finance, and facilities will be studied in a problembased approach. Study of legal and ethical issues, court decisions and constitutional provisions will be examined as they impact and affect educationalpolicy and practice relating to school administration.

EDAS 610 - Managing the School Community II (3)
The second course of theManagement sequence will focus on theimpact of earlier studies in the areas of school law and policy,finance, and facilities. The relationships of political, social, andethical issues and how they impact on leadership andmanagement principles will be themajor emphasis of the course.

EDAS 611 - Action Research:Final Project (3)
Thisâ€œCapstone Experienceâ€requires students to produce an ActionResearch project based upon the Internship experience. Studentswork in small groups to develop and present ameaningful project.An oral presentation as well as a written documentmust besuccessfully presented.

EDAS 612 - Leadership for Curriculum Change (3)
This course focuses on classroomand school based opportunities for teachers and school leaders to conduct research for the sole purpose of improving oneâ€™s own practice. Through the use of casestudy,group descriptive and quasi-experimental design, students construct, implement and assess the results of a specific research project built around their own settings and needs. The use andlimits of both qualitative and quantitative research in educational settings will be carefully analyzed.

EDAS 681 - Supervision of Instruction (3)
This course will provide opportunities for the educator to becomefamiliar with the following supervisory behaviors in order toimprove instruction: approaches utilized in successful

supervisorypractice, the human elements in supervision and change and thesupervisor.Students will demonstrate and apply knowledge otherthan research thatmay impact upon supervisory behavior.Utilizing knowledge gained fromprofessional literature and fieldbasedresearch, students will identify ways in which knowledge ofsupervisory behavior can be applied to improve and evaluateinstruction.

EDAS 685 - Field Internship I (3)
The first of a three-semester experience requires students to serve in leadership internship within their own school environment. Participants will perform and implement learned skills and strategies in each of the NJPSSL standards as well as â€œshadowingâ€an effective leader in various administrative functions.

EDAS 687 - Field Internship II (3)
This course is a continuation of EDAS 685.

EDAS 688 - Leadership Development Institute (3)
This intensive week-long experience provides opportunities to examine, explain, analyze and utilize data to inform and guide decision making and reform efforts in a school. The Leadership Institute will be focused on understanding data as a means of improving instruction programming decisions based on the first year course work. This course is designed to provide an understanding of accountability systems, basic data analyses procedures, in order to guide decision making in the area of instructional improvement. It is centered on interpreting data as a means of improving instruction programming decisions centered on curriculum and program evaluation.

EDAS 689 - Field Internship III (3)
This course is a continuation of EDAS 687.

EDAS 695 - Professional Portfolio (0)
This product will reflect the essence of student learning throughout the entire M.A. in Educational Leadership program.

EDAS 701 - Essential Competencies for Doct Studies (3)
This course provides students with the necessary knowledgeand skills for successful completion of the Ed.D. Program. Theseinclude Institutional Review Board certification, proficiency inacademic research, technological expertise, and scholarlywriting.

EDAS 705 - Servant Leadership Institute (2)
This intensive experience provides students with an opportunityfor personal and professional renewal. The experience isdesigned to assist students reflect upon and clarify their moralpurpose in their role as educational leaders and understand itsimportance to their continuous success in the profession.

EDAS 710 - Data-Informed Decision Making (4)
This course provides an in-depth review of scientific inquiry,research planning, and techniques of data-collection,observation and analysis as necessary and appropriate for thesuccessful planning, assessment, and decision-making for districtlevel and school-based educational leaders.

EDAS 711 - Data-Informed Decision Making I (1)
This course provides a review of scientific inquiry and researchas necessary and appropriate for the successful planning,assessment, and decision-making for district level and schoolbasededucational leaders.

EDAS 712 - Data-Informed Decision Making II (1)
This course provides a review of techniques of data-collectionas necessary and appropriate for the successful planning,assessment, and decision-making for district level and schoolbasededucational leaders.

EDAS 713 - Data-Informed Decision Making III (1)
This course provides a review of techniques of observationand analysis as necessary and appropriate for the successfulplanning, assessment, and decision-making for district level andschool-based educational leaders.

EDAS 715 - Emerging Perspective District Level Lead (3)
This course explores the evolution of both the American system of schooling from the early 20th century to the present. Emphasis is placed on the changing social, economic, and political forces that have shaped, and continue to shape, the administration of the public schools. The challenges facing the contemporary school superintendents as they provide leadership for their learning communities is extensively studied through research, readings, discussions, and case studies.

EDAS 716 - Sustaining High Performance Learn Comm (3)
This course continues the exploration of leadership at thedistrict level and its relationship to the development andsupport of the overall district learning community, as wellas the learning communities that comprise the school system.Emphasis will be placed on the development of morallypurposeful high performing learning communities, committedto social justice, and the importance leadership for learning andcontinuous growth.

EDAS 718 - Leadership/School Improvement (3)
School district leaders face enormous challenges as they seek to transform schools and school districts for the 21st century. This course will assist the educational leadership students to understand the school organizational structures and educational processes necessary to prepare the upcoming generation to live in this ever evolving, interdependent, and complex world. A variety of topics are explored through readings, case studies, group discussions, research and group projects.

EDAS 720 - Internship, Seminar, & Clinical Proj I (3)
Students are required to complete an internship experience on the district-level with a mentor superintendent and complete a clinical project to be approved by both their advisor and mentor.Students meet in small groups during the semester to report on their clinical projectâ€™s progress and results, and to debrief their district level internship experience.

EDAS 722 - Dissertation Research & Scholarly Writing (2)
This course is designed to introduce the doctoral students to qualitative research methodologies and to further develop and reinforce scholarly writing skills. A combination of readings, lectures, discussions, and class exercises will help students acquire these research and writing skills and apply them to their own developing areas of inquiry. By the end of the course, students will be able to: finalize their area of inquiry; draft an issue statement, frame research questions; and develop an initial plan for their own research grounded in an ongoing literature review.

EDAS 725 - Education Public Policy Devel & Advocacy (3)
The development of educational policy requires a reflective andthoughtful leader to serve the school districtâ€™s vision and thecommon good.This course explores policy developmentthrough the lens of school and non-school settings, as well as therole of state and federal government and schooling in a multiculturalenvironment.

EDAS 730 - School District Leadership in a Glob Soc (3)
This course examines leadership practices in American and internationaleducational settings. This cross-cultural experiencefocuses on research and theories of leadership and their applicationin a multitude of educational settings around the world. Itprovides the doctoral students with the opportunity to compareand contrast educational philosophies and methodologies ofother nations with our American educational system, and serveto expand the studentsâ€™ global perspective.

EDAS 735 - Internship,Seminar, & Clinic Practice II (3)
Students are required to complete a second internship experienceon the district-level with a mentor superintendent andcomplete a second clinical project to be approved by both theiradvisor and mentor. Students meet in small groups during thesemester to report on their clinical projectâ€™s progress and results,and to debrief their district level internship experience.

EDAS 741 - Colloquium in Educational Leadership I (6)
Doctoral faculty will plan a summer experience with input from the doctoral students. The experience may include discussions of their first year clinical projects, progress reports on their dissertation research. The plan will also include presentations and workshops conducted by national and/or international experts in the field of PK-12 educational leadership. (6 credits).

EDAS 743 - Comprehensive Assessment of Research (6)
This course will assess students on their mastery of the learning outcomes from EDAS701, EDAS705, EDAS718, EDAS723, and EDAS722. The students will develop and present a comprehensive performance task designed to demonstrate their

understanding of a servant leadership vision for educational leadership and their developing skills in research and scholarly writing.

EDAS 745 - Educational Finance & Strategic Thinking (3)
This course provides students with state and federal directives on school finance, economic principles, and national income measures related to public education including local, stateand federal methods of financing public education. The budgeting process is presented as directly related to mission and values-based strategic planning and the achievement of educational goals.

EDAS 750 - Action Research Dissertation (3)
Through extensive readings, research, study, and writing this course provides an opportunity for students to begin the preparation for designing their action research dissertations. Emphasis is placed on peer review and critique as students consider topic areas and methodology and share it with their advisors and other members of their cohort.

EDAS 755 - School Law & Ethics (3)
This course provides an overview of the legal and ethical dimensionsof professional practice in contemporary American publiceducation. Students examine the ethical dimensions of schoollaw, by researching authentic case studies in order to ensure areality based experience.This problem-based approach gives thestudents the opportunity to analyze various situations using theethic of justice, the ethic of care, and the ethic of the profession.

EDAS 757 - Ethical Leadership in School Law & Labor Relations (3)
This course will address the ethical and legal dimensions of stewardship in educational governance and the administration of negotiated contracts.  Through a problem based approach students will be given an opportunity to analyze situations and case studies from the perspective of ethical decision making.

EDAS 760 - Internship,Seminar,& Clinic Practice III (3)
Students are required to complete a third internship experienceon the district-level with a mentor superintendent and completea third clinical project to be approved by both their advisor andmentor. Students meet in small groups during the semester toreport on their clinical projectâ€™s progress and results, and todebrief their district level internship experience.

EDAS 765 - Governance and Community Relations (3)
This course provides students with knowledge of formal and informal decision-making structures in local communities and how they affect educational issues. The many sources of community influences are examined and analyzed, particularly the role of the local board. Effective and ineffective methods by which school administrators garner support from various sectorsof the community are analyzed.

EDAS 775 - Dissertation Proposal Seminar (3)
This seminar provides students the opportunity to finalize thedevelopment of their action research dissertation proposals.Working closely with their dissertation advisors students developand submit dissertation proposals for final review and approval.Once the dissertation proposal is approved by the advisor thestudent is then scheduled for the proposal defense.

EDAS 780 - Collective Bargaining & Labor Relations (3)
Students develop the necessary knowledge, skills, and strategiesdesigned to facilitate positive and effective collective bargainingand labor relations processes with various organizations andassociations. Emphasis is placed on strategies designed to fosterwin-win solutions to the collective bargaining process.

EDAS 781 - Colloquium in Educ Leadership II (6)
Doctoral faculty will plan a summer experience with input from the doctoral students. The experience may include discussions of their second year clinical projects, progress reports on their dissertation research. The plan will also include presentations and workshops conducted by national and/or international experts in the field of PK-12 educational leadership.

EDAS 783 - Data Analysis & Interpretation (6)
This course addresses the various methods used to interpret, analyze and explain data; the presentation of research findings; the relationship of these findings to current research and literature, recommendations for practice; and

recommendations for further research. In addition, students will be apprised of the policies and procedures governing their dissertation defense.

EDAS 785 - Dissertation Advisement I (6)
Students, in collaboration with their advisors, develop and submit action research dissertation proposals for final review and approval.

EDAS 790 - Dissertation Advisement II (6)
Students, in collaboration with their advisors, develop andsubmit action research dissertation proposals for final reviewand approval.

## EDOL - EDOL

EDOL 610 - Intro Online Teaching and Learning (3)
In this course students will be introduced to the design and delivery of online coursework. Concepts you will learn include the virtual classroom, synchronous vs. asynchronous learning, use of the web for instruction, virtual community, and the uses of the various technology tools. Current research on the standards for online teaching and learning will be examined. You will begin to construct a basic lesson or course component that you will continue to develop in remaining certificate course work, which will demonstrate your understanding and application of the core concepts in this class.

EDOL 615 - Intro to OL Authoring Tools& Mgmt System (3)
This course provides the foundational information, concepts, issues, and ideas critical to understanding how to use various software tools to build online learning environments. Students will have the opportunity to utilize both commercial and free web based tools to create online teaching environments. Students will also be given the opportunity to experience online teaching utilizing a host of different learning management systems and webinar platforms.

EDOL 620 - Online Teaching Development & Design (3)
This course will provide students with the opportunity to learn the skills of designing an online course and to use the â€œQuality Mattersâ€ rubric to evaluate an online course. Students will also have the opportunity to learn how to develop student assessments that directly connect to the established course criterion.

EDOL 625 - Captsone (3)
This course will provide students with the opportunity to develop an online course utilizing the skills and content that they have learned in the program. Students can select from several different Learning Management Systems to build out the course. Students will have the opportunity to use a host of authoring tools to provide students with engaging and interactive online courses.

## ENG - English

ENG 107 - Basic Writing (4)
Guided practice in writing non-fiction prose, affording students opportunities to develop syntactic fluency and to grow more confident in their writing abilities. Writers will conference extensively with their instructor. This course is not open to students who have completed or who are enrolled in ENG 111, ENG 115, or any 200-, 300-, or 400-level writing course. Any student who has not successfully completed ENG 111 may elect to take ENG 107, but some students will be required to take ENG 107 as a result of their performance on their initial writing assessment. (Fall and spring)

ENG 111 - English Composition I (4)
Practice in writing various kinds of prose with emphasis on the process of composing. Attention is given to methods of invention and arrangement and to the importance of revision as a means of shaping and refining ideas. Writers will conference extensively with their instructor. This course is not open to students who have completed or who are enrolled in ENG 115, or any 200-, 300-, or 400-level writing course. (Fall and spring)

ENG 115 - English Composition II (4)
Further practice in prose writing incorporating components and methods of research in the disciplines, with special attention to the student's possible choice of major. Students will practice locating, evaluating, and synthesizing material from sources - both traditional and electronic - ultimately producing research projects adhering to the discourse rules of their disciplines. Writers will conference extensively with their instructor. Prerequisite: ENG 111. (Fall and spring)

Prerequisite: ENG111.

ENG 120 - The Reading Life (2)
Educated people through the ages have appreciated the importance of a rich and varied reading life. This course seeks to deepen and broaden readers' experience with texts, both classic and contemporary, while cultivating the skills necessary for complex thought, critical judgment, and a habit of lifelong reading. A major focus will be the ways that literature can help readers to understand their own experience and cultural assumptions. Includes required attendance at guest author readings. Satisfies Cluster 1 General Education requirement.

ENG 200 - American English Grammar (4)
A study of the grammars of American English, including attention to the structural, transformational, and functional approaches, with emphasis on current usage and the Language of Wider Communication. Satisfies additional Cluster 1 General Education Requirement (not literature).

ENG 201 - Writing Creative Nonfiction (4)
Further practice in writing non-fiction prose, with emphasis on elements of style, arrangement, voice, coherence, and clarity. The course affords the competent writer the opportunity to refine technique and style and to demonstrate imagination and maturity in the expression of complex ideas. Research techniques will be refined. Required for English majors and minors; open to all. Prerequisite: ENG 115. (Fall)

Prerequisite: CSE120.

ENG 202 - Fundamentals of Acting (2)
Students will study the fundamentals of acting, including role and scene analysis, performance skills, improvisation, vocal development, and rehearsal techniques. The course may culminate in public performance. Course may be repeated for credit once.

ENG 203 - Creative Writing (4)
An introduction to the practice and pleasure of writing short stories and poems. Emphasis is placed upon using metaphor, resisting clichÃ©, trusting the reader, and valuing the revision process.

ENG 204 - Business Writing (4)
Guided practice in the forms of writing most often used in business settings. Topics include memoranda, business letters, reports, proposals, and white papers. Particular attention will also be given to electronic document production such as e-mails, slide presentations, blogs, and web pages. Prerequisite: ENG 115.

Prerequisite: CSE120, ENG115.

ENG 205 - Journalistic Writing (4)
Students will learn the foundations of writing for print, broadcast, and new media, to include AP style, lead writing, story design, news gathering, and media law. Prerequisite: ENG 115.ENG 208.

Prerequisite: CSE120, ENG115. Crosslisted as: COMM250.

ENG 208 - Reporting Practicum (1)
Students enrolled in this course will refine their skills as professional reporters, news writers, and self-editors by reporting and writing articles for campus news publications, principally the student newspaper. Prerequisite: Sophomore status and successful completion of a 200-level writing course, preferably ENG 205. Course may be repeated, and students may earn up to eight credits towards graduation. May be taken for 0,1, 2, 3, or 4 credits. (Fall and spring)

Prerequisite: ENG205.

ENG 209 - Women in Film (4)
An examination of women's distinctive contribution to film history. The student will study women as the object of both the male and the female gaze. Special attention will be given to women directors and producers. Satisfies additional Cluster 1 General Education Requirement (not literature) or Cluster 5 General Education Requirement.

ENG 210 - Play Production (4)
A general course including a survey of the problems of play production from the viewpoint of the director, the actor, the designer, and the stage technician. Students are required to work in some capacity in presenting the semester's play. Variable credit, students can register 0-4 credits.

Crosslisted as: COMM210.

ENG 220 - The English Symposium (0.5)
Students will discuss and debate current issues in language, literature, and writing with the English faculty at regularly scheduled symposia (generally four a semester). Prior reading and active participation are required. Must be taken four times for the English major, normally as a sophomore and a junior. Pre- or co-requisites: English 115 and 120. Open only to English majors.

Prerequisite: ENG115, ENG120.

ENG 225 - Research Writing in Nursing (3)
Practice in critical writing incorporating components and methods of research in the field of nursing. Activities include searching health care-specific data bases, locating and evaluating discipline-specific articles and books, and analyzing and synthesizing material from these sources. A research paper is a major component of the course. APA research design and documentation forma will be stressed. Prerequisite: ENG 111.

Prerequisite: ENG111.

ENG 228 - American Film (4)
The study of the history of American film, focusing on classic films, conventions of film genres, exploration of director's careers, and definitions of what it is to be an American. Satisfies additional Cluster 1 General Education Requirement (not literature).

ENG 229 - International Film (4)
Exploration of classic and contemporary films from around the world. Pace, image, and cultural representation will be considered. Satisfies additional Cluster 1 General Education Requirement (not literature) or Cluster 5 General Education Requirement.

ENG 239 - Women's Literature:A Different Voice (4)
An examination of how women's lives have shaped women's creative expression and an introduction to the female literary tradition-its history, styles, themes, and structures of writing. It includes literary selections by women authors from a variety of cultures. Satisfies Cluster 5 General Education Requirement.

ENG 247 - Critical Reading (4)
A setting where students can engage the literary texts they encounter as they develop the foundational skills necessary for subsequent literary study, including close reading, literary research, and familiarity with critical vocabulary. Opportunities will abound for practice in writing critical essays on the fiction, poetry, and drama under consideration. Required for English majors and minors; open to all.

ENG 250 - European Literature & Related Arts I (4)
A survey of works of literature produced in Europe from Antiquity through the Seventeenth Century. Some attention will be given to contemporary works of art and music as they relate to the literature. Includes a trip to a museum or a live performance. Open only to honors students. (every other fall)

ENG 253 - European Literature & Related Arts II (4)
A survey of works of literature produced in Europe from the eighteenth through the twenty-first centuries. Some attention will be given to contemporary works of art and music as they relate to literature. Includes a trip to a museum or a live performance. Open only to honors students. (every other fall)

ENG 257 - HNRS Post Modern Seminar (4)
This seminar will employ an interdisciplinary approach to explore the definitions and manifestations of post modernity. This course will integrate psychology, sociology, philosophy, theology, film and visual art concepts into the discussion.

ENG 263 - Greek & Roman Mythology* (3)
A study of Greek and Roman mythology: the basic meaning of myth and its nature and function in classical cultures will be explored. The major myths and legends will be discussed using primary sources. References will be made to the use of myth in art and literature. Satisfies Cluster 1 or Cluster 5 General Education Requirement

Crosslisted as: FLAN263.

ENG 265 - Studies in American Lit (4)
An exploration of the literature of the United States, with special attention to the literary forms and movements of the last two-and-a-half centuries and an emphasis on the varieties of the American identity.

ENG 267 - Presentation Skills for English Majors (2)
Students develop presentations skills appropriate to the disciplines of language and literature

Crosslisted as: COMM267.

ENG 269 - Conversations in Lit & Writing (4)
Conversations in Literature and Writing. Required three times for English majors (12.0 Credits). This class forms a learning community wherein students engage in sustained study and discussion of crucial literary works. The main focus of this course will be the close reading of works and placing works in conversation, with attention to the writersâ€™ craft. Each semester will present the class with a new theme, genre, literary period, or topic. Students will be required to attend an on-campus and an off-campus cultural event. Course fee applies.

ENG 270 - Guided Reading (2)
An opportunity for the reader to choose a topic or genre from a list provided by the Department and to become a part of a small community of readers under the mentorship of a faculty member. Students who are seeking a minor in secondary education will be advised to focus on works they are likely to teach after graduation. May be repeated for credit. Prerequisite: English 115 and 247.

Prerequisite: ENG115, ENG247.

ENG 273 - Guided Writing (2)
An opportunity for the writer to choose a topic or genre for reading and writing from a list provided by the Department and to become a part of a small community of writers under the mentorship of a faculty member. May be repeated for credit. Prerequisite: English 115 and 247.

Prerequisite: ENG115, ENG247.

ENG 300 - Seminar in Major Literary Figures (4)
Students will spend time getting to know a single author (e.g., Chaucer, Shakespeare, Austen, Faulkner, or Morrison) or a group of authors (e.g., Thoreau and Emerson, Wordsworth and Coleridge, Eliot and Dickens, the Bloomsbury Group, or Churchill and Parks). Attention will be given to the literary biographies of the writers, the works they have produced, and the context out of which their work has grown. Reading of critical texts and writing of critical papers will be required. May be repeated for credit. Prerequisites: English 115 and 247.

Prerequisite: ENG115, ENG247.

ENG 310 - Seminar in Literary Tradition (4)
Students will examine the ways that literary texts combine to form a tradition. Issues and problems of what constitutes a literary tradition will be foregrounded: What gives a tradition impetus? What causes it to end? How do texts converse with each other within a tradition? The focus will vary each time the course is offered, but it may be such areas as magical realism, theater of the absurd, Arthurian romance, the Victorian novel, or contemporary poetry. Reading of critical texts and writing of critical papers will be required. May be repeated for credit. Prerequisites: English 115 and 247.

Prerequisite: ENG115, ENG247.

ENG 315 - Seminar in Lit and Cultural Context (4)
Students will examine how literary texts reflect and impact their cultural setting. We are born as individuals into a formed world. How does this cultural context limit us and inspire us? How do writers mirror these environmental factors, and how do these factors, in turn, help to inform and alter the writers? Studies of such topics as women and war, the Romantic revolution, the Harlem Renaissance, postcolonial literature, and contemporary Latina writers will explore these questions. Reading of critical texts and writing of critical papers will be required. May be repeated for credit. Prerequisites: English 115 and 247.

Prerequisite: ENG115, ENG247.

ENG 320 - Advanced Seminar Writing (2)
An in-depth study of a particular type of writing, offering writers a chance to refine their skills as they strive to meet the highest standards. The focus will vary, but may include such topics as style, memoir, poetry, nature writing, travel writing, or arts criticism. May be repeated for credit. Prerequisite: English 201, 240, and an additional 200-level writing course.

Prerequisite: ENG201, ENG270.

ENG 327 - Independent Reading (2)
An opportunity for the reader to develop a reading list and form objectives which will guide an independent reading experience with the goal of deepening and/or broadening an area of interest. Students who are seeking a minor in secondary education are strongly urged to focus on works they are likely to teach after graduation. May be

repeated for credit. Prerequisites: English 201, 247, 230, at least one 300- level literature class completed, and at least one 300-level literature class taken concurrently.

Prerequisite: ENG201, ENG247, ENG270.

ENG 345 - Independent Writing (2)
An opportunity for the writer to develop a reading list and form objectives which will guide an independent writing experience with the goal of producing a publishable piece of writing. May be repeated for credit. Prerequisites: English 201, 247, 240, and an additional 200-level writing course.

Prerequisite: ENG201, ENG247, ENG270.

ENG 400 - Seminar in Literary Theory (4)
Students will examine classical and contemporary texts on literary theory and apply them practically to literary works. By exploring fundamental questions about the nature of literary art, the course will help develop students' conceptual understanding of literature and their awareness of the assumptions underlying their own readings. Prerequisite: English 201, 247 and at least one 300-level literature course.

Prerequisite: ENG201, ENG247.

ENG 405 - The Rhetorical Tradition (4)
A survey of rhetorical texts and theories, beginning with the Greek and Roman and ending with modern composition theories. Emphasis will be placed on key terms and concepts, with attention to implications for contemporary roles of rhetoric and writing in modern society. Prerequisites: English 201, 247, and two other English electives.

Prerequisite: ENG201, ENG247.

ENG 411 - Senior Seminar (2)
An opportunity for students to design and complete an advanced research project. This project may be a substantial expansion of a paper written for another course or it may be a new research topic, but it will always derive from the student's previous work within the major. Research will be completed independently with the guidance of a faculty mentor, and it will culminate in a presentation of each student's work in a formal setting. (Fall)

ENG 420 - Research Writing in English (2)
Students develop research and writing skills to prepare them for their capstone experience in English. Prerequisite: at least two 300-level courses in English.

ENG 491 - Independent Study (2)
An exploration of a topic not covered in departmental offerings. Approval of the department is required before registration. In order to request permission, students must present a preliminary bibliography and a clear idea of the direction of the study. Variable Credit, students can register 1-4 credits.

ENG 495 - Internship (3)
Practice in career-related work such as writing, editing, public relations, and/or translation. A maximum of 3 credits can be applied to the major. Approval of department is required. Variable credit, students can register 1-4 credits.

ENG 91 - Learning Strategies (2)
An introduction to a variety of principles, techniques, and tools that can assist students through the learning process as they encounter complex college reading material and course work. Topics include critical reading and analysis, note-taking, effective listening, test-taking, time and priority management, and creation of an organized learning plan. Grade and credits not applied toward graduation; institutional credits will be awarded.

## EOF - EOF

EOF 091 - Academic Integration Model I
This course will provide an introduction to academic and social integration strategies for success in college. Students will develop an individualized plan for academic integration, advising, student support services objectives, and academic expectations. EOF students only.

EOF 092 - Academic Integration Model II
This course will provide an introduction to academic and social integration strategies for success in college. Students will develop an individualized plan for academic integration, advising, student support services objectives, and academic expectations. EOF students only.

EOF 91 - Academic Integration Model I (1)
This course will provide an introduction to academic and social integration strategies for success in college. Students will develop an individualized plan for academic integration, advising, student support services objectives, and academic expectations. EOF students only.

EOF 92 - Academic Integration Model II (1)
This course will provide an introduction to academic and social integration strategies for success in college. Students will develop an individualized plan for academic integration, advising, student support services objectives, and academic expectations. EOF students only.

## ESL - English As A Second Language

ESL 100 - American Classroom (1)
This seminar is designed to help new international students become familiar and comfortable with American culture, both in and out of the classroom. Through reading, discussion, and role play, students will learn behaviors that will enable them to function smoothly and successfully in their college courses and in the larger world outside the classroom.

ESL 101 - Writing/Reading for Int'l I (4)
An introduction to and practice in the steps in the writing process leading to at least a minimum level of acceptability for college writing. Students practice the fundamental reading skills necessary for success in other college courses: recognizing the main idea in non-fiction and understanding how it is supported, expressing and supporting reactions to the reading, and answering various kinds of test questions. Open only to non-native speakers. Lecture: 3 hours; laboratory: 1 hour.

ESL 102 - Excursions in English (3)
A course concentrating on English structure for those students who need to strengthen their knowledge of grammar, syntax, and vocabulary. There will be discussion with some reading and writing. Open only to non-native speakers. Lecture: 3 hours.

ESL 103 - Writing/Reading for Int'l Students II (3)
Continued practice in a process approach leading to a standard of writing acceptable in college courses. Students will read and respond to essays both orally and in writing. They will also practice writing, revising, and editing various kinds of essays. Instruction in word processing is included in the course. Open only to non-native speakers. Lecture: 3 hours; laboratory: 1 hour.

ESL 103L - Lab:Writ/Rd Int II (1)

ESL 104 - Excursions in English II (3)
A continuation of English 102 which offers intensive work in grammar/vocabulary. Open only to non-native speakers. Prerequisite: ENG 102.

ESL 105 - Writing/Reading for Int'l Students III (3)
Continued practice of writing skills designed to enable students to enter ENG 111 on a level footing with other students. Students will work on reaching a higher level of maturity in the content of their writing, on reaching a more sophisticated level of language use, and on making more effective use of organizational strategies. Open only to non-native speakers.

ESL 095 - Writing/Reading Skills for Int'l Student
Students are introduced to the writing process and practice writing beginning at the paragraph level leading up to short essays. At the same time, they increase their reading fluency as they read and analyze numerous short articles and stories. Grade and credits not applied toward graduation; institutional credits will be awarded.

ESL 95 - Writing/Reading Skills for Int'l Student (3)
Students are introduced to the writing process and practice writing beginning at the paragraph level leading up to short essays. At the same time, they increase their reading fluency as they read and analyze numerous short articles and stories. Grade and credits not applied toward graduation; institutional credits will be awarded.

## FIT - Fitness

FIT 100 - Introduction to the Fitness Industry (2)
Students examine current competencies required for credentialing in the field, and a variety of current fitness/wellness practice delivery systems. This course includes a field practicum to enhance the studentâ€™s ability to plan, implement, and evaluate fitness/wellness programs for a variety of populations. Marketing issues and business practices will be examined for ethical safety issues.

FIT 110 - Self Defense (1)
Common practical everyday safety precautions for the individual at home, at work, and while traveling.

FIT 115 - Physical Fitness & Weight Training (1)
Basic anatomical and physiological functions of the body in the context of fitness are the basic foundations of the course. Complete fitness evaluations will be offered in accordance with national guidelines, followed by fitness planning for the individual.

FIT 120 - Beginner Swimming (1)
Basic water adjustment skills, strokes, safety skills, and group activities are the emphasis in this self-paced class taught to insure personal safety and competence.

FIT 125 - Water Aerobics (1)
Strengthening the heart and lungs, and shaping-up the skeletal and muscle systems will be the guidelines for personal water aerobics workouts through explanations and demonstrations. Students do not need to know how to swim. All activity is in shallow water. Options for deep water exercise are available.

FIT 130 - Aerobics (1)
This is a combination of vigorous exercise and callisthenic exercises for toning, firming, and cardiovascular endurance. This also includes dance patterns to teach and reinforce rhythm. Low impact step aerobics will be the primary focus of the course. New aspects to be explored will include cardio, kick boxing, Pilates, strength training, high and low impact.

FIT 135 - Lifeguard Training (1)
Principles of preventative lifeguarding, knowledge and skills of how to prevent accidents from occurring, knowledge of rescue skills, and the ability to perform them. Red Cross has designed a uniform course to provide candidates with the knowledge necessary for competent performance as a professional lifeguard at pools and waterfront areas.

FIT 155 - Aerobic Fitness Wallking (0.5)
Low impact fitness walking course designed to increase cardiovascular fitness. Participants will take advantage of the numerous trails on and off campus.

FIT 160 - Volleyball (1)
Fundamentals of the game including basic skills, scoring, positioning, rules, terminology, and game strategy will be the aim of this introductory course.

FIT 200 - Strength & Conditioning I (2)
This course is designed to provide students with a specific knowledge of anatomy and physiology as it pertains specifically to strength and conditioning. Examination of muscles and their actions will provide the basis for application in exercise.

FIT 205 - Strength & Conditioning II (4)
Building on the basic knowledge, students will begin to apply specific principles to exercise and sport specific actions. Students will work to create action plans based on sound theoretical knowledge of anatomy and physiology. The origin, insertion and action of muscles and the complete movement of a sports action will be examined for safe and appropriate application.

FIT 210 - Professional First Aid/CPR/AED (2)
This course provides a combination of the first aid skills necessary for acting as the first link in emergency medical services systems. This course will combine all first aid skills and all CPR-cardio/pulmonary skills for adults, children and infants. The addition of AED, Automatic External Defibrillator component makes the course a complete set of skills. Red Cross certification is available.

FIT 215 - Contemporary Issues (2)
Selected activities will provide a forum for current trends and activities in fitness and wellness. Topics will be selected and based on student interest.

FIT 220 - Human Sexuality (3)
This course explores biological, psychological, sociological, philosophical aspects of human sexuality. Through small group discussions, students personally evaluate the ideas, norms, and moral values concerning sexuality in our society.

FIT 225 - Environmental Health (3)
The environmental issues confronting human kind today are presented in this course. It studies the impact the environment has on health. Areas of study will look at water, air, noise and thermal pollution issues. Additional areas to be examined include the occupational and worker comprehensive health care issues that are regulated by federal agencies. Emergent diseases

and projected trends are examined in light of today's global village.

FIT 230 - Living with Stress (3)
This course examines the physiological, psychological and emotional impact of stress upon individuals and groups. The definitions currently utilized are examined. The concept of stress is studied with regard to personal and professional life. Self- assessment tests are taken and interpreted. Both the long term and short term effects of stress are discussed. A variety of management and coping techniques are described and utilized by the class. In addition group labs are held where fellow students become a built-in support group as coping skills are developed.

FIT 240 - Womens Health (3)
This course surveys women's health experience in the United States. Issues related to health care treatment, health promotion, and disease prevention specific to women will be presented.

FIT 245 - Drug Use & Abuse (3)
This course explores drug use (alcohol and legal and illegal drugs) in our society from psychological, social, cultural, physiological, technological, and historical perspectives. Discussion will include problems of use, misuse, and abuse in relation to prevention and intervention, as well as the impact on individual, family, and social systems.

FIT 250 - Lifestyles for Wellness (2)
This course will provide the basic knowledge of health and wellness.

FIT 300 - First Aid & Injury Prevention (4)
This course will provide students with the theory and skills to respond to emergencies using skills in First Aid/ CPR/ AED. Additionally the course presents the latest information on prevention, recognition, and evaluation of athletic injuries. Students learn to coordinate appropriate emergency care and understand the need for appropriate preparation for athletes prior to participation in sports and rehabilitation after an injury.

FIT 400 - Exercise Physiology (4)
This course is the advanced study of anatomy, physiology, and the mechanics of body movement. The course integrates physiological bases of exercise with application to exercising individuals. The effects of exercise on the major physiological systems (cellular, cardiovascular, thermoregulatory, pulmonary, renal, body fluids, hormonal) are discussed. Topics include energy expenditure, fuel substrate metabolism, and hydration. Includes laboratory component with practice of techniques for collection of and analyses of physiological data (i.e., basal metabolism, body composition, pulmonary functions, VO2 measurements, strength testing).Pre-requisite  Anatomy and Physiology.

FIT 405 - Professional Fitness Assessment (4)
This course will provide the basic principles of fitness for prospective fitness professionals. Students learn how to develop a personalized fitness program that includes body compositionassessment, weight training, stretching, and cardiovascular programs. This course includes hands-on experience in conducting fitness assessments and muscular strength training. Discussion topics include exercise risks and safety issues, among others. Students learn techniques for complete fitness evaluation in accordance with national guidelines and fitness planning methods. Preparation and eligibility for national personal training examinations and certifications are explored. Criteria for the eligibility are examined, along with the continuing education requirements for maintenance of certifications.Prerequisite: FIT400

Prerequisite: FIT400.

FIT 491 - Independent Study (3)
This course involves independent study or practice in areas relative to the field of fitness and of individual special interest. The student and faculty advisor develop appropriate goals for the project that is then presented in a formal proposal. Open either semester to senior-level students with departmental approval. May be taken for 1 - 3 credits.

## FLAN - Foreign Languages

FLAN 105 - Intro to Japan Cltr (3)
In conjunction with the Japanese Peace Seminar, this course is presented as an introduction to Japanese culture and customs. Special attention is given to visiting Japan for the first time in order to promote cultural understanding.  Taught in

English. Satisfies Cluster 1 or Cluster 5 General Education requirement.

FLAN 205 - Francophone Cultures (3)
A survey of the history, literature, art, and language of French speaking countries or regions, for the purpose of cross-cultural understanding. The areas examined include Quebec in North America; Belgium, Luxembourg, and Switzerland in Europe; Senegal, Ivory Coast, and Cameroon in West Africa; Haiti in the Caribbean. Class discussion will be based on readings, films, reports, and audio-visual materials. Taught in English. Satisfies Cluster 1 or 5 General Education requirement.

FLAN 211 - Caribbean Cultures (3)
Focuses on French and Spanish speaking islands, with emphasis on historical, political, social, and economic development as well as artistic contributions of each culture. Taught in English. Satisfies Cluster 1 or 5 General Education requirement.

FLAN 215 - Japanese Culture:Hiroshima Peace Seminar (3)
An understanding of global issues through participation in a peace seminar held at Jogakuin University and through subsequent course work in the fall semester. Taught in English. Satisfies Cluster 1 or Cluster 5 General Education requirement.

FLAN 225 - Cultural Heritage of Modern France (3)
A chronological study of the outstanding highlights of French culture including the building of the Gothic cathedrals, the Crusades, the Hundred Years War, the Age of Louis XIV, Enlightenment, Impressionism, etc. Taught in English. Satisfies Cluster 1 or Cluster 5 General Education requirement.

FLAN 227 - The Cultural Heritage of Italy (3)
A chronological study of the outstanding highlights of Italian culture, particularly the art treasures, literature, philosophy, music, and architecture is presented. Taught in English. Satisfies Cluster 1 or Cluster 5 General Education requirement.

FLAN 235 - Cross Cultural Studies:Multicult in US (3)
A panoramic study of major American groups, including their lifestyles, customs, traditions, and holidays. The course briefly introduces American literature, art, music, and periodicals, and emphasizes development of oral and written communication through the study of multicultural dimensions of American life. Open only to non-native speakers. Taught in English. Satisfies Cluster 1 or Cluster 5 General Education requirement.

FLAN 239 - Materpieces of French Lit in Translation (3)
A survey of the most significant writings by French authors from the Middle Ages to modern times with emphasis on historical and critical perspectives. Taught in English. Satisfies Cluster 1 or 5 General Education requirement.

FLAN 243 - Hispanics in US:History & Culture (3)
A cross-cultural study of the origins and current reality of Hispanics in the United States. The focus is on perspectives of Hispanic society, life-styles, education, economic status, politics, and artistic contributions. Readings and class discussion are enhanced by audiovisuals. Taught in English. Satisfies Cluster 1 or 5 General Education requirements.

FLAN 249 - Images of Women in Foreign Literature (3)
A course in translation exploring some images of the contemporary woman as she is revealed in foreign literature. The course includes a selected list of readings and seminar-type discussions. Open to all students. Taught in English. Satisfies Cluster 1 or 5 General Education requirement.

FLAN 251 - Motherhood & Feminism in French Literat (3)
This course focuses on two themes in French Literature in translation: motherhood and feminism. Students study and analyze selected works in translation and will learn to synthesize the reading material. Taught in English. Satisfies Cluster 1 or 5 General Education requirement.

FLAN 255 - Masterpieces of World Lit I in Transl (3)
The reading and study of foreign language literature in translation with a multicultural perspective. Students study selected works from a treasure of world literature (exclusive of English and American), from The Book of Job to seventeenth century classics. The course includes critical reading in English, class discussions, and analysis and synthesis of material. For Honors

Program Only. Taught in English. Satisfies Cluster 1 or Cluster 5 General Education requirement.

FLAN 257 - Masterpieces of World Lit II in Transl (3)
The continuation of FLAN 255, from eighteenth century to twentieth century literature. For Honors Program Only. Taught in English. Satisfies Cluster 1 or 5 General Education requirement.

FLAN 260 - Special Topics in Foreign Language (3)
An exploration of selected topics in foreign language and foreign literature. Topics determined by student and faculty interest.

FLAN 261 - Selected Topics in Greek & Roman Lit (3)
An exploration of selected topics in foreign language and foreign literature. Topics determined by student and faculty interest. Taught in English. Satisfies Cluster 1 or Cluster 5 General Education requirement.

Crosslisted as: ENG261.

FLAN 263 - Greek & Roman Mythology (3)
A study of Greek and Roman mythology: the basic meaning of myth, its nature and function in classical cultures will be explored. The major myths and legends will be discussed, using primary sources. References will be made to the use of myth in art and literature. Taught in English. Satisfies Cluster 1 or Cluster 5 General Education requirement.

Crosslisted as: ENG263.

FLAN 407 - Linguistics (3)
An introduction to the study of language including language acquisition and processing, syntax, semantics and pragmatics, language variation, and language change. Taught in English.

FLAN 491 - IndSt: Intermediate German (3)

## FN - Foods and Nutrition

FN 100 - Professional Preparation (1)
Career opportunities in foods, nutrition and dietetics are introduced. Emphasis is placed on academic and pre-professional preparation. Guest speakers from various areas of professional practice supplement lectures (1 Credit; Grading Pass/Fail; Prerequisites: None).

FN 109 - Personal Nutrition (3)
The relationship of food and nutrition to health and wellness is explored. Students are introduced to the fundamentals of digestion and absorption, and the role of nutrients in the body. General concepts of health and disease, and consumerism are discussed. The course is for the student with little or no science background. Open to all students

FN 200 - Intro Food Science w/Lab (4)
Principles of food science are introduced with an emphasis on the function of ingredients in food systems. Scientific and sensory evaluation techniques are presented. Students are introduced to scientific writing. Includes a required laboratory session (4 Credits; Grading for lab is Pass/Fail; Offered fall semester; Prerequisites: None).

FN 201 - Introductory Nutrition (3)
An introduction to the science of human nutrition is presented. A study of the essential nutrients, the functions in the body to include digestion, absorption, and metabolism, and the nutritional requirements for the adult is taught. Discussion of the nutrition related to fitness and major health diseases/disorders is included. This course fulfills the general education requirement for science. Satisfies Cluster 3 General Education requirement.(under 2012 Gen Ed.)Designed for nursing or non-FN majors.

FN 210 - Basic Human Nutrition* (4)
Students study the essential nutrients, the physiologic processes of digestion, absorption, and metabolism, and the nutritional requirements for the adult. Discussion of nutrition related to fitness and major health diseases/disorders is included. Students gain basic skills in nutritional assessment, computations, nutrient analysis, and meal management concepts for individuals and groups. Critical reading of the literature is introduced (4 Credits; Offered fall and spring semesters, and summer as needed; Prerequisites: None).

FN 217 - World Foods (3)
A study of the food habits of the people of the world, including the economic, environmental and cultural influences affecting their nutritional status and their food patterns. Open to all students and fulfills the general education (Gen Ed prior to 2012) requirement for Interdependent World. (Elective for FN majors.)

FN 235 - Methods of Nutrition Education (4)
Counseling and learning theories are introduced. Developmental or age-related learning concepts are explored to promote effective nutrition education in a variety of settings. Students increase familiarity with use of appropriate nutrition resources and communicating nutrition science. Focus is placed on student development in the application and skill for the planning, implementation and evaluation of nutrition education programs and materials for diverse audiences. Students complete a nutrition education portfolio which includes a community-based teaching session (4 credits; Offered fall semester; Prerequisite: FN 210 Basic Human Nutrition).

Prerequisite: FN201.

FN 300 - Food Production Systems w/Lab* (4)
FN 300Food Production Systems: Principles and theories of food production and delivery systems, subsystems operations and management of food service; emphasizes Hazardous Analysis and Critical Control Points (HACCP), environmental principles and quality standards. Students complete ServSafeÂ® certification. Includes weekly laboratory/field experience in application of food production systems (4 credits; Offered fall semester; Prerequisites: FN200 Introduction to Food Science, FN 210 Basic Human Nutrition).

FN 320 - Nutritional Biochemistry I (4)
This course provides an in-depth study of macronutrients and their specific functions in metabolic processes integrating human physiology, biochemistry, genetics and human nutrition (4 Credits; Offered fall semester; Prerequisites: FN 210 Basic Human Nutrition, CHEM 121 Intro to Chemistry, CHEM 123 Intro to Organic Chemistry).

Prerequisite: CHEM121, CHEM123, FN210.
Crosslisted as: CHEM325.

FN 323 - Nutrition in the Life Cycle (4)
An exploration of the nutritional needs and dietary recommendations of people throughout the life cycle from pregnancy to the older adult is presented. Physiological and environmental factorswhich affect nutritional status are discussed. Major government programs for populations at risk are identified. Case studies are introduced (4 credits; Offered spring semester; Prerequisites: FN 210 Basic Human Nutrition; Co-requisite: BIO 117 Human Physiology).

Prerequisite: FN201.

FN 325 - Nutritional BioChemistry II (4)
This course provides an in-depth study of micronutrients and their specific functions in metabolic processes integrating human physiology, biochemistry, genetics and human nutrition (4 Credits; Offered spring semester; Prerequisites: FN 325 Nutritional Biochemistry I or CHEM325 Biochemistry II )

Prerequisite: CHEM325, FN320.

FN 400 - Prof Practice Dietetics,Food & Nutrition (1)
Reviews current professional practice requirements in dietetics and related fields. Provides direction for preparation for career transition, supervised practice, graduate education, or employment. Student Achievement Portfolios are reviewed (1 Credit; Grading Pass/Fail; Offered fall semester; Senior standing).

FN 405 - Food Science &Experimental Foods w/Lab (4)
Advanced concepts of food science, food technology, and recipe development are integrated into laboratory work in experimental design and evaluation. Students complete an independent research project. Scientific report writing is emphasized (4 Credits; Offered spring semester; Prerequisite: FN 200 Introduction to Food Science; CHEM 121 Intro to Chemistry and CHEM 123 Intro to Organic Chemistry).

Corequisite: FN405L.

FN 405L - LabFood Science and Exp Foods w/Lab (0)
Lab - Advanced concepts of food science, food technology, and recipe development are integrated into laboratory work in experimental design and evaluation. Students complete an independent research project. Scientific report writing is emphasized. Offered spring semester; Prerequisite: FN 200 Introduction to Food Science; CHEM 121 Intro to Chemistry and CHEM 123 Intro to Organic Chemistry).

Corequisite: FN405.

FN 435 - Management in Dietetics Practice (4)
An in-depth study of the organization, management and evaluation of dietetic services in health care, schools and entrepreneurial operations. Emphasizes the application of resource management: human, financial, facilities, and quality assurance; examines issues of accreditation, legislative and regulatory. Students develop an independent business plan (4 Credits; Prerequisites: FN 300 Food Production Systems, MATH 119 Statistics and BUS 121 Accounting and Finance for HC Professionals).

Prerequisite: BUS121.

FN 463 - Nutrition Research Communication Seminar (2)
Students explore current issues facing food, nutrition, and dietetics practice, which introduces and reinforces skills necessary for critical thinking, communication of nutrition information, and group collaboration. Material presented includes techniques for development and presentation of seminars; methods for critically evaluating scientific literature; and improving science writing. Writing Intensive. (2 Credits; Offered fall semester; Senior standing)

FN 490 - Capstone in Food and Nutrition (1)
Students present an in-depth professional presentation on a selected discipline-related topic and complete a comprehensive examination. Student Achievement Portfolios are finalized (1 Credit; Offered spring semester; Grading Pass with Honors, Pass or Fail; (for oral presentation); Senior standing).

FN 491 - Independent Study (3)
Open either semester to senior Foods and Nutrition students with departmental approval. Students must demonstrate initiative in accepting responsibility and cooperation within the department to warrant the necessary extra time for a personal enrichment program. An outline and a time plan will be submitted at the time of requesting faculty approval.May be taken for 1 - 3 credits.

FN 500 - Community Nutrition (3)
Principles of community nutrition program planning, assessment, intervention development and evaluation; social, cultural, health and illness concepts are explored. U.S. public health nutrition policies, programs and practices are presented. Students are introduced to public policy advocacy in nutrition (3 Credits; Offered fall semester; Prerequisites: FN 235 Methods of Nutrition Education and FN 323 Nutrition in the Life Cycle; Co-requisite: FN 507 Service Learning in Community Nutrition).

Prerequisite: FN235, FN323. Corequisite: FN507.

FN 501 - Medical Nutrition Therapy I (3)
Examines the etiology, pathophysiology, risk factors and clinical findings of several disease/disorder states. Emphasis is placed on the application of medical nutrition therapy in the management of acute and chronic conditions. Ethical issues and standards of practice are presented. Evidence-analysis research is introduced. Access to the A.N.D. Evidence Analysis Library is required. Taught concurrently with FN 502 (3 Credits; Offered fall semester; Prerequisites: FN 320 Nutritional Biochemistry I and FN 325 Nutritional Biochemistry II; FN 323 Nutrition in the Life Cycle, and Co-requisite: FN 502 Medical Nutrition Practice I).

Prerequisite: FN320, FN323, FN325. Corequisite: FN502.

FN 502 - Medical Nutrition Practice I (1)
Application to the practice of medical nutrition therapy is covered through the use of guided readings, evidence-based practice and case studies to foster critical thinking in clinical care. MN Practice I focuses on the nutrition care process of assessment and diagnosis of nutritional status; basics of meal planning and calculations for nutrition support. Cultural competency in healthcare is integrated. Development of interviewing skills is emphasized. This course is taught concurrently with FN 501 (1 Credit Laboratory; Offered fall semester; Prerequisites: FN 320 Nutritional Biochemistry I and FN 325 Nutritional Biochemistry II; FN 323 Nutrition in the Life Cycle; and Co-requisite: FN 501 Medical Nutrition Therapy I).

Prerequisite: FN320, FN323, FN325. Corequisite: FN501.

FN 503 - Med Nutr Therapy II (3)
This course in a continuation of MNT I. Examines the etiology, pathophysiology, risk factors and clinical findings of several disease/disorder states.

Emphasis is placed on the application of medical nutrition therapy in the management of acute and chronic conditions. Ethical issues and standards of practice are presented. Evidence-analysis research is integrated. Access to the A.N.D. Evidence Analysis Library is required. Taught concurrently with FN 504 (3 Credits; Offered spring semester; Prerequisite: FN 501 Medical Nutrition Therapy I and FN 502 Medical Nutrition Practice I; Co-requisite: FN 504 Medical Nutrition Practice II).

Prerequisite: FN501, FN502. Corequisite: FN504.

FN 504 - Medical Nutrion Practice II (1)
A continuation of Medical Nutrition Practice I. Application to the practice of medical nutrition therapy is covered through the use of practice standards, evidence-based practice and case studies to foster critical thinking in clinical care. MN Practice II expands on the nutrition care process with emphasis on nutrition intervention and nutrition care outcomes. Cultural competency in healthcare is integrated. Focus is placed on the development of counseling skills. This course is taught concurrently with FN 503. May involve off campus travel (1 Credit Laboratory; Offered spring semester; Prerequisite: FN 501 Medical Nutrition Therapy I and FN 502 Medical Nutrition Practice I; Co-requisite: FN 503 Medical Nutrition Therapy II).

Prerequisite: FN501, FN502. Corequisite: FN503.

FN 507 - Service Learning in Community Nutrition (1)
Students apply discipline-related knowledge to a community nutrition setting through a service learning field experience. A service-learning portfolio is developed (1 Credit; offered fall semester; Co-requisite: FN 500 Community Nutrition).

Corequisite: FN500.

FN 510 - Exercise Physiology (4)
This course is the study of anatomy, physiology, and the mechanics of body movement. The course integrates physiological bases of exercise with application to exercising individuals. The effects of exercise on the major physiological systems (cellular, cardiovascular, thermoregulatory, pulmonary, renal, body fluids, hormonal) are discussed. Topics include energy expenditure, substrate metabolism, and hydration. Includes laboratory component with practice of techniques for collection of and analyses of physiological data (i.e., basal metabolism, body composition, pulmonary functions,VO2 measurements, strength testing).Prerequisite: Anatomy and Physiology.

FN 515 - Professional Fitness&Training Assessment (3)
This course will provide the basic principles of fitness for prospective fitness professionals. Students learn how to develop a personalized fitness program that includes body compositionassessment, weight training, stretching, and cardiovascular programs. Includes hands-on experience in conducting fitness assessments and muscular strength training. Discussion topicsinclude exercise risks and safety issues, among others. Students learn techniques for complete fitness evaluation in accordance with national guidelines and fitness planning methods.Prerequisite: FN 510

FN 601 - Supervised Practice in Dietetics I (3)
Supervised practice in dietetics: clinical dietetics, departmental management, community nutrition, professional development, and concentration area. Supervised practice involves 32 hours on site weekly. Pass/fail only. Offered fall semester only. Restricted to Dietetic Internship Program Cohort.

Prerequisite: FN525. Corequisite: FN603.

FN 603 - Applied Concepts in Clinical Nutrition Practice (3)
This course provides a comprehensive examination of various nutrition-related clinical diagnoses and the rationale for specific medical nutrition therapies, including enteral/parenteral nutrition support; medical food, vitamin and mineral supplements; special accommodations or assistance for feeding and nutrition education with an emphasis on current practice guidelines and the Nutrition Care Process. Course includes lectures and simulated supervised practice component in the form of case studies and field trips. Offered Fall only. Restricted to Dietetic Internship Program Cohort.

Corequisite: FN601, FN611.

FN 607 - Supervised Practice in Dietetics II (3)
Supervised practice in dietetics continued from FN601. Supervised practice involves 32 hours on site weekly. Pass/fail only. Offered spring semester

only. Restricted to Dietetic Internship Program Cohort.

Prerequisite: FN525, FN601, FN603.

FN 609 - Supervised Practice in Dietetics III (1)
Supervised practice in dietetics continued from FN 607. Supervised Practice includes 32-40 hours offsite weekly.Weekly lecture seminar may be required. Includes atwo full time week culminating experience. Pass/fail only. Offered summer only.

FN 611 - Part Time Superv'd Prac in Dietetics I (2)
For the part-time dietetic intern. Supervised practice in dietetics: clinical dietetics, departmental management, community nutrition, professional development, and selected concentration area. Supervised practice involves 24 hours on site weekly. Pass/fail only. Offered fall semester only. Restricted to Dietetic Internship Program Cohort.

Corequisite: FN603.

FN 614 - Applied Concepts in Clinical Nutrition I (3)
This course provides a comprehensive examination of various nutrition-related clinical diagnoses and the rationale for specific medical nutrition therapies, including enteral/parenteral nutrition support; medical food, vitamin and mineral supplements; special accommodations or assistance for feeding and nutrition education with an emphasis on current practice guidelines and the Nutrition Care Process. Evidenced based case study presentations are included. Offered Fall only. Restricted to Dietetic Internship Program Cohort.

FN 615 - Part Time Superv'd Pract in Diet II (2)
For the part-time dietetic intern. Supervised practice in dietetics continued from FN611. Supervised practice involves 24 hours on site weekly. Pass/fail only. Offered spring semester only. Restricted to Dietetic Internship Program Cohort.

Prerequisite: FN525, FN603, FN611.

FN 617 - Applied Concepts in Clinical Practice II (1)
A continuation of FN614 Applied Concepts in Clinical Nutrition Practice I. This course provides a comprehensive examination of advanced nutrition-related clinical diagnoses and the rationale for specific medical nutrition therapies emphasizing nutrition in critical care and weight management using the Nutrition Care Process. Evidence based case study presentations are included. Offered Spring A only. Restricted to Dietetic Internship Cohort.

FN 619 - Part Time Supervised Practice in Dietetics III (2)
For the part-time dietetic intern. Supervised practice in dietetics continued from FN615. Supervised practice involves 32 hours on site weekly. A full time two week full time culminating experience is included. Pass/Fail only. Offered fall semesteronly. Restricted to Dietetic Internship Program Cohort.

FN 620 - Child/Adolescent Nutrition (2)
Physiological aspects of normal growth from conception through adolescence with an emphasis on nutritional needs will be covered. Contemporary nutritional interventions for childhood disorders will be reviewed and evaluated.

FN 621 - Nutrition Research Seminar (1)
Emerging topics of interest in nutrition will be identified and presented in seminar format by the students participating in this course. Students may repeat this class for a total of 2 elective credits.

FN 622 - Critical Care Nutrition (2)
This course provides an overview of the path physiological background of critical illness and the rationale for specific types of nutritional management. The history of enteral and parenteralnutrition is presented. Emphasis is placed on reviewing the principles of nutrition assessment; the biochemistry of stress and starvation; types of enteral and parenteral feedings; access fornutrition support; and the initiation, advancement, and discontinuation of nutrition support. This course integrates concepts of biochemistry, physiology, and nutrition to develop a theoreticalbase for application of nutritional care during situations of normal or abnormal fuel utilization in patients who require alternative feeding methods. Other topics include the use ofspecialized enteral products; patient monitoring, evaluation, and management; home nutrition support; and the professional issues associated with the use of nutrition support.

FN 623 - Food,Society & Spirituality (3)
This course introduces the major thinkers and trends regarding food, society and spirituality. The course examines current research and thinking

regarding the role of food, nutrition, andhealth across cultures, generations, and religions. Discussions of topics such as the role of spirituality in physical and emotional health, alternative futures of food systems, the slow foodmovement, diet-free living, and the effects of food on oneâ€™s spiritual and physical well being are presented.

FN 624 - Alternative Nutrition & Hlth Therapies (3)
This class provides students in nutrition and dietetics with an introduction to integrative and complimentary nutrition for health and wellness. This course reviews the various therapeutic modalities, such as the elimination diet, candida diet, herbal and dietary supplements, detoxification and biotransformation, all of which fall under the umbrella of integrative health. The student will gain an awareness of the philosophies of health and healing that unite all systems within the human body. This course will also explore how food can be used to enhance healing along with the understanding of nutritional approaches and other natural healing techniques

FN 625 - Nutrition & Aging (3)
An overview of nutrition and health-related issues for older adults. Examination of the current status of research on key geriatric nutrition issues is included. The incidence, risks, development,and recommendations for prevention of chronic conditions and diseases of older adults are discussed. The effectiveness of various treatment modalities including dietary intervention, nutrient supplementation, pharmaceuticals, and the use of alternative therapies in the prevention and treatment of these conditions are investigated. Current consumer and health professional resources for older adult population are evaluated.

FN 626 - Intro to Public Hlth Nutr and Wellness (3)
This course provides a conceptual overview of the role of health promotion and wellness in contemporary health care. Emphasis will be placed on the managerâ€™s role, responsibilities andinvolvement in developing, implementing, and evaluating health promotion programs. Topics covered include an introduction to health behavior theory, individual and community health needsassessment, and the application of evaluation techniques to health promotion.

FN 627 - Women's Nutrition & Health (2)
An overview of nutrition and health-related issues for women at all stages of the life cycle. Examination of the current status of research on key nutrition issues for women is included. Theincidence, risks, development, and recommendations for prevention of chronic conditions and diseases of women are discussed. The effectiveness of various treatment modalities including dietary intervention, nutrient supplementation, pharmaceuticals, and the use of alternative therapies in the prevention and treatment of these conditions are investigated. Current consumer and health professional resources for womenâ€™s health issues are evaluated.

FN 629 - Nutrition Assessment (2)
Application to the practice of nutritional assessment is covered including anthropometrics, biochemistry, and chemical assessment techniques for adults and children. Principles of interviewing and nutrition counseling are presented.

Corequisite: FN641. Crosslisted as: FN454.

FN 630 - Interventions and Strat for Weight Mgt (3)
Current issues in weight management and obesity in both children and adults are investigated in normal individuals and in those with eating and metabolic disorders. Principles of weight management including epidemiology, etiology, nutritional, behavioral, surgical, and pharmaceutical interventions are reviewed in this course. Diagnostic criteria for the major eating disorders are emphasized so that students have the ability to distinguish individuals at risk. Etiology, treatment and prognosis of the disorders will also be addressed. Prerequisites: FN 650, or permission of instructor.

FN 631 - Food Security (2)
An in-depth exploration of causes and policy issues related to food security in the United States and in developing countries. Consideration of the global food system, food aid, and the rolesof USAID, the World Bank, and voluntary agencies in meeting the nutritional needs of the worldâ€™s low-income, food deficit countries will be given. The U.S. government food-related programs will be investigated and critical analysis of these food assistance programs will be presented.

FN 632 - Appld Concpts in Nutr Edu and Counseling (3)
This course examines the role of dietetics practitioners in promoting general health and wellness for individuals and groups in a community setting. Application of key theoretical models of behavior change and evidence-based intervention strategies is explored. Strategies for and skills in counseling the individual client and group are examined and applied. Additional topics include principles of developing, implementing, and evaluating community nutrition programs; nutrition health education models; and cultural competence. Restricted to Dietetic Internship Cohort; Offered both semesters.

FN 634 - Appd Cnpt in Food and Nutr Bus and Comm (3)
This course examines the role of dietetics practitioners in promoting general health and wellness for individuals and groups through social marketing using media formats such as television, radio and print. Emphasis is place on the communication of evidenced based practice guidelines to consumers in a retail environment. Additional topics include the application of nutrition labeling regulatory compliance. Restricted to Dietetic Internship Cohort; offered Spring only.

Prerequisite: FN525, FN601, FN603, FN611.

FN 635 - Concepts in Pharmacology (3)
This course provides a study of the basic principles of pharmacology, including major drug classes and their common uses, drug distribution, side effects, drug-drug interactions and drugnutrient interactions. This course is designed to give the nutritionist an understanding of drug effects and the consequences of system alterations and its effects on drug action.Prerequisites: Biochemistry and Human Physiology

FN 636 - Concepts in Community Nutr Dietetics Res (1)
This course includes implementation of a community nutrition proposal and a community service project to fulfill 96 supervised practice hours. Offered Spring B only. Restricted to Dietetic Internship Cohort.

Prerequisite: FN601, FN603, FN611, FN617.

FN 638 - Appld Concpts in Community Nutr Programming (0)
This course includes design and implementation of a community nutrition proposal to fulfill 64 hours of supervised practice hours. Offered Spring B only

FN 639 - Appld Cncpts in Food & Nutrtn Prof Comm (3)
This course examines the role of the dietetics practitioners in promoting general health and wellness for individuals and groups through social marketing using media formats such as television, radio and print. Emphasis is placed on the communication of evidenced based practice guidelines to consumers in a retail environment. Professional communication is included in the form of a case study presentation. Additional topics include the application of nutrition labeling regulatory compliance. Includes supervised practice. Restricted to the Dietetic Internship Cohort.

FN 650 - Advanced Nutrition and Metabolism (3)
This course provides an in-depth study of current knowledge/literature of the regulation of protein, carbohydrate, lipid, and micronutrient metabolism in health and disease. Includes advanced study of digestion and absorption; transport and utilization; nutrient structure /function relationships; and the integration and regulation of macronutrient and micronutrient metabolism. The course provides a case-oriented application of human metabolism to understanding health-related problems. Current issues/literature related to the micronutrients, phytochemicals, and nutraceuticals in relation to health promotion and disease prevention are presented. Prerequisites: Undergraduate courses in Biochemistry and Advanced Nutrition.

FN 653 - Concepts in Nutrition Counseling (3)
This course examines the role of dietetics practitioners in promoting general health and wellness for individuals and groups in a community setting. Application of key theoretical models of behavior change and evidence-based intervention strategies is explored. Strategies for and skills in counseling the individual client and group are examined and applied. Additional topics include principles of developing, implementing, and evaluating community nutrition programs; nutrition health education models; and cultural competence.

FN 655 - Research Methods for Health Profession (3)
This course covers principles and procedures involved in research including grant proposal writing, planning, and design, methodology, and statistical analysis of research conducted in human, clinical, and community nutrition. Students gain practical application of research techniques in project management. Critical evaluation of published research in emphazed; students will complete a literature review on a topic of interest, which may be appropriate for use in future graduate projects. Prerequisit: An undergraduate course in Statistics.

FN 657 - Current Topics in Preventive Nutrition (3)
The goal of this course is for students to develop insight into the epidemiologis, physiologic, biochemical and nutritional complexities of five major diet-related diseases in the United States: obesity, diabetes, cardiovascular disease, cancer, and osteoporosis. The course serves as a forum in which curretn research papers can be reviewed and critiqued, discussions will focus on issues related to study design, analysis, interpretation of results, and relationship to the curretn body of knowledge. Prerequisites: FN650 or permission of instructor.

Prerequisite: FN650, FN655.

FN 663 - Global Food Issues Lessons in Film (3)
In this course students will explore connections in the food system among food, agriculture, the environment, and public health, considering factors such as economics, population, and equity. Students will gain a systems perspective on current problems related to global food issues and health through the study of recent films/documentaries. Students think critically using a systems orientation about the relationship between the food supply and public health, as well as alternative approaches to achieving both local and global food security. Emphasis will be placed on the sustainability of the current system, the external costs of food choices, and the role of nutrition professionals and consumers in sustaining a healthful global food supply.

FN 665 - Food Laws and Regulations (3)
The course will focus on the basic principles of food laws and regulation with emphasis on nutrient labeling, health claims and federal agencies.

FN 670 - Professional Communications Seminar (3)
The course will explore communication for professional and consumer audiences through written publication and social media. Studetns will learn to present their work as evidence-based arguments and to revise written materials for organization, clarity, and flow. There is also an overview of ethical issues related to nutrition communication using social media. Best practices for health communications is emphasized.

FN 671 - Sports Nutrition for Hlth & Performance (3)
The course develops the studentâ€™s understanding of the benefits and components of fitness and how nutrition impacts health and physical performance. The student will gain an understanding of the energy systems, fuels, and nutrients required to optimally support physical performance. Other topics covered include: dietary supplements and ergogenic aids; sports nutrition quackery; meal selections for pre- and post-competition and training; nutrient needs of athletes; specialized issues realted to particular groups of athletes; specialized issues related to particular groups of athletes; and current research in sports nutrition. Prerequisites: FN210 and Human Physology.

FN 677 - Program Design & Mgt in Community Nutr (3)
This course provides the student with core skills in planning and develpoing community nutirtion and health-related interventions for behavior change at the individual, family, and social leveles. Assits the student in program planning, including needs assessments, goal setting, establishing objectives, program implementation and evaluation to measure outcomes. Examins nutrition and health education models to design educational and community-base programs. Principles of program administration are included; marketing, budget and fiscal programs. Discusses issues andproblems influencing delivery of nutritional care; access, resources, urbanization, socioeconomics, and health values, An emphasis is placed on applying health program planning skills while developing a grant proposal.

FN 680 - Action Research Proj Food and Hlth Lit (3)
The development of a nutrition project in accordance with current nutrition research. Action Research projects integrate service learning in practice and match specific intervention strategies to audience/facility needs and project outcomes. (Prerequisites: FN 655). This option is taken in place of FN695

Prerequisite: FN655.

FN 683 - Special Topics (3)
An in-depth exploration of a specific topic that is of current interest to graduate students in nutrition. Approval of the Program Director is required to register. May be taken for 1-3 credits.

FN 685 - Independent Study (3)
This course involves independent study or practice in areas relative to the field of nutrition and of individual special interest. The student and faculty advisor develop appropriate goals for theproject that is then presented in a formal proposal. This course may require the preparation of a final paper and presentation. May be taken for 1 - 3 credits.

FN 694 - CapstoneSupervised Pract in Dietetics (1)
This course includes development of a Capstone portfolio. This is a document that demonstrates the acquisition of the student's knowledge and skills. It includes a collection of projects completed during supervised practice along with a reflection statement and draft professional development portfolio.

FN 695 - Professional Portfolio (3)
The Capstone portfolio is a document that demonstrates the acquisition of the studentâ€™s knowledge and skills along with a refletion statement. Requires faculty advisement and approval regarding organization and topicfor Evidence Analysis component of the portfolio. A formal written and oral presentation of the capstone portfolio is required. Prerequisite: FN655.

FN 699 - Thesis (3)
An exploration of an area or special research topic of current interest in nutrition. This thesis option provides for an individually initiated research project carried out under the direction of a faculty sponsor. This option involves acceptance of a research proposal (see FN 655)and independent research. Prerequisite: FN 655. This option is taken in place of FN 695.

Prerequisite: FN655.

## FREN - French

FREN 101 - Basic Conversational French I (3)
An elementary course to provide a basis for development of proficiency in understanding, speaking, reading, and writing French. Activities are designed to provide communication in authentic cultural content. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall semester)

FREN 103 - Basic Conversational French II (3)
The continuation of FREN 101. Satisfies Cluster 1 General Education requirement. (Spring semester)

Prerequisite: FREN101.

FREN 201 - Intermediate French I (3)
An intermediate course to provide further development of proficiency in understanding, speaking, reading, and writing French. Attention is given to the intensification of vocabulary and structure. Authentic cultural content is stressed. Language laboratory is required to supplement class work. Prerequisite: FREN 103 or placement. Satisfies Cluster 1 General Education requirement.

Prerequisite: FREN103.

FREN 203 - Intermediate French II (3)
The continuation of FREN 201. Satisfies Cluster 1 General Education requirement.

Prerequisite: FREN201.

FREN 207 - French Culture & Civilization (3)
A survey of the geographical, historical, artistic, literary, social, and institutional influences that have concurred in the formation of the French nation. Prerequisite: FREN 201 or placement.

Prerequisite: FREN201.

FREN 209 - French for Business Careers (3)
A course designed to provide the student of business with French terminology used in business correspondence, banking, management, etc. It affords abundant translation and interpretation exercises, as well as practice in letter writing and

oral communication. Prerequisite: FREN 201 or placement.

Prerequisite: FREN201.

FREN 231 - Phonetics & Advanced Conversations (3)
Practical exercises in French pronunciation, intonation, and rhythm. The course provides a review of grammar, with attention given to a linguistic approach, as well as organized vocabulary development and oral composition based on French life, culture, and customs. Prerequisite: FREN 201 or placement.

Prerequisite: FREN201.

FREN 245 - Readings in French Literature (3)
An introduction to the main currents of French thought from the Middle Ages to modern times.

FREN 319 - Advanced Grammar & Stylistics (3)
A review of French grammar with an emphasis on the application of linguistics. In order to improve composition, vocabulary and style are emphasized.

FREN 491 - Independent Study (3)
Independent study of a particular subject, literary movement, or author in the field of French literature. Variable Credit, students can register 0-4 credits.

FREN 495 - Internship (3)
Practical application of foreign language skills in a meaningful business setting for students of French. Students will work in an international setting at a local company where they will be trained and supervised. A weekly log of the learning experience and a written term paper will be required. Prerequisites: good academic standing and departmental approval. Variable Credit, students can register 0-4 credits.

## FR - FR

FR 101 - FR Billing Course (1)
Freshmen billing course

## GERM - German

GERM 101 - Basic Conversational German I (3)
An introductory course to provide a basis for development of proficiency in understanding, speaking, reading, and writing German. Students gain practice with vocabulary and structures needed for basic communication, complemented by an introduction to culture. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall semester)

GERM 103 - Basic Conversational German II (3)
The continuation of GER 101 with emphasis on reading. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Spring semester)

GERM 201 - Intermediate German I (3)
Further development of proficiency in understanding, speaking, reading, and writing German. Attention is given to the intensification of vocabulary and structure. Authentic cultural contact is stressed. Language laboratory attendance is required to supplement class work. Short literary selections are required reading. Prerequisite: GERMAN 103 or Placement Test. Satisfies Cluster 1 General Education requirement. (Fall semester)

Prerequisite: GERM103.

GERM 203 - Intermediate German II (3)
A continuation of GER 201. Prerequisite: GER 201 or Placement Test. Satisfies Cluster 1 General Education requirement. (Spring semester)

Prerequisite: GERM201.

## GERO - GERO

GERO 321 - The Aging Network:Policies, Prog, & Proc (3)
This course provides an in-depth examination of programs and services for the aged. It focuses on those programs and funds which emanate from the Older Americans Act as well as those stemming from other federal and state legislation. Attention is given to both private and public income maintenance programs including Social Security, Supplemental Security Income, Medicare, and Medicaid. This course investigates the existing service delivery system for older adults including senior centers, in-home services, adult health care centers and assisted living and nursing home programs. (Fall)

GERO 341 - Intervention with the Elderly (3)
This course is designed to provide the student with basic techniques and approaches to conducting

assessments and interventions with older adults to meet their biological, psychological and social needs. The course reviews the service continuum from home/community-based services to long-term care, financing, eligibility, and accessibility issues. Students are introduced to Case Management using case studies and the application of various models of intervention that are specific to gerontological settings. (Spring)

GERO 411 - Field Placement (3)
This course is designed for each student to complete a field placement in an agency, institution, or program utilizing the student's preparation in gerontology and in her/his major field. The class meets on a regular basis to analyze, integrate, and evaluate the field experience. Pre or corequisite: four gerontology program courses. Variable credit, students can register 3 or 6 credits.

## GST - Graduate Studies

GST 603 - (1)

GST 605 - Graduate Research Writing Seminar (3)
This course offers guided practice in in advanced techniques of research, analysis, and synthesis, leading to research projects which adhere to the discourse rules of the student's field of study. Includes attention to APA documentation format.

GST 650 - Continuous Enrollment (1)
Enables students who have registered for all credits but have notcompleted all coursework requirements to maintain continuousenrollment in their programs of study.

GST 750 - Continuous Enrollment (1)
Enables students who have registered for all credits but have notcompleted all coursework requirements to maintain continuousenrollment in their programs of study.

## HCM - Health Care Management

HCM 600 - Managerial Iss in Health Care Organiz (3)
This course explores advanced administrative and managerialfunctions and responsibilities in health service organizations.Course emphasis will be on the development of analyticalmanagement skills necessary in meeting the complex challengesin the contemporary health care environment. Principles andapplication of organizational structure and design, strategicplanning, implementation, assessment, and leadership in healthcare organizations form the core of this course.

HCM 601 - Human Resource Management (3)
This course provides an understanding of the Human Resourcesoperation and current corporate (public,private,and non-profit)practices in the field. Studentswill discuss common humanresource problems alongwith the tools and procedures for dealingwith them. Topics include: human resources planning, job analysisand design, recruitment and selection, training and development,career planning,and labor relations. Case studies and role playingwill be utilized.

HCM 603 - Health Care Systems & Environment (3)
This foundation course identifies and explains the essentialelements of current health care systems with primary focus givento the emerging relationships among all the diverse components.The scope of study will include acute care populations as well asextended life-care facilities and specialized care for the physicallyandmentally challenged. Course emphasis will be on the role ofthe healthmanager inmeeting the complex challenges resultingfromthe rapid changes in the delivery of health care. Medicalhumanities will be utilized as amethod to enhance the understandingof the diverse perspectives of stakeholders in the healthcare environment. Legal,policy and regulatory aspects of thehealth care environment will also be explored.

HCM 605 - Health Care Management (3)
This health caremanagement concentration course provides forthe application of concepts and skills for effectivemanagementwithin the health care environment. Emphasis is given to organizationaldesign,quantitativemethods, and behavioral aspects ofmanagement that can apply to the transitional health caredelivery workplace. This course provides an overview of thehealth caremanagerâ€™s role in the present environment andencourages the student to develop vision,problemsolving, andanalytical skills essential for leadership roles.

HCM 609 - Legal, Policy, & Regulatory Issues in HC (3)
This course provides an overviewof the diverse and complex legal,policy,and regulatory issues relevant to health caremanagement.Legal,policy,and regulatory concepts are examined using contemporarycases and current legal,policy,and regulatory issues. Themanagement perspective is emphasizedwith the viewofpreparing students to develop appropriate policy developmentskills and to apply an understanding of legal and regulatory issuestomanagement in the health care environment. The course alsoincorporates the importance of values, ideology,and politics in theongoing transformation of health care.

HCM 611 - Finance for Health Care Professionals (3)
This course provides an overview of the major financialmanagement issues relevant to diverse health service deliverysettings. Principles and applications of practical and essentialfinancial management strategies and techniques form the foundationof the course. Emphasis is on management, control, andinterpretation of financial statements. Health management casestudies focusing on budgeting, cash flow management, andfinancial statements are included.

HCM 615 - Managerial Accounting for Health Care (3)
This course provides an overview of the principles of accountingand stresses the use of accounting as a vital health caremanagement tool. Emphasis is on preparing the student tointerpret and analyze health care financial data.

HCM 620 - Hlth Care Statistical Analysis & Researc (3)
This course presents statistical concepts within the framework ofhealth caremanagement planning and research. Emphasis is onevaluating statistical data formore effective decision-making andfor understanding the fundamentals of analyzing research data.

HCM 630 - Research Methods (3)
Focusing primarily on qualitative researchmethods, this courseconcentrates on the interpretation, evaluation, and use ofresearchmethods for the purpose of appropriately applyingresearch data in the practice of health caremanagement andleadership. Additionally, this course will provide necessary informationneeded to successfully engage in an academic researchstudy. Prerequisite: All programrequired graduate coursesand/or permission of the Director.

HCM 635 - Lessons in Film (3)
Through the exploration of film, this course examines the role ofhealth caremanagers in relation to the development of humanisticmanagement skills and to themanagersâ€™role in supporting thedelivery of humanistic health care. Taken fromthe diverse perspectivesof the health care patient,provider,manager,and organization,topics such as ethics,organizational culture,empathy,diversity,justice, integrity,communication,and the influence of powerwill beinvestigated through film. This consideration of health caremanagement concepts through lessons found in the art of filmuniquely exposes the students to a critical evaluation of importantmanagement values and behaviors essential to humanisticmanagement and the delivery of humanistic health care.

HCM 673 - Health Care Economics (3)
Application of the discipline of economics to the unique situationof the health care environment will be analyzed. The study ofeconomic concepts and the implications ofmarket situations andcompetitive systems will be discussed. Topics covered alsoinclude the problems posed by the current roles of federal, state,and local governments on the demand and cost of health caredelivery.

HCM 675 - Health Care Marketing (3)
This course focuses onmarketing concepts and techniques appropriatefor health caremanagers andmarketers. It covers researchand planning approaches through awide range of strategies,includingmarket segmentation,product linemarketing,physicalservices,and using public relations and advertising. Additionaltopics include designing approaches for building consumer loyaltyand strategies for dealingwith the diverse institutionâ€™s productmix.The coursewill also include contemporary case studies

illustratingmarket decisions faced by the health care professional.

HCM 683 - Special Topics (3)
An exploration of an area or special topic of current interest in health care management. The topic for any given semester will be determined by the department.

HCM 685 - Independent Study (3)
Independent project in an area of individual special interest. Thestudent and faculty advisor develop appropriate goals for theproject which is then presented in a formal proposal. This coursemay require the preparation of a final paper and presentation.Prerequisite: Permission of the Director.

HCM 694 - Action Research Proj (3)
The research internship consists of three major components:â€¢ discreet management action research projectâ€¢ a literature review research paperâ€¢ outcomes assessment caption.The Action Research Project option for the CapstoneExperience consists of the graduate student becoming a part ofa health care organizationâ€™s team that is charged withcompleting a specific management project. Besides taking aleading role in the project planning and implementation, thegraduate student conducts a comprehensive literature searchand authors a literature review research paper that delineatescurrent research on a topic that is an essential component of themanagement Action Research Project. This management ActionResearch Project presents the student with access to a vital experiencein action research and health care managementleadership, and provides value added to the health care organizationthrough the provision of empirical data pertinent to theproject, and access to additional hands-on assistance with theorganization's project.The final component of the research internship is theoutcomes assessment caption. The caption delineates how theAction Research Project contributes to the studentsâ€™ accomplishingof their personal professional / educational outcomes,and the outcomes of the program in the spirit of the missions ofthe College and the Graduate Programs. Prerequisite: Allprogram required graduate courses, including HCM 630,Research Methods, and/or permission of Director. Should thestudent take more than 1 semester to complete this culminatingexperience, a continued enrollment fee must be paid in each ofthe additional semesters until the Action Research Project iscompleted.

HCM 695 - Professional Portfolio (3)
The Professional Portfolio option for the Capstone Experience isa document that demonstrates the acquisition of the studentâ€™sknowledge and skills, and the attainment of professionalacademic goals. The Professional Portfolio also presents thestudentâ€™s literature review research paper completed for theProfessional Portfolio in an area of academic interest related tothe graduate degree in health care management. TheProfessional Portfolio provides students with an opportunity tosystematically assess and evaluate their own professionaldevelopment.There are two main segments to the portfolio. The firstsegment is a literature review research paper. All students whochoose the Portfolio option for their Capstone Experience willcomplete a major literature review research paper.The second segment consists of the writing of outcomesassessment captions. Prerequisite: All program requiredgraduate courses, including HCM 630, Research Methods, and/orpermission of Director. Should the student take more than 1semester to complete this Capstone Experience, a continuedenrollment fee must be paid in each of the additional semestersuntil the Professional Portfolio is completed.

## HIS - History

HIS 100 - Survey American History (4)
This course examines the major events, trends, developments, and people in U.S. history from its beginning to modern times. Key topics considered include the colonial period, Revolutionary War and early national years, slavery and the Civil War era, industrialization and reform, the world wars and domestic upheavals of the twentieth century, and recent changes and challenges in American life and society.

HIS 110 - Survey of Global History (4)
This course surveys the paramount events, ideas, individuals and institutions that shaped global history from ancient to modern times. The

civilizations that emerged in Europe, Asia, Africa, the Middle East, and Latin America will be studied. The defining politcal, social and economic institutions of these regions will be discussed. An awareness of the diverse patterns of cultural development that evolved will be cultivated. The interactions, contributions, and legacies of these societies will be assessed, with emphasis placed on the relevance of past events to present times.

HIS 115 - Survey of Global History II (4)
This course reviews the most significant events, ideologies, advances, and people in the history of Europe, Asia, Africa, the Middle East, and Latin America from about 1500 A.D. to the present. The defining political and social institutions of these regions, their varying patterns of cultural and economic development, progress and setbacks, evolutionary and revolutionary changes, and interactions among one other will be described and discussed, with emphasis on the relevance of past events to present times.

HIS 215 - American Economic History (4)
This course reviews America's major economic developments, from colonial to contemporary times. Periods of economic growth and retraction will be studied. Attention will be given to how the United States developed a national market and industrialized, then responded to the challenges faced by modern economic societies. The manner in which economic change occurs within the context of prevailing socio-cultural, political, and international factors and conditions will be scrutinized.

HIS 230 - History with Film (4)
This course analyzes how key events, issues, time periods, and themes in American history have been portrayed and interpreted in popular films. Primary attention will be given to twentieth-century life and events, as depicted in movies. Students consider and discuss how films have shaped and reflected the national consciousness.

HIS 235 - African American History (4)
This course provides an overview of the African-American experience, from slavery to modern times. Students will examine African-American culture, racism in America, the Civil Rights Movement, contemporary issues of particular significance to African-Americans, and the status and outlook for race relations in the United States. The lives and achievements of prominent African-Americans, representing different fields of expertise and all U.S. history time periods, will be studied.

HIS 245 - Women's History (4)
This course discusses the historical experiences of American women from colonial times to the present. The evolving societal roles of women and their many contributions to the American experience will be studied. Some comparative perspectives on the lives of women in other countries and cultures will be provided.

HIS 250 - Special Topics in American History (4)
This course provides a vehicle for specialized courses on major aspects of American history. Course topics can cover any time period and aspect of U.S. history of importance and interest.

HIS 255 - Latin American History (4)
This course examines the history of Latin America - which includes South America, Mexico and Central America, and the Caribbean region - from pre-Columbian to current times. Topics include the indigenous civilizations, Spanish and Portuguese conquest and colonization, revolution and the rise of regional nation-states, political and socioeconomic development, the United States' role in hemispheric affairs, the region's transition from dictatorship to democracy, and the emergence of contemporary Latin America as an important player in global trade and diplomacy.

HIS 261 - The Middle East (4)
This course reviews the political, cultural, and economic history of the Middle East. After reviewing major foundational developments such as the emergence of Islam and the Muslim caliphates, the course addresses the rise and fall of the Ottoman Empire, nationalism and Zionism, Arab-Israeli wars and efforts at peace, the impact of Middle Eastern oil policies on the global economy, tensions between Islamic fundamentalism and modern cultural ideas, America's role in Middle Eastern affairs, and contemporary developments in this region.

HIS 265 - Asian History (4)
This course examines the history of East Asia, principally China and Japan; South Asia, principally India and Pakistan; and Central Asia. Political, cultural, diplomatic, and economic developments

will be studied. The ancient civilizations and dynastic empires of China and India will be reviewed, as will Japan's early period. The region's first significant contact with the West, China's revolutionary transformations into a republic and later a Communist state, India's years as a British colony and subsequent independence, and Japan's rise to power will be discussed. Modern conflicts, challenges, and opportunities in Asia will be considered. Attention also will be given to key developments in Central Asia and the other countries of this continent.

HIS 270 - Special Topics in European History (4)
This course provides a vehicle for specialized courses on major aspects of European history. Such topics include Ancient History with focuses on Greece or Rome, the Medieval Period, the Holocaust, and other subjects of importance and interest.

HIS 271 - African History (4)
This course studies the history of the major regions of Africa from prehistoric times to the present. Principal topics include the early African kingdoms, the influence of Islam, slavery's impact on African society, European colonialism, nationalism and Africa's attainment of independence, and recent problems, conflicts, and advances of the African peoples and nations. Specific attention will be given to Ancient Egypt, Algeria, Sudan, Nigeria, and South Africa.

HIS 300 - Readings in American History (4)
This course analyzes in detail a key topic in American history. These topics, offered in regular rotation, include American diplomatic, social, and intellectual history. The varying ways in which these components of U.S. history have shaped the American experience will be appraised. Elements of continuity and change will be identified and analyzed, and national debates concerning these topics will be critically evaluated. Prerequisite: HIS 100 [Survey of American History] and one 200-level American History course.

Prerequisite: HIS100.

HIS 315 - Readings in Global History (4)
This course enables students to read, analyze, and discuss articles and monographs concerning a range of major historical topics pertinent to Europe, the Middle East, Asia, Africa, and Latin America. Political and socio-cultural perspectives will be compared and appraised. Examples of shared attributes across the eras and among peoples will be discussed, as will the rich diversity of human experience that does so much to mold history. Prerequisite: HIS 110- [Survey of Global History I], HIS 115-[Survey of Global History II] and one 200-level Regional History course.

Prerequisite: HIS110, HIS115.

HIS 490 - History Capstone Seminar (2)
This course provides senior-year History majors with a culminating academic experience. The Seminar has two components: students will analyze and develop interpretive perspectives on complex historical readings concerning a range of historical subjects, time periods, and regions; additionally, each student will complete a 20-page research paper, using some primary-source material, on an approved historical topic. At the final Seminar class meeting, students will give oral presentations on their paper topics, to generate thought, comment, and analytical observations among student colleagues, faculty members, and others in attendance. Prerequisite: senior-level History major status.

HIS 491 - Independent Study (3)
An independent study is a carefully supervised reading and research project, designed through consultation between the student and the instructor. Appropriate historical readings will be assigned, and a research paper on a substantive historical topic will be due at the end of the independent study. Typically, a History Independent Study will be taken by a student enrolled in CSEâ€™s Honors Program. Variable Credit; students can take the History Independent Study for 0-4 credits.

HIS 495 - Internship (2)
This course provides students an opportunity to combine learning about history with practical work experience at an appropriate site. Such locations include nearby museums, Morristown National Historical Park, the Special Collections room of Mahoney Library, and other local venues. Prerequisite: junior- or senior-level History major status.

## ITAL - Italian

ITAL 101 - Basic Conversational Italian I (3)
An introduction to the Italian language with emphasis on development of proficiency in understanding, speaking, reading, and writing. Activities are designed to promote communication with authentic cultural content. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall semester)

ITAL 103 - Basic Conversational Italian II (3)
The continuation of ITAL 101 with further development of proficiency in understanding, speaking, reading, and writing. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Spring semester)

ITAL 201 - Intermediate Italian I (3)
Further development of proficiency in understanding, speaking, reading, and writing Italian. Attention is given to the intensification of vocabulary and structure. Authentic cultural contact is stressed. Language laboratory attendance is required to supplement class work. Short literary selections are required reading. Prerequisite: ITAL 103 or Placement Test. Satisfies Cluster 1 General Education requirement. (Fall semester)

Prerequisite: ITAL103.

ITAL 203 - Intermediate Italian II (3)
A continuation of ITAL 201. Prerequisite: ITAL 201 or Placement Test. Satisfies Cluster 1 General Education requirement. (Spring semester)

Prerequisite: ITAL201.

## JAPN - Japanese

JAPN 101 - Beginning Japanese I (3)
An elementary course to provide a basis for the development of proficiency in understanding, speaking, reading, and writing Japanese. Emphasis is on conversation, using vocabulary and structure needed for basic communication. Language laboratory attendance is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall semester)

JAPN 103 - Beginning Japanese II (3)
A continuation of JPN 101. Prerequisite: JPN 101. Satisfies Cluster 1 General Education requirement. (Spring semester)

Prerequisite: JAPN101.

## JUS - Criminal Justice

JUS 101 - Introduction to Justice Studies (2)
This course provides foundational information, concepts, issues, and ideas critical to the field of justice studies. In preparation for future study in either of the Major's two Tracks, the fundamentals of the U.S. criminal-justice and legal systems are examined. Students will discuss and analyze the importance and meaning of ethics and justice as a component of societal cohesion and stability.

JUS 201 - Women & the Criminal Justice System (4)
Employing both historical and contemporary perspectives, this course examines the ways in which women interact with the U.S. criminal-justice system. Women and criminal behavior, women in correctional facilities, and the expanding opportunities women have for careers as criminal-justice professionals are among the topics reviewed.

JUS 205 - Criminal Investigation (4)
The student will be able to discuss and describe the fundamentals of criminal investigation by defining the responsibilities of a criminal investigator. How to collect, develop, and interpret physical evidence. The student will be able to cite numerous methods of obtaining information from people and records. The student will be able to outline the proper procedure in surveillance, eyewitness identification, as well as guidelines and techniques for interrogation. Also, the impact of forensic science and cyber crimes on criminal investigations will be discussed. Prerequisite: JUS 101.

Prerequisite: JUS101.

JUS 210 - Legal Research Writing (4)
This course will focus on the basic legal research techniques and examine numerous judicial decisions, statutes, administrative regulations and digests. Emphasis will be placed on legal writing and research, terminology, including legal forms

and document formatting. The rudiments of oral advocacy will be covered.

JUS 211 - The Corrections System (4)
This course surveys the principal issues, institutions, policies, and programs pertaining to the U.S. corrections system. Prison procedures, institutional treatment methods, prisoners' rights, parole, probation, community-based initiatives, and contemporary corrections innovations will be explored and evaluated. Restorative justice will be discussed.

JUS 215 - Judicial Processes (4)
This course provides the student with a comprehensive study of the state and federal court systems and the impact those systems have on the Criminal Justice System and American politics.

JUS 221 - Criminal Law (4)
Criminal Law is the study of the major felonies including murder, robbery, rape, arson, burglary, assault and battery and larceny, as well as the defenses of insanity, incapacity, and immaturity. The course will also include a study of the specific intent crimes, general intent, the concept of actus reus, and the impact the war on terror has had on the Constitution and due process.

JUS 231 - Criminal Procedure (4)
Criminal procedure is the study of the various procedural rules required by the Constitution and statutes in criminal cases. The concepts of probable cause, lawful interrogation, search andseizure and other requirements of due process, as well as how these are implemented, will be included. The course will also include what the impact of the war on terror has had on the Constitution and due process.

JUS 241 - Public Policy & Administration (4)
This course introduces the student to major areas of public administration. These include the development and implementation of public-sector policy, regulatory action, budgeting,federalism as it relates to the policymaking process, agency law, and criminal-justice administration.

JUS 251 - Law Enforcement (4)
This course presents a basic overview of police operations and procedures. The history of American law enforcement is briefly reviewed, as background to a fuller discussion of the structure, scope, and routines of contemporary police administrations. A variety of related topics are also discussed, including the impact of Homeland Security, the duties and obligations of law-enforcement officers, the need for police officials to maintain good community relations and exceptionally high standards of ethics, the expanding role of women in the law-enforcement profession, and the special demands and challenges encountered by today's police officers.

JUS 301 - Juvenile Law & Justice (4)
This course examines the main components of the American juvenile justice system. An historical overview of the system is provided, and relevant case law is reviewed. Theories ofadolescent personality development and behavior, adolescent subcultures, delinquency prevention, and treatment methods are among the topics considered

JUS 305 - Public Safty Supervision & Mgt (4)
This course exposes students to a broad range of ideas, commitments, ethics, theories, and concepts relating to leadership in the criminal justice profession. Topics focus on the strategies that effective leaders use to manage their employee relationships. The course stressesthe application of leadership principles to criminal justice situations and problems. A focus on Homeland Security is also included.

JUS 311 - Intimate Violence (4)
This course acquaints students with recent studies and scholarship pertaining to violent behavior that occurs in familial or close-relationship contexts. The psychological impetus for such conduct and the behavioral syndromes most closely identified with this unlawful behavior will be reviewed, as will offender and victim profiles of those most likely to be involved in domestic violence. Relevant case law and case studies will be examined, as will the role of social agencies established to combat this societal problem.

JUS 325 - Victimology (4)
This course introduces the student to the principles, concepts, and theories of victimology, analysis of victimization patters and trends, and responses to criminal victimization. Students will further study and contemplate a variety of questions and issues, including the levels of victimization in specific criminal circumstances, the

social and psychological impact of crime upon victims.

JUS 327 - Victim Law & Services (4)
This course reviews the laws, court procedures, and support services that address the rights and needs of crime victims using a case-study approach. Subjects covered include the statutory protections available to victims, restitution and the proper role of victims in the sentencing phase of the adjudication process. Also examined are the responsibilities of police and the criminal justice bureaucracy in their interactions with victims and the victim service programs provided by government agencies and community assistance groups. An emphasis on specific court cases concerning New Jersey law will be stressed.

JUS 341 - Women & the Law (4)
This course examines the status of women under American law, both historically and in a contemporary context. Topics reviewed include Title VII of the Civil Rights Act, workplace issues as they affect women, significant case law relating to women, and otherlegal issues of concern to women. The opportunities available for women in today's legal profession are also discussed. This course also explores important legal issues and principles pertaining to family life and the family unit. Parental rights and responsibilities, children's rights, divorce, child custody, and adoption are among the subjects considered.

JUS 405 - Res Meth for Just Studies Professionals (4)
The students will be exposed to scientific paradigms, research designs, methods, and analysis used in social sciences research. The course will help students develop critical thinking and an understanding of ethical and political issues in the practice of social research. Students will be required to develop a research proposal. Prerequisite: Math 119 Elementary Statistics

JUS 425 - Senior Seminar (4)
This course seeks to provide a capstone experience for Justice Studies Majors. Class readings will include theoretical, specialized, and analytical perspectives and subject matter applicable to advanced study in this field. In addition, under the instructor's supervision each student will complete an appropriate research assignment that will be discussed and reviewed by the full class at the conclusion of the Seminar.

JUS 490 - Special Topics in Justice Studies (4)
Offered occasionally, this course provides an opportunity for close analysis of a justice studies topic of interest to students and faculty.

JUS 491 - Independent Study (3)
An in-depth, faculty-supervised investigation of an appropriate topic of particular interest to the student.

JUS 495 - Internship (3)
In consultation with a faculty supervisor, the student selects an appropriate placement site and completes an internship project. Program Chairperson approval must be obtained in advance of scheduling an internship for course credit. To obtain such approval, the student must demonstrate that the project will provide experience and perspectives applicable to the field of justice studies.1 - 4 credits.

JUS 620 - Law and Legal System (3)
This course provides foundational information, concepts, andideas critical to the fields of law and the criminal justice system.Included will be basic understanding of the criminal and legalsystems with a focus on the structure of government and proceduralissues relating to the administration of justice. It is theintention of this course to give the student a basic understandingand appreciation of the impact of the legal system as itrelates to the discipline of forensic science.

JUS 625 - Homeland Security (3)
This course involves a study of the foundations of domestic terrorism with an examination of its history and case studies. Topics include current and active domestic groups; their organizational structure, philosophies and networks. The discussion will examine the interrelationships and interactions of presently known groups. Terrorism as a politcal tool used against almost all nations of the world is examined in this course as are known terrorist groups throughout the world, including militant religous groups, religous zealotry and politcal movments.

JUS 630 - Community Polcing (3)
This course will focus on the study of community policing, particularly in the United States. We will cover the history and development of community

policing, as well as community relations, problem solving/problem-oriented policing, and issues of organizational change. We will also examine the effectiveness of community policing approaches.

JUS 650 - Justice Administration (3)
This course explores important problems and ethical concernsfaced by contemporary management professionals in the field ofpublic safety administration.The planning and organizationalstrategies most applicable to supervisory functions in this fieldare examined. Relevant theoretical and research methods will bestudied, as will text-case examples of administrative situationsregularly encountered in public safety leadership. The uniquepressures faced by public justice personnel, and the managerialimplications of this stress, also will be discussed.

JUS 655 - Justice Policy & Planning (3)
This course focuses on the development of policy and planning,informed by research data and subjected to rigorous evaluationin public safety agencies. Political and legal problemsconfronting the policy maker, as well as ethical and moral issues,will be discussed.

JUS 660 - Victimization and Justice (3)
This course examines theories, policies, and research related tothe interaction of crime victims and offenders within the justicesystem. Special attention will be given to individual andcommunity reactions to victimization and victim recovery. Issuesrelated to special categories of victimization will be explored,and current innovative programs offering services and financialremedies for crime victims will be discussed.

JUS 665 - Legal and Critical Issues (3)
This course examines in depth some of the major topicspertinent to the administration of public safety institutions incontemporary America. Public and social policies as they relateto crime, crime prevention, and justice are considered.Community-oriented efforts and problem-solving techniquesnow used in law enforcement and by other public safetyagencies will also be analyzed. Issues will be considered fromlocal, state, and federal perspectives as well as from a globalperspective and examine issues of political justice, economicjustice, and human rights.

JUS 670 - Management in Justice Administration (3)
This course focuses on administrative issues routinely encounteredby public safety agencies. These issues include personnelmanagement, budgeting, and supervision, within the context ofthe justice studies profession.The problems and challengesspecific to public safety administrators also will be considered.

JUS 675 - Cyber Crime, Security and the Law (3)
This course examines the growing problem of computer-relatedcrime security and the evolution of criminal law as it confrontsnew kind of cyber crime. Electronic evidence-gathering andinvestigative techniques are among the topics considered alongwith electronic fraud and forgery, corporate espionage, identitytheft, online extortion scams, child pornography, andinfringement of intellectual property rights. The major federaland state statutes and regulations enacted to combat cybercrime and security will be carefully reviewed, as will theimportant privacy issues raised by electronic surveillance techniquesconducted by law enforcement.

JUS 680 - Investigation & Digital Evidence (3)
This course reviews the most effective investigative proceduresfor identifying, collecting, preserving, and analyzing criminalevidence obtained from computers or computer networks. Thetechnical and legal aspects of accumulating digital evidencemaintained on, or transmitted by computers for use in solvingcrimes will be examined. The proper methods of preparing suchevidence for use in a court of law will also be studied.

JUS 682 - Research Methods In Justice Studies (3)
This course reviews the research designs and quantitative andqualitative methods most appropriate to ethical research, policyevaluation, and policy development in the justice studiesprofession.The student will demonstrate the ability to reviewcritical literature pertaining to the research project and connectthe literature to the research results towards completing thecapstone experience.

JUS 683 - Special Topics: (3)
An in-depth exploration of a specific topic that is of currentinterest to graduate students in management.Approval of theProgram Director is required to register.

JUS 685 - Independent Study (3)
Independent project in an area of individual special interest. Thestudent and faculty advisor develop appropriate goals for theproject which is then presented in a formal proposal. This coursemay require the preparation of a final paper and presentation.Prerequisite: Permission of the Director.

JUS 690 - Capstone Seminar/Experience (3)
This course, the culminating experience of the program, requiresstudents to complete an original research project grounded inthe field of justice studies. Each student will design and completean action research project that broadens and deepens thestudentâ€™s awareness and appreciation of the need to applycommunity base, social justice perspectives to oneâ€™s professionalendeavors. In completing these projects, students must demonstratean ability to define, analyze, evaluate, and recommendsolutions for resolving an issue, problem, or potential opportunityof interest and importance to the community. Students will periodically share with one another their project goals, challenges, and progress attained. Each student will complete a substantial research paper discussing the objectives, research, and outcomes of his/her project. The project topics and research methods employed will be developed through individual consultationsand collaborative discussions with the seminarâ€™s instructor.All projects must receive faculty approval, which will be based on the quality and merit of the studentâ€™s proposal,particularly as it relates to and advances the mission of the College of Saint Elizabeth.Pre-requisite:JUS682

Prerequisite: JUS682.

## LAT - Latin

LAT 101 - Elementary Latin I (3)
An introduction to the fundamentals of Latin grammar and syntax. Emphasis on language structure and vocabulary building with selected readings from original ancient authors. Consideration will be given to aspects of the language as well as Roman history and culture that have influenced our thought. Satisfies Cluster 1 General Education requirement. (Fall semester)

LAT 103 - Elementary Latin II (3)
A continuation of the study of the fundamentals of Latin grammar, syntax, structure and vocabulary. Students should have completed LAT 101 or its equivalent. Satisfies Cluster 1 General Education requirement. (Spring semester)

Prerequisite: LAT101.

## LDSP - Leadership

LDSP 111 - Becoming a Leader* (1)
Focuses on the development of leadership skills through the study and application of various leadership qualities. Students will practice as well as learn about leadership. Open to all students. Required for Leadership Program students and those students seeking a Leadership Minor. May be taken for no credit with permission of the Director of the Leadership Program. Outcomes: Student will have an appreciation for the qualities that make up an effective leader while starting to reflect and identify qualities of their own character.Assessment: Students will be assessed through direct measures such as evaluation of their work on reflective journals and scores on their final exam.Satisfies third-line, Cluster 1 General Education requirement when taken with two other 1-credit Communication courses.

LDSP 200 - Career Planning & Exploration* (1)
Career Planning and Exploration - This course entails exploration of skills, values, interests and personality as they relate to making decisions about career path and academic major. Investigation of specific career opportunities will be included. A brief introduction will be given to launching a career and pursuing graduate/professional school. Target group: First and second year students who are undecided about major and/or career direction or those who want to affirm that they have made an appropriate choice.Satisfies third-line, Cluster 1 General Education requirement when taken with two other 1 credit Communication courses.

LDSP 205 - Leadership Dynamics (1)
Through this course students will learn how to work with and lead individuals and groups. Students will learn strategies for team-building, coaching, mentoring and motivating others to succeed.

LDSP 210 - Applied Leadership (1)
Students will explore various examples of leadership through history, film, literature current events, etc. to explore and discuss how leaders have been or are depicted. Through these examples, students will be able to identify positive attributes of leadership and in turn, be able to construct their own leadership style within a positive framework.

LDSP 220 - Transition College to Career* (1)
This course will prepare students to transition into the workplace as either an intern or a full-time employee. Topics include: resume writing, cover letters, on-line search methods, interview skills, networking, business etiquette, and graduate/professional school. Target group: Sophomore, Junior and Senior students.

LDSP 301 - Leadership Theories* (1)
This course helps students understand the leadership process by relating theory to their co-curricular activities. Topics such as leadership strategies, group dynamics, communication, collaboration, legal and ethic issues, and understanding organizational structure will be discussed, analyzed, and related to student experience. Open to all students. Required for Leadership Program students and those students seeking a Leadership Minor. May be taken for no credit with permission of the Director of the Leadership Program. Outcomes: Through a detailed review of various leadership theories and styles, students will be able to recognize their own leadership style.Assessments: Students will be assessed through direct measures such as evaluation of in-class projects and scores for their final presentation or paper.Satisfies third-line Cluster 1 General Education requirement.

LDSP 305 - 21st Century Leadership ( etc.")
Students enrolled in this course will learn about leadership beyond a titled structure. This course will break down the walls of a traditional cubicle-formatted structure to examine untraditional or modern adaptations of leadership. Students will be introduced to and explore the benefits of servant leadership. They will learn how to appropriately convey their leadership style in a virtual world. They will learn and develop strategies for leading through new technology methods such as conference calls, social networking sites, video and tele-conferencing, etc. Students will also gain knowledge in working in environments where there is limited face-to-face interactions and most of their co-workers are out of the office" due to outsourcing

Distribution: 2. Prerequisite: corporate partnerships. Corequisite: work at home models.

LDSP 310 - Diversity & Leadership (2)
Students will explore various perspectives on leadership as they pertain to differences such as race, ethnicity, socioeconomic class, religion, age, and gender. Through this course, students will gain a holistic view on the impact of leadership on diverse communities and the difference they can make in the world through the implementation of responsible leadership.

LDSP 401 - Leadership Senior Seminar* (4)
Capstone course for the Leadership Minor. Students will work collectively to create and implement a project of their choosing that will benefit the campus or local community. At the conclusion of the project, students will be asked to write a paper and complete a presentation which documents their experience with specific focus on their leadership strengths, challenges and continual leadership development. By incorporating a research component to the paper and presentation, students will develop their own strategies for addressing their personal areas of development. Through this experience, students will exhibit the leadership knowledge they have gained while enrolled in the Leadership Minor as well as through being a participant in the Leadership Program, while also reflecting on their own personal and professional growth.The Capstone course is the primary assessment for the Leadership Minor since the course requires students to exhibit competency in all five program outcomes. The project, paper and presentation for this course will be evaluated using a rubric.Satisfies Cluster 1or Cluster 5 General Education requirement.

## MATH - Mathematics

MATH 119 - Elementary Statistics (4)
Descriptive statistics, single variable and bivariate data, probability distributions, binomial and normal distributions, estimation, confidence

intervals, hypothesis testing, correlation, regression, statistical inferences of more than one population, t-distribution, Chi-square distribution, and ANOVA. Applications in Business, social and behavioral sciences will be presented. Appropriate statistical software will be utilized.

MATH 135 - Contemporary Mathematics (3)
Study of real world applications of mathematics and mathematical models using problems chosen from the areas of graph theory, planning and scheduling, linear programming, probability and statistics, election theory, voting systems, fair division, savings and borrowing models, symmetry and patterns, and information science.

MATH 145 - Fundamental Concepts of Math (3)
Elements of set theory; numeration, whole number, rational number and real number systems; problem solving. Term project according to major, e.g., computer project, historical paper, micro-teaching for education majors. Junior Elementary Education majors take this course concurrently with ED 355.

Corequisite: ED355.

MATH 149 - Pre-Calculus Math (4)
Functions, analytic geometry, graphing including linear and quadratic functions, polar coordinates, polynomial, exponential, and trigonometric functions, applications of trigonometric functions, and complex numbers. An appropriate Computer Algebra System (CAS) will be utilized. Open to students who have had only three years of high school mathematics or who have approval of the program chair.

MATH 151 - Calculus I (4)
Limits, Continuity, Rules of Differentiation, Implicit Differentiation, Related Rates, Maxima and Minima, Rolleâ€™s Theorem, Mean Value Theorem, Curve Sketching, Definite and Indefinite Integrals, Fundamental Theorem of Calculus, applications of definite integrals, and derivatives of Transcendental Functions. An appropriate Computer Algebra System (CAS) will be utilized. Prerequisite: four years of high school mathematics or Math 149 or approval of the program chair.

Prerequisite: MATH149.

MATH 153 - Calculus II (4)
Techniques of integration, Applications of definite integrals, improper integrals, sequences and series. An appropriate Computer Algebra System (CAS) will be utilized. Prerequisite: Math 151.

Prerequisite: MATH151.

MATH 253 - Calculus III (4)
Vectors in two and three dimensions, functions of several variables, partial derivatives, gradient, directional derivative, optimization, Lagrange multipliers, double and triple integrals, line integrals, vector analysis, Greenâ€™s, Stokesâ€™, and Divergence Theorems. An appropriate Computer Algebra System (CAS) will be utilized. Prerequisite: Math 153.

Prerequisite: MATH153.

MATH 255 - Linear Algebra (4)
Systems of linear equations, matrices and determinants, vectors, vector spaces and subspaces, space, row space and column space, linear transformations, eigenvalues and eigenvectors, and inner products. An appropriate Computer Algebra System (CAS) will be utilized. Prerequisite: four years of high school mathematics or approval of chairperson.

MATH 301 - Mathematical Statistics I (4)
Elements of combinatorial analysis, basic rules and axioms of probability, random variables, probability distributions, expected values, moments and moment-generating functions, functions of random variables, and method of distribution functions. Prerequisite: Math 253.

Prerequisite: MATH253.

MATH 305 - Geometry (4)
Axiomatic systems, finite geometries, foundations of Euclidean geometry, non-Euclidean geometries, hyperbolic geometry, fractals, and applications of Geometry. Prerequisite: Math 153.

Prerequisite: MATH153.

MATH 309 - Differential Equations (4)
Existence and uniqueness theorems for ordinary differential equations, solutions of first order equations, linear differential equations of higher order, systems of differential equations, series solutions, Laplace Transforms, and applications. An appropriate Computer Algebra System (CAS)

will be utilized. Prerequisite: MATH 153 or permission of instructor.

Prerequisite: MATH153.

MATH 315 - Mathematical Statistics II (4)
Central Limit Theorem, Sampling distributions, estimation, hypothesis testing, applications, regression and correlation, analysis of variance, contingency tables, categorical data, linear Models, and Chi-Square distribution. Appropriate statistical software will be utilized. Prerequisite: Math 301.

Prerequisite: MATH301.

MATH 321 - Discrete Math (4)
Foundations of set theory and logic including quantifiers, truth tables, and valid vs. invalid arguments; introduction to proof-writing including direct and indirect methods of proof; additional topics include algorithms, combinatorics, relations, countable and uncountable sets, graph theory, functions, sequences, and trees. Prerequisite: MATH 255 or approval of program chair.

Prerequisite: MATH155, MATH255.

MATH 325 - Time Series (4)
This course is designed for the student who has completed a one-year sequence in calculus-based probability theory and mathematical statistics. The main objective is to present statistical methods used to analyze data consisting of measurements made over a specified period of time. Students will learn how to make predictions using time-series regression models, and will be assigned computer projects using appropriate statistical software.

Prerequisite: MATH315.

MATH 337 - Applied Math for Scientists (4)
A selection of topics from applied mathematics including, but not limited to, Fourier analysis, optimization (linear programming), linear transformations, partial differential equations, and other topics determined by faculty interests. An appropriate Computer Algebra System (CAS) will be utilized. Prerequisite: Math 253.

Prerequisite: MATH253.

MATH 351 - Number Theory (4)
Introduction to the basic concepts of number theory including divisibility, prime numbers, number theoretic functions, linear congruences, continued fractions, Prime Number Theorem, Chinese Remainder Theorem, groups of units, Eulerâ€™s function, arithmetic functions, and Riemann Zeta Function. Prerequisite: Math 153.

Prerequisite: MATH153.

MATH 403 - Abstract Algebra (4)
Group and subgroup theory, Permutation Groups, Cosets, Direct Products, Homomorphisms, Isomorphisms, Factor Groups, Cyclic Groups, Rings, Fields, and Integral Domains. Prerequisite: Math 253.

Prerequisite: MATH253.

MATH 421 - Numerical Analysis (4)
This is an introduction to numerical methods with emphasis on algorithm construction, analysis, implementation and their uses in solving mathematical problems on computer. Topics include round-off error, zeros of functions, interpolation and polynomial approximation, direct solvers for linear systems, numerical differentiation and integration, solutions of ordinary differential equations. Additionally, students will learn good programming techniques and implement algorithms using mathematical software uniting theory with practice. Prerequisites: MATH 255 and MATH 153

Prerequisite: MATH153, MATH255. Corequisite: CS421.

MATH 453 - Intro to Real Analysis (4)
Properties of the real number system including the Completeness Axiom, metric spaces, and the topology of the real line; sequences, convergence, function limits, continuous functions, the derivative, the Riemann integral, sequences and series of functions, and uniform convergence. Prerequisite: Math 253 or approval of the program chair.

Prerequisite: MATH253.

MATH 457 - Special Topics (4)
The study of an area of mathematics, such as topology or complex analysis, not offered on a regular basis in the mathematics curriculum. Specific topics will be determined by student and faculty interests. Prerequisite: Senior majors or the approval of the program chair.

MATH 480 - Senior Seminar (1)
Topics not ordinarily covered in the mathematics major curriculum will be presented. Students must submit a research paper on each topic with a maximum three topics being covered during the semester. In addition, students will give an oral presentation to the seminar class on one aspect from each paper. Senior seminar is part of the Mathematics Comprehensive Experience offered only to graduating seniors meeting once per week during fall semesters. Prerequisite/Co-requisite: Math 403 or Math 453 or Math 457.

Prerequisite: MATH403, MATH453, MATH457.

MATH 491 - Independent Study (3)
Open to junior and senior mathematics majors who have a minimum 3.0 GPA in mathematics or who have approval of program chair.

MATH 495 - Internship (4)
Placement of a student with a business or professional organization engaged in some aspect of mathematics. Open to juniors and seniors in the Mathematics and Computer Science department with departmental approval. Credit to be determined, with a maximum of six credits to be earned over two semesters.

MATH 096 - Arithmetic
This course covers basic math calculations and concepts, including addition, subtraction, multiplication and division of whole numbers, integers, and fractions; prime factorization, order of operations with integers, fractions, exponents and decimals; percents, fractions and decimals; verbal and variable expressions; perimeter and area.

MATH 098 - Introductory Algebra
This course covers equations and linear equations; graphs and slopes of straight lines; addition, subtraction, multiplication and division of polynomials; negative and zero exponents; monomial factors, special factoring and solving equations by factoring; addition, subtraction, multiplication and division of algebraic fractions; and solving equations containing fractions. Prerequisite MATH096 unless student placed into MATH098.

Prerequisite: MATH096.

MATH 96 - Arithmetic (1.5)
This course covers basic math calculations and concepts, including addition, subtraction, multiplication and division of whole numbers, integers, and fractions; prime factorization, order of operations with integers, fractions, exponents and decimals; percents, fractions and decimals; verbal and variable expressions; perimeter and area.

MATH 98 - Introductory Algebra (1.5)
This course covers equations and linear equations; graphs and slopes of straight lines; addition, subtraction, multiplication and division of polynomials; negative and zero exponents; monomial factors, special factoring and solving equations by factoring; addition, subtraction, multiplication and division of algebraic fractions; and solving equations containing fractions. Prerequisite MATH096 unless student placed into MATH098.

Prerequisite: MATH096.

## MC - Multidisciplinary Core

MC 626 - Ethical Issues (3)
This course explores the variety of approaches to ethics, the central concepts of some major philosophical and religious traditions in ethics and their significance for professionals.Major ethical challenges confronting the professional today are identified and discussed.

## MCFN - MCFN

MCFN 622 - Nutrition Applic of Psych/Social Issues (3)
Strategies for and skills in counseling the individual client or the group are developed. Cross-cultural counseling and cultural competence are discussed. Concepts such as motivation, behavior change and leadership as they apply to the nutrition professional are presented. Utilizes focus group techniques in needs assessment and program planning. Students explore the implications of sociological changes and their impact on the delivery of nutrition services from different perspective such as public policy planning, entrepreneurship, and the administration of community-based nutrition programs.

MCFN 638 - Nutrition Applic of Tech/Ethical Issues (3)
This course provides students with an overview of important nutrition-related technological and ethical issues in a seminar format. Critical examination and evaluation of current professionaland layperson literature concerning such topics as genetics, biotechnology, supplements, and nutraceuticals, among others. Students gain experience using a variety of technologies to gather or deliver nutrition information/education. Readings, case studies, and discussions are used to facilitate development of ethical decision making related to nutrition services. Students explore the different professional codes of ethics for allied health professionals.

## MCHM - Multidisciplinary Core Health Care Management

MCHM 610.1 - Multidiscipl Applic HCM:Psy/Soc Issues (1)
From the health care management perspective, students will analyze diverseworkplace situations and develop appropriate leadership responses to ethical, psycho-social, and technological dilemmas. Learning methodologies include: case history, simulations,problem solving, and decision-making exercises. Note: This course is offered as three (3) one-credit courses.

MCHM 610.2 - Multidiscipl Applic HCM:Ethical Issues (1)
From the health care management perspective, students will analyze diverseworkplace situations and develop appropriate leadership responses to ethical, psycho-social, and technological dilemmas. Learning methodologies include: case history, simulations,problem solving, and decision-making exercises. Note: This course is offered as three (3) one-credit courses.

MCHM 610.3 - Multidiscipl Applic HCM:Tech Issues (1)
From the health care management perspective, students will analyze diverseworkplace situations and develop appropriate leadership responses to ethical, psycho-social, and technological dilemmas. Learning methodologies include: case history, simulations,problem solving, and decision-making exercises. Note: This course is offered as three (3) one-credit courses.

## MCPS - Multidisciplinary Core Psychology

MCPS 627 - Psych Applications of Ethical Issues (2)
Psychological applications of ethical issues, e.g., confidentiality and disclosure, informed consent, human rights, leadership and power, and professional ethics will be studied through case analysis, role play and simulations.

MCPS 631 - Psych Applications of Social Issues (2)
Psychological applications of social issues, e.g., community, multiculturalism, families, life style and health issues, and service delivery systems will be studied.

## MIS - MIS

MIS 107 - Business Productivity Software (3)
This course provides an introduction to computer hardware and business application software. Microsoft Excel 2007 is used to solve business-oriented exercises and assignments in a computer laboratory. Creating formulas and Excel functions such as IF, PMT and VLOOKUP are covered and used. An introduction to the binary number system and the ASCII coding scheme are used to represent data internally. This course takes place in a computer laboratory.

MIS 111 - WEB Site Development & Management (3)
An introductory course designed to teach the fundamentals of HTML to design, develop and maintain informational Web pages. Topics covered include Internet standards and protocols, conducting business on the Internet, ethical issues and the future of the Internet and the World Wide Web. Includes supervised laboratory exercises. Prerequisite: MIS 101 or 103.

MIS 115 - Fundamentals of Computer Programming (3)
Overview of the evolution of computer hardware and software technology; algorithms and their role in problem solving; syntax and semantics of C++ programming language, program design, coding, debugging, testing and documentation using good

structured programming style in C++. This course is equivalent to CS 115.

Prerequisite: MIS107. Crosslisted as: CS115.

MIS 125 - Info Tech & Corporate Communication (3)
An exploration of how computers, the Internet and information technology have influenced the structure and content of internal and external corporate communication. Software tools and networks will be emphasized.

MIS 131 - Intro to Computer Graphics (3)
An exploration of the computer as a tool for the artist/designer. MAC II laboratory instruction utilizes the software applicable to illustration projects. This course is equivalent to ART 131.

Crosslisted as: ART131.

MIS 215 - Data Communications & Networking (3)
An examination of the fundamental concepts and operations of computer networks. Topics include local and wide-area networks, client/server architecture, topologies, protocols, configurations, transmission media and performance. Uses data communications software to access remote databases. Includes supervised laboratory exercises. Prerequisite: MIS 101 or 103. This course is equivalent to COMM 215.

Prerequisite: MIS115. Crosslisted as: COMM215.

MIS 231 - Desktop Publishing & Present Graphics (3)
A study of the concepts and principles of effective graphics design and page layout for business-oriented publications and presentations. Uses graphics, photo-editing, presentation, and desktop publishing software. Includes design and production of several publications as well as design and delivery of several in-class presentations. Includes supervised laboratory exercises. Prerequisite: MIS 101 or 103. This course is equivalent to COMM 231.

Crosslisted as: COMM231.

MIS 271 - E-Business (3)
EBusiness covers Internet-enabled business applications, not just commercial transactions. Topics include supply chain management, customer relationship management, process automation, analytics, security and portals.

Prerequisite: MIS115. Crosslisted as: BUS271.

MIS 305 - Visual Basic Programming (3)
This course provides an introduction to event-driven programming. Designing a user interface, coding routines, using advanced controls, searching arrays, accessing files and relational databases, and error handling are covered in depth. Computer laboratory exercises are provided. The course is conducted in a computer laboratory. Prerequisite: MIS 103 or a programming language course.

Crosslisted as: CS305.

MIS 307 - Database Management (3)
This course introduces the concepts and design principles used in database management. It provides an overview of principles of physical and logical database design, query languages, relational design theory, file structures, transaction management, entity-relationships; hierarchical, network and relational models; data dependencies, integrity, reliability, security, and applications in a relational database. Prerequisite: CS/MIS 117.

Prerequisite: MIS115. Crosslisted as: CS307.

MIS 331 - Info Tech Tools for Mgrs I (3)
Information systems and information technology tools are redefining corporate strategies, operations and management. This course is an overview of the most widely used information technology tools and how they are changing the role of managers. Topics include telecommunications and the Internet, intranets and extranets, internal organizational systems and enterprise-wide information systems. A theme will be how information systems are being used for competitive advantage.

MIS 333 - Info Tech Tools for Mgrs II (3)
Continuation of MIS 331. This course concentrates on applications and case studies of concepts and tools discussed in MIS 331. Students will be expected to develop group projects utilizing information technology tools.

Prerequisite: MIS331.

MIS 345 - Principles of Computer Security (3)
Prerequisite: MIS115. Crosslisted as: CS345.

MIS 351 - Accounting Information Systems (3)
An application of information systems concepts and procedures to the area of accounting. Topics include system development life cycle, controls, security, architecture, and operations. Various projects related to accounting systems are assigned. Prerequisites: BUS 103 and MIS 107. This course is equivalent to BUS 351.

Crosslisted as: BUS351.

MIS 415 - System Development Methodologies (3)
This course provides an introduction to the System Development Life Cycle and project management techniques. Resources, tools and methods used when designing, developing and implementing a business application are covered in depth. The role of the systems analyst is emphasized. Prerequisite: CIS 117, CIS 305 or permission of instructor.

Prerequisite: CS305, MIS305. Crosslisted as: CS415.

MIS 439 - Seminar: Management Info Systems (3)
This is the capstone course in the Management Information Systems concentration. Students design, code, test, debug, document and demonstrate a management information system.

Prerequisite: MIS415.

MIS 491 - Independent Study (3)
An in-depth, faculty-supervised investigation of an appropriate topic of particular interest to the student.

MIS 495 - Internship (3)

## MUS - Music

MUS 101C - Performance Study Cello (1)
Private instruction in cello is adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Students may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. Students can register 0-2 credits. Check the catalog for other fees.

MUS 101F - Performance Study Flute (1)
Private instruction in voice, piano, or other instrument adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Non-music majors may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. (Clarinet, Flute, Guitar, Oboe, Organ, Piano, Violin, Voice, as well as other instruments on request to the Chairperson.). Variable Credit, students can register 0-2 credits. Please check the catalog for other fees.

MUS 101G - Performance Study Guitar (1)
Private instruction in voice, piano, or other instrument adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Non-music majors may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. (Clarinet, Flute, Guitar, Oboe, Organ, Piano, Violin, Voice, as well as other instruments on request to the Chairperson.). Variable Credit, students can register 0-2 credits. Please check the catalog for other fees.

MUS 101O - Performance Study Oboe (1)
Private instruction in voice, piano, or other instrument adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Non-music majors may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. (Clarinet, Flute, Guitar, Oboe, Organ, Piano, Violin, Voice, as well as other instruments on request to the Chairperson.). Variable Credit, students can register 0-2 credits. Please check the catalog for other fees.

MUS 101P - Performance Study Piano (1)
Private instruction in voice, piano, or other instrument adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Non-music majors may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class

for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. (Clarinet, Flute, Guitar, Oboe, Organ, Piano, Violin, Voice, as well as other instruments on request to the Chairperson.). Variable Credit, students can register 0-2 credits. Please check the catalog for other fees.

MUS 101V - Performance Study Voice (1)
Private instruction in voice, piano, or other instrument adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Non-music majors may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. (Clarinet, Flute, Guitar, Oboe, Organ, Piano, Violin, Voice, as well as other instruments on request to the Chairperson.). Variable Credit, students can register 0-2 credits. Please check the catalog for other fees.

MUS 107 - Class Piano I (2)
An introduction to the fundamental principles of piano playing with a focus on reading music, basic piano technique and musicianship.

MUS 109 - Class Piano II (2)
Continuation of basic principles listed in MUS 107 with program building.

MUS 111 - Class Voice I (2)
Introduction to the fundamental principles of correct and artistic singing: breath control, tone production, and resonance. The course includes exercises and song material to improve range, timbre, amplitude and music reading ability. Open to all students. Recommended for all music majors and for those interested in improving their understanding of vocal skills and literature.

MUS 113 - Class Voice II (2)
Continuation of basic principles listed in Class Voice I. Emphasis is on application of vocal principles to suitable vocal literature, performance practices, interpretation, diction, stage presence, and program building.

MUS 115 - Fundamentals of Musicianship (3)
Introduction to the basic vocabulary of music, with emphasis on elements of music, notation, sight-singing, and ear-training for students with no previous theoretical knowledge of music. Open to all students.

MUS 117 - Fundamentals of the Guitar (2)
Introduction to basic guitar techniques. Included will be the study of chords, chord charts, accompaniment patterns and strums, music notation, and guitar tablature.

MUS 119 - Lives & Music of Great Composers (3)
Survey of the major style periods of Western music with special emphasis on the lives and musical masterworks of the world's greatest composers from the time of Greek Antiquity through the twentieth century. Attendance at a musical performance or concert is required; students will participate in a field trip to New York City. Satisfies Cluster 1 or Cluster 5 General Education requirement.

MUS 121 - Women's Works:Lives & Music of Female Co (3)
Introduction to the world's major female musicians and a presentation of women's musical masterworks throughout the centuries. Consideration of the unique challenges facing history's female musicians. Attendance at a musical performance or concert is required; students will participate in a field trip to New York City. Satisfies a Cluster I or Cluster 5 General Education requirement.

MUS 123 - Great Performers of the Western World (3)
Introduction to the world's great performers and their unique gifts to music history as conductors, pianists, solo instrumentalists, and opera or oratorio singers. Presentation and study of historic recordings as these become increasingly available through CD technology. Attendance at a musical performance or concert is required; students will participate in a field trip to New York City. Satisfies Cluster 1 General Education requirement.

MUS 125 - Learning to Listen to Music (3)
As an introduction to listening to all types of music, students learn how to follow a motif or theme, recognize formal structure, hear basic harmonic structure, listen for instrumentation, and recognize historical styles (Baroque, Classical, Romantic, Impressionistic, Twentieth Century, etc.).

CDs, videos and DVDs help introduce these concepts. Attendance at a musical performance or concert is required; students will participate in a field trip to New York City. Satisfies Cluster 1 General Education requirement.

MUS 151 - The Broadway Musical (3)
Examination of the Broadway musical from its roots in colonial America, through the minstrel and vaudeville shows of the nineteenth century, the imported operettas of the early twentieth century, and the musical comedies of the twenties and thirties that developed on Broadway. Videos and DVDs of performances will be studied, and attendance at a musical is required. Satisfies Cluster 1 General Education requirement.

MUS 155 - Music, History, & Ideas (3)
An approach to music as a means of aesthetic expression and artistic communication. Selected historical events and movements are explored in the ways they influenced musical styles, forms and genres. Satisfies Cluster 1 General Education requirement.

MUS 101CL - Performance Study Clarinet (1)
Private instruction in clarinet is adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Students may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. Students can register 0-2 credits. Check the catalog for other fees.

MUS 101DR - Performance Study Drums (1)
Private instruction in voice, piano, or other instrument adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Non-music majors may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. (Clarinet, Flute, Guitar, Oboe, Organ, Piano, Violin, Voice, as well as other instruments on request to the Chairperson.). Variable Credit, students can register 0-2 credits. Please check the catalog for other fees.

MUS 101OR - Performance Study Organ (1)
Private instruction in voice, piano, or other instrument adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Non-music majors may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. (Clarinet, Flute, Guitar, Oboe, Organ, Piano, Violin, Voice, as well as other instruments on request to the Chairperson.). Variable Credit, students can register 0-2 credits. Please check the catalog for other fees.

MUS 101VI - Performance Study Violin (1)
Private instruction in voice, piano, or other instrument adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Non-music majors may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. (Clarinet, Flute, Guitar, Oboe, Organ, Piano, Violin, Voice, as well as other instruments on request to the Chairperson.). Variable Credit, students can register 0-2 credits. Please check the catalog for other fees.

MUS 101PERC - Percussion (1)
Private instruction in voice, piano, or other instrument adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Non-music majors may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. (Clarinet, Flute, Guitar, Oboe, Organ, Piano, Violin, Voice, as well as other instruments on request to the Chairperson.). Variable Credit, students can register 0-2 credits. Please check the catalog for other fees.

MUS 101VIOLA - Performance Study:Viola (1)
Private instruction in voice, piano, or other instrument adapted to the aptitude or previous training of the student. One 50-minute lesson a

week earns one credit a semester. Non-music majors may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. (Clarinet, Flute, Guitar, Oboe, Organ, Piano, Violin, Voice, as well as other instruments on request to the Chairperson.). Variable Credit, students can register 0-2 credits. Please check the catalog for other fees.

MUS 201 - Harmony I (3)
Introduction to tertian diatonic harmony, emphasizing four-part writing employing triads, seventh chords, and non-chord tones. Corequisite: MUS 205.

Corequisite: MUS205.

MUS 203 - Harmony II (3)
Introduction to chromatic harmony, emphasizing secondary seventh chords, modulation, chromatic chords, and supertriadic chords. Corequisite: MUS 207.

Corequisite: MUS207.

MUS 205 - Dictation & Sight Reading (1)
Introduction to melodic dictation in all meters. Systematic approaches to and practice in reading at sight. Corequisite:MUS 201.

Corequisite: MUS201.

MUS 207 - Dictation & Sight Reading II (1)
Introduction to harmonic dictation. Practice in reading music of moderate difficulty at sight. Corequisite: MUS 203.

Corequisite: MUS203.

MUS 213 - Instrumental Techniques:Strings (2)
Elementary survey of the methods of playing the stringed instruments of the orchestra-violin, viola, cello, and double bass-for the purpose of giving the prospective teacher basic facility. Open to all students.

MUS 215 - Instrumental Techniques:Wind Instruments (2)
Elementary survey of the methods of playing the instruments in the woodwind and brass sections of the orchestra or band. Open to all students.

MUS 217 - Instrument Chamber Music Ensemble (1)
Study and performance of chamber music. Variable Credit, students can register 0 or 1 credits.

MUS 219 - Advanced Instrument Chamber Music Ensemb (1)
Advanced study and performance of chamber music. Variable credit, students can register 0 or 1 credit.

MUS 221 - Learning to Read Music (2)
Introduction to the essential elements of music theory and sight reading.

MUS 223 - Elizabeth Singers (1)
Study, rehearsal, and performance of liturgical and secular choral literature. Performances several times each semester, including Founder's Day and, Oktoberfest. Satisfies Cluster 1 General Education requirement if taken three times. Variable Credit, studnets can register 0 or 1 credits.

MUS 225 - Choral Conducting (2)
Introduction to principles of conducting, techniques of the baton, problems of the choral conductor, and methods of conducting simple choral compositions. Open to non-music majors with approval of instructor.

MUS 227 - Elizabeth Ringers Handbell Choir (1)
Study, rehearsal, and performance of the fine art of English Handbell Ringing. Students participate in spring and fall concerts. Occasional performances for church and community festivals. Prerequisite: MUS 221 (may be a corequisite) or the ability to read music. Satisfies Cluster 1 General Education requirement if taken three times. Variable Credit, students can register 0 or 1 credits.

MUS 229 - Community Choir (2)
Study, rehearsal, and performance of the world's finest choral masterworks and anthems for SATB Choir. Students participate in spring and fall concerts and an occasional community presentation. Satisfies Cluster 1 General Education requirement if taken often enough to total 3 credits. Variable Credit, students can register 0-2 credits.

MUS 231 - Opera & Oratorio (3)
Survey of opera and oratorio literature based on the current New York repertoire. Videos, DVDs

and recordings are used with each opera studied. Students study and attend a rehearsal of an opera at the Metropolitan Opera House or another venue. Attendance at a final production of an opera is also required. Open to all students. Satisfies Cluster 1 General Education requirement.

MUS 233 - American Music (3)
Survey of music from the colonial period up to the present. Topics include our social and cultural heritage, various ethnic contributions, and the vital forces and influences that have contributed to the development of music in the United States. Open to all students. Satisfies Cluster 1 General Education requirement.

MUS 255 - Joy of Bach (3)
Presentation of the masterpieces of music literature composed before 1750, with a study of the relevant composers, styles, forms, and philosophical concepts that inspired them. Attendance at a musical performance or concert is required; students will participate in a field trip to New York City or NJPAC. Satisfies Cluster 1 General Education Requirement.

MUS 257 - Beethoven & Friends (3)
Presentation of the musical masterworks composed from 1750 to 1820, with a study of relevant composers, styles, forms, and philosophical concepts that inspired them. Attendance at a musical performance or concert is required; students will participate in a field trip to New York City or NJPAC. Satisfies Cluster 1 or Cluster 5 General Education requirement.

MUS 259 - The Great Romantics (3)
Presentation of the masterworks of music literature from the nineteenth century, with a study of relevant composers, styles, forms, and philosophical concepts that inspired them. Attendance at a musical performance or concert is required; students will participate in a field trip to New York City or NJPAC. Satisfies Cluster 1or Cluster 5 General Education requirement.

MUS 261 - Music of our Time (3)
Presentation of the masterworks of music literature composed during the twentieth century with a study of relevant composers, styles, forms, and philosophical concepts that inspired them. Attendance at a musical performance or concert is required; students participate in a field trip to New York City or NJPAC. Satisfies Cluster 1 or Cluster 5 General Education requirement.

MUS 301 - Counterpoint (3)
Modal and tonal contrapuntal writing in the five species and traditional contrapuntal forms. Corequisite: MUS 309.

Corequisite: MUS309.

MUS 309 - Keyboard Harmony I (1)
Practice in harmonizing diatonic melodies and figured basses at the keyboard in simple chordal style. Corequisite: MUS 301.

Corequisite: MUS301.

MUS 313 - Keyboard Harmony II (1)
Practice in harmonizing chromatic and modulating melodies and figured basses, utilizing non-chord tones and various patterns for accompaniment.

MUS 317 - Orchestration (2)
Study of the techniques of scoring for the instruments of the orchestra. Prerequisites: Two semesters of Theory.

MUS 319 - Form & Analysis (2)
Study of methods of harmonic and stylistic description, and analysis of selected musical works representative of various periods. Prerequisites: ability to read music, MUS 115 and 201 or their equivalent. Open to all qualified students.

Prerequisite: MUS115, MUS201.

MUS 491 - Independent Study (3)
Open to seniors who are music majors or minors. Offered only on request and at the discretion of the Program Chairperson. Variable Credit, students can register 2-4 credits.

## NURS - Nursing

NURS 300 - Writing for Professional Nursing (3)
NURS300 is a writing course designed for the nursing professional. Students will learn how to use the library, search engines, peer-reviewed journals and the internet to gather information for their nursing study. They will learn to effectively incorporate the materials into a clear, organized and cohesive paper. Use of APA formatting, resource documentation, and basic writing principles will be taught to write a research paper or professional document. 3 credits

NURS 310 - Concepts & Trends of Prof Nursing Pract (3)
The course focuses on the theories, concepts, values, trends and behaviors for transitioning to the role of professional nurse. Political, economic, ethical and social trends affecting nursing in the health care system are explored. Issues in professional nursing practice and education are examined. Professional identity and empowerment are identified supported by a philosophy of nursing that guides the practice of nursing.

NURS 320 - Communication MethodsProfesNursPract (3)
This course focuses on the inter/intraprofessional collaborative communication methods and abilities that supports the growth and development of the transitioning professional nurse. Students will engage in the process of scholarly writing, use of technology for research and presentation skills for effective communication in healthcare.

NURS 320L - Lab:Communication MethodsProfesNursPract (0)
Lab

NURS 330 - Health Assessment Across the Lifespan (3)
The course focuses on theory and practice of holistic assessment and health appraisal of the client across the life span that builds upon the previous learned assessment skills of the registered nurse. The nursing process provides the framework for developing assessment skills in the physical, psycho-social, developmental, and cultural-spiritual areas.

Corequisite: NURS330L.

NURS 330L - Lab:Hlth Assessment Across the Lifespan (0)
Lab

Corequisite: NURS330.

NURS 340 - Health Promotion Across the Lifespan (3)
The course focuses on developing the skills and techniques for the promotion of healthy behaviors. Teaching skills and behavioral change is emphasized. Students will apply teaching learning theories for the promotion of health and disease prevention. Concepts related to identifying stressors, prevention and health promotion for client education is stressed and nursing research utilized.

Corequisite: NURS340L.

NURS 340L - Lab:Health Promotion Across the Lifespan (0)
Lab

Corequisite: NURS340.

NURS 350 - Evidence Based Rsrch ProNursing Practice (3)
The course focuses on understanding of research as it applies to nursing practice. Students will examine the knowledge that guides nursing interventions and critique published research reports. The importance of reviewing the nursing literature in order to maintain currency in practice and to identify best evidence that supports nursing practice will be addressed. Ethical issues as they relate to research, theory and practice will be discussed. Prerequisite: MATH 119 Elementary Statistics

Prerequisite: MATH119.

NURS 400 - Population Focused Community Health Nurs (5)
The course focuses on primary, secondary and tertiary prevention within a community that emphasizes community as client.. Application of the nursing process to individuals, families, groups utilizing systems theory and group dynamics within a variety of community settings. Epidemiology, health promotion, prevention, and restoration for clients of diverse populations are emphasized. The influence of culture, economics, politics, environments, and ethics as they impact community health nursing practice are explored. The role of RN as coordinator of care is emphasized. Students will identify, plan and implement a health promotion project using evidence based practice and collaboration with community members for a selected population.

Corequisite: NURS400L.

NURS 400L - Population Focused Comm Hlth Nurs Lab (0)
Lab

Corequisite: NURS400.

NURS 410 - Global Nursing (5)
This study abroad program is for the student interested in increasing their understanding of population focused nursing from a global perspective. Application of the nursing process to determine current and potential community health issues incorporates utilizing systems theory and group dynamics. Epidemiology, health promotion, prevention, and restoration for clients of diverse populations are emphasized. The influence of culture, economics, politics, environments, and ethics as they impact community health nursing practice are explored throughout the course. The role of RN as coordinator of care is emphasized. Students will identify, plan and implement a health promotion project using evidence based practice and collaboration with community members for a selected population.

NURS 419 - Nursing Process in the Community (3)
Utilizing the Neuman Systems Model, students focus on the study of intra-, inter-, and extra-personal factors and stressors affecting the health of population groups and communities. Concepts of epidemiology are explored, as well as problems related to the delivery and distribution of health care services. Ethical, legal, socio-political, and economic perspectives of public health measures and the current health care delivery structure are analyzed. Emphasis is placed on the role of the nursing profession in meeting the needs of specific population groups and in developing more effective health care delivery systems. Working in small groups students will select a target population and design a community health project. Integrated learning assignment required in all accelerated format courses. Lecture: 2 1/2 hours per week; clinical laboratory component includes a variety of settings and independent clinical work: 3 hours. Prerequisites: NURS 311, NURS 315. Pre or corequisite: NURS 313.

Prerequisite: NURS311, NURS313, NURS315.
Corequisite: NURS419L.

NURS 419L - Lab:Nurs Proc Comm (0)
Lab

Corequisite: NURS419.

NURS 420 - Strat Ldsp&Mgmt ProfNursing Practice (5)
The course focuses on exploring organizational strategies, leadership theories, decision making and accountability in health care. Principles of management and responsibilities for needed change in nursing practice within the complex health care delivery system are emphasized. Influences of regulatory, legislative, and organizational policies related to the quality and safety of nursing practice environments will be examined. Clinical practice experience includes a change project in a selected clinical agency based on synthesis of knowledge derived from theory and research. Students share practice experience in a formal seminar setting. As the capstone course the student is able to synthesize the knowledge and skills learned in the nursing program and will demonstrate competencies consistent with program outcomes and to refine their professional nursing practice. Prerequisites: Senior Status and completion of all core requirements.

NURS 421 - Professional Practice of Nursing II (3)
The emergence of new health care systems, the shift from a service orientation to a business orientation and redesign of the workplace directly affects how nurses manage. In this course students explore the roles and functions of nurses in management in a variety of healthcare settings. Application of evidence-based research to improve nursing management practices is explored. Management skills such as effective communication, delegation, conflict resolution, performance appraisal and team building are examined. Integrated learning assignment required in all accelerated format courses. Lecture: 3 1/2. Non-traditional schedule. Prerequisites: NURS 301, NURS 305, NURS 311, NURS 313.

Prerequisite: NURS301, NURS305, NURS311, NURS313.

NURS 423 - Strategies of Professional Practice (5)
Students function as change agents in an organizational health setting to influence client care, advocate for clients and professional nursing practice. Each student selects a health care organization that serves clients from a variety of developmental stages, levels of wellness, socio-cultural backgrounds, spiritual, and health care

needs. The student incorporates selected knowledge from the arts, humanities, sciences, and nursing to address the organization's ability to meet the health care concerns of these clients. Students use the Betty Neuman Health Care Systems Model, organizational dynamics, ethical and professional standards to systematically collect data, and identify strengths and areas of concern of the health care system. Strategies for intervening will be selected and implemented in collaboration with the health care team. Critical thinking, review of the literature, and research findings are used throughout the change project. An evaluation plan will be developed to monitor the outcome. The students will analyze their role as change agent, advocate, and leader. Professional growth and accountability for nursing practice within society is emphasized. The student formally presents the change project to the academic community. Full semester. Lecture: 3 hours; clinical laboratory 6 hours. Prerequisites: NURS 313, NURS 315, NURS 411, or NURS 419. Pre-corequisite: NURS 421.

Prerequisite: NURS313, NURS315, NURS411, NURS419, NURS421. Corequisite: NURS423L.

NURS 423L - Lab:Strat Prof Prac (0)
Lab

Corequisite: NURS423.

NURS 430 - Special Topics in Nursing: (3)
Topics of interest that are identified by faculty which reflects the current and future needs of the nursing profession. Topics will be determined by department faculty and will vary from semester to semester. Students can take up to 6 credits of nursing electives to meet program requirements. Students are not able to repeat the same courses for credit.

NURS 440 - Professional Seminar in Nursing (3)
This course focuses on the professional development of nurses and issues facing contemporary nursing practice. Students have the opportunity to explore and demonstrate knowledge of a topic of their choice and interest in consultation with and supervision of a nursing faculty that is not covered in required courses. Students who choose the professional seminar will demonstrate the completion of an agreed upon proposal that broadens the professional foundation of the student. This course can count as meeting of program electives and not intended to replace required nursing program courses. Permission of Program Chair.

NURS 491 - Independent Study (3)
Open to students at the discretion of department faculty members. The course allows the student to pursue further study in a particular area of interest in nursing. Individualized objectives are determined by the student in consultation with a faculty advisor.

NURS 610 - Theoretical Found for Adv Nursing Pract (3)
This course establishes a foundation for scholarly inquiry. The analysis and development of nursing science and the interdependent relationship of theory, research and practice are explored in depth. Students learn to critique, evaluate and use a variety of theories relevant to nursing practice and education.

NURS 615 - Nursing Research (3)
This course analyzes quantitative and qualitative researchmethods and provides the knowledge and skill competenciesneeded to critically interpret and utilize research findings forevidence-based practice. Students design a research study in aspecific area of interest.

NURS 620 - Nurse Educator as Leader (3)
The characteristics of leaders and leadership, differences between leaders and managers and moral leadership are analyzed. Emphasis is on nurse educators in the political arena, as change agents in academic and other health care settings, and as shapers of the future. Ethical and legal aspects of a nursing educator will be examined. Students will investigate skills needed to function as leaders in the academic nursing role in higher education or staff development relative to programadministration, student issues, program requirements, and faculty expectations. This course provides knowledge and skill to effectively manage change,empower others, and influencepolitical processes. There is a focus on organizational process, including the associated management of conflict, change, and control of risk within a political context.

NURS 623 - Intgrtive Hlth Teach (2)
This course explores the impact of alternative health carepractices on the educational needs of consumers. Popularnon-traditional treatments are explored including herbal therapeutics,homeopathy, nutritional supplementation, andmind-body modalities. Emphasis is placed on the developmentof instructional materials integrating traditional treatments andnatural therapies.

NURS 625 - Clinical Concepts Advanced Nursing Pract (3)
This course examines development and analysis methods byexploring concepts important to expanding the knowledge baseof nursing science and clinical practice. Some key concepts fornursing include healthy lifestyle, self-care, holism, risk reduction,and maximizing quality of life, chronicity, stress, adaptation,depression, anxiety, and grief. Students select one concept andcomplete a concept analysis during NURS 625 and examine thatconcept in a specific client group during the practicum experiencein

NURS 630 - Apps of Clinical Interventions AdvNursPr (3)
This course is designed as a field experience in concept development. Students identify how a concept, previously analyzed in NURS 625, is represented in a particular client/client group.Students measure, evaluate and apply the concept to nursing practice with their selected client group.

NURS 635 - Curriculum/Program Development & Eval (3)
This course examines theories, concepts and processes of curriculum/program development and evaluation. Curriculum design is considered in light of new delivery technology and todayâ€™s emphasis on accountability in education, continuous quality improvement, benchmarking and learning organizations.

NURS 640 - Assessment Measurement & Evaluation (3)
This course examines the concepts of evaluation, measurement, and testing in nursing education. It provides a framework for evaluating students and other learners. Learner assessment, item development and analysis, test construction, objective vs. subjective assessment and legal and ethical issues in learner assessment are included.

NURS 645 - Pedagogical Strategies Nursing Education (3)
This course examines the multifaceted role of nurse educator in both academic and healthcare settings. Analysis of teaching/learning theories, characteristics of the learner and diverse learner populations are addressed. Strategies for promoting interactive learning and various instructional technologies for delivering content are explored.

NURS 650 - Seminar & Practicum In Teaching (3)
Operationalization of the role of the nurse educator in anacademic, clinical or community setting. In consultation with theinstructor students select an appropriate practicum setting tomeet their individual needs.

NURS 660 - Guided Study & Seminar In Nursing Ed (2)
Students produce a major scholarly work of publishable qualityreflecting a synthesis of knowledge acquired throughout theprogram of study. Students participate in a formal presentationof their work to peers and faculty during a graduate seminar dayat the College.

NURS 665 - Simulation In Nursing Education (2)
This course introduces the student to the use of simulation as ateaching strategy in nursing education.The components of anursing education simulation framework will be discussed. Basedon this framework, the student will develop a clinical scenariousing a simulation design template.The student will be introducedto the use of high-fidelity human patient simulators andthe technologies that support the use of simulations.

NURS 685 - Ind Study: (3)
Independent study, research or practice in areas relative to the field of Nursing.

## PC - Pastoral Care

PC 600 - Mind,Body,Spirit Connection in Aging (3)
This course examines the journey of the maturing adult in the second half of life, along with its inherent gifts and challenges. Greater self-awareness, self-actualization and wisdom are some of the benefits of advancing age that will be

celebrated. The common illnesses associated with later adulthood and the effects of biological aging will also be explored through the lens of a theological understanding of health and suffering, and interventions which help physically challenged adults to find solace and meaning in their situation will be introduced.

PC 610 - PsychoSocial&Spirit Dev Later Adulthood (3)
This course provides a theoretical basis for understanding the aging process through the study of developmental models from a psychosocial and spiritual perspective. Special attention will be given to the impact of life changes on identity, spirituality, and quality of life during adult development.

PC 620 - Ethical&Theo Issues in Aging (3)
This course encourages students to critically reflect on the theological concepts that Christian, other religious traditions, and humanistic approaches bring to a consideration of aging. Ethical issues associated with aging in contemporary life will be examined in light of spiritual and theological perspectives.

PC 630 - Spiritual Care and Elderly People (3)
This course builds on the theoretical and conceptual content of PC 610. Using that knowledge as a foundation, students will explore ways to help adults enhance their quality of life and well-being. It explores the needs of older people for pastoral and spiritual care, and addresses ways of working with older people across the health-illness continuum. Students will be prepared to work effectively in a variety of settings and within the multicultural/multifaith dimensions of aging and aged care. Pre-requisites: PC 610

Prerequisite: PC610.

PC 640 - Techniques in Pastoral Care Older Adults (3)
This course introduces students to a variety of techniques and tools which health care professionals, pastoral care workers, and clergy have found to be effective in enhancing the quality of life and in healing the maturing adult. Techniques may include meditation/prayer, spiritual journaling/autobiography, forgiveness reflections and rituals, music and art as therapeutic practices, healing touch, and the practice of gratitude and appreciation of the sacredness of life. Pre-requisites: PC 600, PC 610, PC 620, and PC 630 or permission of Certificate Coordinator.

Prerequisite: PC600, PC610, PC620, PC630.

PC 650 - Internship (3)
The internship experience is designed to enable students to gain experience working with older adults in health and pastoral care settings. Students will work with a faculty supervisor to determine the site, the goals, and the scope of the internship. The student will complete a structured reflection on this experience at the culmination of the internship. One hundred hours of internship work is required for this course. Pre-requisites: PC 600, PC 610, PC 620, PC 630, and PC 640.

## PHIL - Philosophy

PHIL 101 - Introduction to Philosophy (4)
An introduction to the nature of philosophical thinking through an investigation of some of the basic philosophical questions about the nature of human existence, reality, and values. A study will be made of some significant texts from major philosophers. Satisfies Cluster 4 General Education requirement.

PHIL 103 - Logic & Rhetoric (4)
This course deals with the relationship between logic (the theory of valid inference), reasoning (the patterns of argumentation that occur in everyday experience), and persuasion (the methods of producing belief or agreement). It teaches the student how to think critically and to recognize the devices and ploys used in persuasive argument. Satisfies Cluster 4 General Education requirement.

PHIL 105 - Philosophers Look at God (4)
An exploration of what some great philosophers throughout the ages have said pro and con about the existence of God and His nature. Selection may be made from such philosophers as Plato, Aristotle, Plotinus, Anselm, Aquinas, Descartes, Hume, Kant, Nietzsche, Leibniz, Pascal, and some Existentialists. Their position on these questions will be examined together with the view of reality underlying the position. Satisfies Cluster 4 General Education requirement.

PHIL 111 - Philosophy of Art (4)
A study of some of the major philosophical theories on the nature of art and beauty. This course also serves as an elective for Art majors and minors. Satisfies Cluster 4 General Education requirement.

PHIL 201 - Philosophy of Religion (4)
A study of the philosophical foundations of religious belief, both generically, and then more specifically in the religious traditions of Christianity, Judaism, and Islam. The course includes a survey and analysis of concepts such as religion itself, faith, God, evil, experience, miracles, and life after death. Satisfies Cluster 4 General Education requirement.

PHIL 203 - The Human Person (4)
Some traditional and contemporary philosophical questions about the nature of human existence, activities, and destiny, especially knowledge, freedom, unity, and immortality. Satisfies Cluster 4 General Education requirement.

PHIL 204 - Morality& Good Life (4)
An exploration of moral philosophy, especially the topics of what it means to live a good life and be a good person. The primary focus will be an investigation of the virtue ethics theory of Aristotle and Saint Thomas Aquinas, as well as an investigation of diverse problems confronting the pursuit of moral science. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL304.

PHIL 205 - Survey of the History of Philosophy (4)
A general introduction to philosophers in successive ages, through class discussion and reading primary sources. Satisfies Cluster 4 General Education requirement.

PHIL 207 - Selected Existentialist Philosophers (4)
A presentation and analysis of the central themes of Existentialist Philosophy, by reading and discussion of such major existentialists as Kiekegaard, Nietzsche, Jaspers, Heidegger, Marcel, Sartre, and Camus. Satisfies Cluster 4 General Education requirement.

PHIL 211 - Philosophy in Literature (4)
An investigation of metaphysical and epistemological assumptions in literature, first in their explicit statement in some classical works of philosophy, and then as conveyed by means of the structural devices of plot, character, and dialogue in drama, poetry, fiction, and biography. Satisfies Cluster 4 General Education requirement.

PHIL 213 - American Philosophy (4)
A study of the basic themes and major movements in American philosophy. This may include selected readings in the philosophy of Royce, Peirce, James, Dewey, and Whitehead. This course is required for American Studies majors. Satisfies Cluster 4 General Education requirement.

PHIL 215 - Philosophy in Film (4)
Complementing PHIL 211, Philosophy in Literature, this course will focus primarily on a study of the nature of film, and how philosophical ideas have both influenced and been expressed within film. Following a discussion of film theory, and film as art, particular attention will be placed on the metaphysical, ethical, and epistemological themes in film, as well as the philosophical origins of those themes. Satisfies Cluster 4 General Education requirement.

PHIL 217 - History of Ancient Philosophy (4)
The major movements and figures in the earliest development of philosophy in the west. The Pre-Socratics, Plato, Aristotle, Stoics and Epicureans, Plotinus, and Augustine are examined. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL317.

PHIL 219 - History of Medieval Philosophy (4)
The major movements and figures of the period from the sixth to the fourteenth centuries A.D.: John Scotus Eriugena, Anselm, Bonaventure, Thomas Aquinas, Duns Scotus, William of Ockham, as well as the significant Arabian and Jewish philosophers of this period are read. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL319.

PHIL 221 - History of Modern & Contemporary Phil (4)
A critical study of the growth of philosophical consciousness from Descartes to Hegel: analysis of the major contemporary philosophical movements. Marxism, Existentialism, Pragmatism and Naturalism, Positivism and Language Analysis are emphasized. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL321.

PHIL 225 - Philosophy of Being & God (4)
A traditional study of being (reality) and its principles, including the transcendentals - unity, truth, good-ness, beauty and its causes: God, the First Being. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL325.

PHIL 230 - Women in Philospohy (4)
An inquiry into the important, but often overlooked contributions of women to major movements in philosophy throughout the three major philosophical periods. Topics will likely include include, but not be limited to: Pythagoreanism, Cynicism, Cyrenaism, Sophism, Platonism, Neo-Platonism, Scholasticism, Cartesianism, Existentialism, Objectivism, and Feminism.

PHIL 233 - Ethics in Business & Society (4)
An examination of ethics from both theoretical and applied perspectives. Students are exposed to the great ethical traditions of philosophy, and how they apply to business and society. Specifically, the course examines the natures of business and society and how they relate to questions of value and morality. Discussions are taken from current topics in business and society. This course serves as an elective for Business majors and minors. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL333.

PHIL 291 - Special Topics (4)
An intensive study of a particular subject or problem in philosophy to be announced prior to registration. The course may be conducted as lecture or seminar.

PHIL 304 - Morality & Good Life (4)
An exploration of moral philosophy, especially the topics of what it means to live a good life and be a good person. The primary focus will be an investigation of the virtue ethics theory of Aristotle and Saint Thomas Aquinas, as well as an investigation of diverse problems confronting the pursuit of moral science. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL204.

PHIL 313 - Reading the Philosophers (4)
Selected readings of alternate positions from philosophers old and new on a range of issues, perennial and contemporary.

PHIL 317 - History of Ancient Philosophy (4)
The major movements and figures in the earliest development of philosophy in the west. The Pre-Socratics, Plato, Aristotle, Stoics and Epicureans, Plotinus, and Augustine are examined. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL217.

PHIL 319 - History of Medieval Philosophy (4)
The major movements and figures of the period from the sixth to the fourteenth centuries A.D.: John Scotus Eriugena, Anselm, Bonaventure, Thomas Aquinas, Duns Scotus, William of Ockham, as well as the significant Arabian and Jewish philosophers of this period are read. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL219.

PHIL 321 - History of Modern & Contemporary Phil (4)
A critical study of the growth of philosophical consciousness from Descartes to Hegel: analysis of the major contemporary philosophical movements. Marxism, Existentialism, Pragmatism and Naturalism, Positivism and Language Analysis are emphasized. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL221.

PHIL 325 - Philosophy of Being & God (4)
A traditional study of being (reality) and its principles, including the transcendentals - unity, truth, good-ness, beauty and its causes: God, the First Being. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL225.

PHIL 331 - Ethics in Health Care (3)
A course in two sections. The first is concerned with the nature of ethics as a philosophical discipline, and with the development of those fundamental principles which guide the moral person in making decisions involving ethical considerations. The second section will concentrate on situations encountered in the field of health care in which ethical decisions must be

made, and will endeavor to facilitate the application of the principles through reading, reflection, and discussion. For nursing and gerontology students only: Satisfies Cluster 4 General Education requirement.Students majoring in Allied Health Studies may take PHIL331 for 4 credits. They must register at the Registrar's Office for credit adjustment.

PHIL 333 - Ethics in Business & Society (4)
An examination of ethics from both theoretical and applied perspectives. Students are exposed to the great ethical traditions of philosophy, and how they apply to business and society. Specifically, the course examines the natures of business and society and how they relate to questions of value and morality. Discussions are taken from current topics in business and society. This course serves as an elective for Business majors and minors. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL233.

PHIL 409 - Philosophy of Language (4)
A study of the fundamental questions concerning the nature andrange of language. The course investigates meaning and usage, and places special emphasis on a study of how language enables one to think clearly and effectively.

PHIL 415 - Philosophy of Knowledge (4)
A critical and historical study of problems concerning human knowledge of reality. Sense perception and intellectual knowledge, truth, evidence, certitude, and intersubjectivity are covered.

PHIL 435 - Coordinating Seminar (4)
A study of the problem of integrating the basic truths of the four core philosophical disciplines. The aim is to construct the framework for a coherent philosophical system. It offers a combination of independent study and group discussion, and may include participation by all faculty members. The formulation of the paper for this course constitutes the capstone experience for philosophy majors.

PHIL 491 - Independent Study (4)
Directed study of a problem of interest to an individual student, contingent upon the willingness of a member of the program to guide the student and upon acceptance of the topic by the Program Chairperson. Variable Credit, students can register 0-4 credits.

PHIL 631 - Catholic Intellectual Tradition (3)
A comprehensive survey of both classic and contemporary Catholic Philosophy and Scholarship in four critical areas of importance and influence: (1) Metaphysics and Natural Theology (being and God); (2) Ethics and Politics (action, character, and society); (3) Philosophical, Psychology and Anthropology (human nature and personhood); and (4) Hermeneutics (methodology and interpretation.)

## PHYS - Physics

PHYS 149 - General Physics I (4)
First part of a two-semester course in general physics. The laws of motion, vectors, work, energy, power, conservation laws, linear and angular momentum, and simple harmonic motion arecovered. Lecture: 3 hours; laboratory: 3 hours. Prerequisite: Math 149.

Prerequisite: MATH149. Corequisite: PHYS149L.

PHYS 149L - Lab:General Physics I (0)
Lab

Corequisite: PHYS149.

PHYS 153 - General Physics II (4)
Continuation of General Physics I. Wave motion, sound, electricity and magnetism, optics, and heat are covered. Lecture: 3 hours; laboratory: 3 hours. Prerequisite: Math 149.

Prerequisite: MATH149.

PHYS 153L - (0)

## PS - Political Science

PS 105 - American Politics (4)
This course explores the origins, objectives, institutions, and evolution of U.S. politics and the American system of government. Politics in America will be studied and evaluated from both historical and contemporary perspectives. The increasing involvement of women, African-Americans, Latinas/Latinos, and other formerly marginalized groups in U.S. society will be explored. Current political campaigns and issues will receive significant attention.

PS 221 - Law & Contemporary American Society (4)
This course reviews and analyzes a range of contemporary legal issues that impact the American people. Course readings will concern personal liberties and governmental regulation, crime and punishment, issues of life and death, individual and group rights and responsibilities, issues involving race and gender, and other legal-based personal and societal concerns in today's America.

PS 231 - International Relations (4)
This course surveys the development and evolution of international relations over the course of human history. Early patterns of multi-societal interactions, the emergence and maturation of nation-states, the primary causes of inter-state conflict, differing strategies for maintaining stability, peace, and security among nations, and the achievements of the major inter-governmental organizations will be studied through case-study examples.

PS 251 - Comparative Politics (4)
This course reviews contemporary political conditions in major countries and regions around the world. The different systems of governance now in use will be studied, as will the major domestic issues and foreign-policy concerns of the major countries and regions of the world. Historical-background information will be introduced to provide necessary perspectives on the conditions and conflicts affecting current global affairs.

PS 361 - The American Presidency (4)
This course explores the evolution of the Office of the Presidency over the course of U.S. history. Presidential power, as it has been exercised and as it has variously expanded and contracted over time, will be reviewed, discussed, and appraised. Individual Presidents will be studied for the purpose of evaluating their leadership capacities, most critical challenges and decisions, and degree of success or failure in achieving their political and policy objectives. Prerequisites: PS105 and one 200-level Political Science course.

Prerequisite: PS105.

PS 371 - American Constitutional Law (4)
This course provides a detailed examination of the major Supreme Court decisions over the course of U.S. history. Important questions pertaining to judicial review, federal and state authority, commerce and governmental taxation and regulatory powers, due process and civil liberties, social issues, and the expanding role of the judiciary in the nation's political processes will be critically explored and assessed. Prerequisites: PS105 or PS221.

Prerequisite: PS105, PS221.

PS 381 - Political Thought (4)
This course examines the principal ideas that have shaped humanity's political systems across the ages. Students will read the most significant writings of major political theorists from ancient and medieval times, the Enlightenment and Industrial Era, and the intensely ideological twentieth century. Emphasis will be placed on Western political thinkers, although consideration also will be given to the major ideas advanced by figures from other civilizations. Prerequisite: Enrollment in CSE's Honors Program or permission of the History Program Chairperson.

PS 491 - Independent Study (3)
An independent study is a carefully supervised reading and research project, designed through consultation between the student and the instructor. Appropriate political-science readings will be assigned, and a research paper on a substantive political-science topic will be due at the end of the independent study. Prerequisite: Enrollment in CSE's Honors Program or permission of the History Program Chairperson.

PS 495 - Internship (3)
This course provides the student with an opportunity to combine learning about political science with practical work experience at an appropriate internship site. These include local law firms, governmental agencies, political campaigns, and nearby museums. Student interns will devote an assigned number of hours (determined by the number of credits being taken) to working on assigned projects and assignments supervised by on-site personnel, in conjunction with a CSE faculty advisor. Prerequisites: completion of two Political Science courses and permission of the History Program Chairperson.

# PSY - Psychology

PSY 100 - General Psychology* (4)
This comprehensive introductory course will cover major concepts and topic areas of psychology including human and social science as well as biological or natural science approaches. Content areas will include research methodology, theoretical perspectives related to human development, personality, intelligence, abnormal psychology, psychotherapy, biological psychology, learning and memory, and social behaviors. These content areas will be explored in the context of sociocultural diversity and the global nature of the discipline of psychology. Empirical findings related to diverse content areas will be explored.

PSY 110 - Orientation to the Psychology Major (1)
This course is required for all psychology students. Students will learn about the curriculum related to the major, APA style, and format guidelines for writing, and accessing resources for research. The focus of this course will be the development of a career development plan that will guide the student's professional goals. Development of the student's curriculum plan, self-assessment of skill sets and interests, career interest, and resume development will be projects that assist toward this goal. The diverse nature of the field of psychology will be discussed and its vast possibilities for future graduate school and career possibilities. Prerequisite: Psy 100

Prerequisite: PSY100.

PSY 200 - Lifespan Development Child & Adolescent (4)
This course will study prenatal development through adolescence. The biological, psychological, and social factors within the context of diverse cultural contexts will be explored. Areas including cognition, personality, language, and social development will be studied in relation to developments internationally as well as how these are related to other disciplines of study. Contemporary issues such as child care, child abuse, sexuality and intimacy, identity development and achievement, relationship formation with family and society and adjustment problems will be explored with an emphasis on social issues and how these impact policy and the application of knowledge and research related to development. Prerequisite: Psy 100

PSY 203 - Lifespan Development II Adult & Aging (4)
This course will study the progression of early adulthood through middle and late adulthood, including geriatric and late in life issues from a developmental perspective. Factors both challenging as well as influencing successful aging will be explored. Biological, social, and psychological factors within the context of diverse cultural contexts will be explored. Research and knowledge acquired from other disciplines will be incorporated to more fully understand the broad sociocultural factors influencing development of all phases of adulthood. Prerequisite: Psy 100

PSY 207 - Industrial Organizational Psychology (2)
This course is an introduction to the application of behavioral theory and research to work situations; to promoting self-awareness and self-empowerment; and in career planning and professional development. The various sub-specialties of I/O psychology will be examined, including personnel selection, performance appraisal, training and development, and organizational behavior. Emphasis is placed on the research methods employed by I/O psychologists and their application to current organizational issues. Additionally students will examine how I/O Psychology principles can be used to promote social justice.

PSY 209 - Understanding Self & Others (2)
In this course, students will acquire knowledge of psychological concepts critical to understanding themselves and communicating more effectively with others. Students will consider such topics as motivation, goal setting, self-awareness, personal problem solving, assertiveness, conflict management, forgiveness, and group dynamics. Emphasis will be placed on the development of personal maturity and the establishment of culturally sensitive and just relationships as cornerstones for effective functioning in school, work, family, and community settings.

PSY 210 - Intro to Forensic Psychology (2)
This course will focus on the application of psychological knowledge and concepts to legal issues. Among the areas discussed are: (a) clinical-forensic applications of psychology to legal issues which may include: legal competencies; insanity,

the prediction of dangerousness, civil commitment, compensation for emotional damages, confidentiality and the duty to protect, and ethical conflicts and issues in working in the legal system; and (b) legal-forensic (non-clinical) application of psychology to legal issues which may include: the history of forensic psychology; eyewitness memory, criminal investigation, and the trial and jury process. Particular emphasis will be placed on social justice and cultural sensitivity in working within forensic environments.

PSY 217 - Introduction to Counseling (2)
This course is an overview of the historical, philosophical, and theoretical foundations of counseling. This course will expose the student to the diverse nature of the helping profession and its role in a complex global and sociocultural context and the potential applications to broader public policy. The various roles and functions of the counselor are examined as well as potential career paths related to the counselor role. The development of the counselor's self awareness and self understanding and how this is related to efficacy in the counselor role will be explored as well.

PSY 219 - Crisis Intervention (2)
This course introduces students to the field of crisis intervention. Various approaches to defining and conceptualizing crisis intervention and its strategies will be explored. Theory, research, and practice will be studied in a diverse sociocultural context with an exploration of how these factors influence the self-understanding of the counselor and their response, and client's perspective in crisis. Contemporary issues including post-traumatic stress disorder, suicide, addiction, loss, and violence will be explored.

PSY 230 - Research Methods & Statistics I (3)
This course will introduce some of the core research methods and statistical techniques used in psychology. Non-experimental methods including observation, correlation, surveys, and ex-post- facto studies will be discussed. The scientific method and research process including controlling variables, descriptive statistics, as well as ethical issues related to research will be studied. Students will identify a research topic and complete a literature review. This will continue to develop into a proposal for research that will be continued in Research Methods ll. Prerequisite: PSY 100

Corequisite: PSY230L.

PSY 230L - Research Methods & Statistics I Lab (0)
This lab experience is a part of Psy 290 and must be taken at the same time. Students will participate in research exercises applying concepts acquired in Psy 290.

Corequisite: PSY230.

PSY 233 - Research Methods & Statistics II (3)
This course will examine experimental research design and inferential statistical analysis used in psychology. Topics will include hypothesis testing, understanding and selecting appropriate statistical designs, validity and reliability, confound control, data collection, analysis, and interpretation. The student will develop an original research proposal. A laboratory component will be included where the student will become familiar with statistical software to analyze and interpret data. Students must register for the laboratory component (233L) of this course, which students will take concurrently with Psy233. Prerequisites: Psy 230 and Psy 230L

Corequisite: PSY233L.

PSY 233L - Research Methods & Statistics II Lab (0)
This lab experience is a part of Psy 233 Research Methods and Statistics ll and must be taken at the same time. Students will participate in practice experiments and gain experience analyzing and interpreting data utilizing statistical software.

Corequisite: PSY233.

PSY 241 - Psychology of the Exceptional Child (4)
This course will study factors associated with the exceptional child within the educational setting. The student's knowledge base of the core biological, social, emotional, and cultural factors influencing the special needs and capacities of the exceptional learner will be explored. Contemporary research trends and the interdisciplinary nature of the developments in the field will be incorporated to promote the understanding of features including, family and social context, motivational tendencies, developmental features, and factors impacting achieving optimal psychological, social, and emotional functioning will be explored.

PSY 250 - Counseling & Sprituality (2)
In this course, students will acquire knowledge about the integration of spiritual and emotional development in life. They will consider the role of spirituality in physical and mental health, and how both spiritual and emotional issues can be ethically addressed in counseling. Such topics as resilience, self-efficacy, and self-transcendence will be considered. The course will specifically examine the cultural and social justice implications of spiritually integrated counseling.

PSY 251 - Educational Psychology (4)
This course will apply the principles of psychology to children and adolescents in an educational setting. Contemporary research and theory in regard to learning and instruction will be explored. Student diversity based on biological, cultural, motivational, and other sources of student variance and how to address and objectively assess these factors will be discussed. Classroom management, evaluative techniques, cognitive learning theory, conceptualizing student needs in the context of development and family and social variables will also be addressed.

PSY 301 - History & Systems of Psychology (2)
This course surveys the historical roots of the content and research methodologies of psychology. The emergence from its philosophical and physiological roots will be explored, as well as the movement into historical schools of psychology, including Structuralism, Functionalism, Gestalt, Behaviorism, Psychoanalysis, and Humanism. Contemporary research and practice of the influences of these schools will be explored. Students will study psychology as a science that has emerged within the context of an international and multicultural perspective and how these are related to past schools of psychology and contemporary research and practice. Prerequisite: Psy 100

Prerequisite: PSY100.

PSY 309 - Cognitive Processes (4)
This course is a study of the major concepts, research methodology, theoretical perspectives, socio-cultural influences, and empirical findings in human cognition. Topics will include attention, learning, memory, language, and problem solving. Students will also learn about current research in judgment, decision-making, and creativity. Students will also consider the practical applications of these areas of psychology to their own personal and professional development. Prerequisite: Psy 100

Prerequisite: PSY100.

PSY 315 - Psychological Tests & Measurement (4)
This course is an introduction to psychological testing emphasizing the problems of objectivity, reliability, and validity. It includes a survey of the basic instruments for assessing intelligence, abilities, interests, personality, and psychopathology. Consideration is given to the statistical theory upon which tests are based. The course is taught with consideration of social justice, socio-cultural and international issues in psychological testing. Students will also consider the practical applications of this area of psychology to their own personal and professional development. Prerequisite: Psy 100

PSY 320 - Personality Theory (4)
This course is a systematic examination in historical perspective of the major theories of personality, their empirical status, and their application in the field of psychopathology. Emphasis is on humanistic theories, psychoanalytic theories, trait theories and learning theories, including the work of Rogers, Allport, Maslow, Freud, Erikson, Jung, Cattell, Miller, Bandura, and Skinner. Theoretical and methodological issues facing personality theorists will also be discussed. The course is taught with consideration of sociocultural issues important to the field and students will also consider the practical applications of this area of psychology to their own personal and professional development. Prerequisite: Psy 100

PSY 331 - Biological Basis of Behavior (4)
This course serves as an introduction to neural mechanisms that integrate, coordinate, and control behavior. Topics will include sensation, perception, motivation, emotion, learning, thought, and language, with an introduction to the neuropharmacology of anxiety, aggression, depression, schizophrenia, and memory. Neuropsychological assessment, forensic issues, current research and the practical applications of this area of psychology to students' personal and professional development will also be discussed. Prerequisite: Psy 100

Prerequisite: PSY100, PSY101.

PSY 340 - Abnormal Psychology (4)
A study of the major disturbances of thought, personality, and behavior including their symptoms, etiology, and treatment. Topics include neuroses, schizophrenia, affective disorders, organic brain syndromes, childhood disorders, psychosomatic disorders, alcoholism and drug abuse, and suicide. The course is taught with consideration of social justice and sociocultural issues important to the field and students will also consider the practical applications of this area of psychology to their own personal and professional development. Prerequisites: Psy 320 and Psy 331

PSY 390 - Junior Seminar in Psychology (1)
In this course students integrate their knowledge of psychology into their own career planning and development. Students will complete a variety of projects and assignments that investigate employment opportunities and options for graduate study in psychology that are compatible with their particular interests, strengths, backgrounds and culture. Students will also complete their Career Portfolio begun in the first year. Prerequisites: Psy 100 and Psy 110

PSY 400 - Seminar in MultiCultural/Gender Studies (4)
This course will examine the influence of culture on psychological development and psychological functioning. The emphasis will be on theory and empirical research and how these inform our understanding of the interface of culture and psychology. Among the topics discussed will be: the concept of culture, the concept of ethnic identity, the influence of culture on our perception and definition of abnormal behavior and the treatment of psychological disorders, and the experience of individuals who have endured oppression and exploitation based on their gender, race, ethnicity, sexual orientation, age, religion or physical disabilities. Students will also consider the practical applications of this area of psychology to their own personal and professional development. This course is open only to Psychology Majors and Minors. Prerequisite: Psy 100

PSY 403 - Seminar in Social Psychology (4)
The focus of this course is on Human behavior and experience in a social context. Topics include social thinking, social influences, social relations, and collective behavior. Recent applications of social psychology will also be addressed with special attention to social justice and socio-cultural issues. Students will also consider the practical applications of this area of psychology to their own personal and professional development. This course is open only to Psychology and Sociology Majors and Minors. Prerequisite: Psy 100

Crosslisted as: SOC403.

PSY 405 - Sem International Cultural Issues in Psy (4)
The course focuses on the history, status, and future directions of scientific and professional psychology throughout the world. It requires reading about, discussing, and writing about the relatively new specialty area of international psychology. This course will introduce psychology students and others to psychology around the world. In addition, the course focuses on understanding how principles of psychology can be utilized to confront and resolve global problems and conflicts. This course is open only to Psychology Majors and Minors. Prerequisite: PSY100

PSY 490 - Senior Research Seminar (2)
In this course an original research study is designed and conducted by student teams. Each team will be required to formulate a meaningful hypothesis, gather and interpret data, and draw conclusions based upon the data analysis. At the end of the semester, a complete research report is submitted. Methodological issues and statistical analysis will be discussed. Prerequisites: PSY290, PSY290L, PSY295, PSY295L and Senior status.

PSY 491 - Independent Study (2)
This course provides the opportunity for students to investigate an area of psychology which holds special interest for the student. Work is accomplished individually with the aid of a faculty member. Prerequisites: PSY100 and junior or senior status; approval of the course of study by the chairperson is required before registration.

Prerequisite: PSY100.

PSY 495 - Internship (2)
The student completes an internship at a placement site arranged by a faculty member. The student will complete an internship at sites that

provide experiences that promote the application of psychological principles to the real world. Sites chosen should be those that provide experiences that promote the recognition, understanding, and respect for the complexity of socio-cultural diversity, and facilitate personal and professional growth for the student. Prerequisite: Psychology major with junior or senior status, approval of the programs internship coordinator is required before registration.

PSY 499 - Special Topics (2)
An exploration of an area or special topic of current interest in psychology. The topic for any given semester will be determined by the department.

PSY 601 - Orientation to the Profession (3)
Issues involving the expectation, role, and identity of the mental health professional. Topics include relationship to other professionals, ethics, legal constraints and obligations, consultation, case conceptualization, and other current issues.

PSY 602 - Foundations of School Counseling (2)
This course provides an overview of the profession of schoolcounseling, including professional roles and functions, historyand trends, and the principles of school counseling.

PSY 604 - Organiz, Admin, & Consult in School Cnsl (2)
This course focuses on the organization and management ofcomprehensive school guidance and counseling programs andintroduces the student to topics relevant to successful schoolcounseling programs such as curriculum development; programdevelopment; and consultation, coordination, and collaborationin student services in elementary, middle, and secondary schools.

PSY 606 - Early Child,Child & Adolescent Dev & Beh (3)
This course will provide an overview of child and adolescentdevelopment with a focus on the educational and social implicationsof developmental diversity. Instructional modes willinclude lecture, discussion, media, research, and case studybasedprojects.

Corequisite: ED605, ED607.

PSY 615 - Ethical & Legal Standards in Counseling (3)
This course provides an in depth study of the ethical and legalstandards of the American Counseling Association and relatedentities, and application of ethical and legal considerations inprofessional counseling.

PSY 618 - Social & Cultural Foundations of Cnsl (2)
This course provides an understanding of the cultural context ofrelationships, issues and trends in a multicultural and diversesociety related to such factors as culture, ethnicity, nationality,age, gender, sexual orientation,mental and physical characteristics,education, family values, religious and spiritual values,socioeconomic status and unique characteristics of individuals,couples, families, ethnic groups, and communities.â€

PSY 619 - Psych Issues for Special Needs Populat (3)
This course will address counseling strategies and interventionsdesigned to assist school-aged children with an emphasis onspecial needs populations. The course is designed to helpstudents develop skills in interviewing, effective communicationand rapport building essential to the therapeutic relationship.

PSY 620 - Helping Relationship in Cnsl (3)
This course provides a broad understanding of the philosophicbases of the helping processes, basic and advanced helping skillsand client and helper self-understanding and self-development.Students will also learn counselor characteristics and behaviorsthat influence the helping processes including age, gender, andethnic differences, verbal and nonverbal behaviors and personalcharacteristics, orientation and skills.

PSY 621 - Introduction to Forensic Psychology (3)
This course provides an overview of the field of forensicpsychology, its history and impact in todayâ€™s world.The focus ison the relationship between law and psychology, the mentalhealth system,mental illness and criminal conduct. It alsofocuses on discussion of the ethical and legal conflicts anddilemmas a forensic practitioner might encounter workingwithin the legal system.Ways to resolve such conflict, includingstandards applicable to the science and practice of forensicpsychology and the role of the

expert and fact witness outside ofthe clinical realm, are considered.

PSY 622 - Violence And Risk Assessment (2)
This course focuses on risk assessment within the context ofprediction, supervision and intervention in both a correctionaland mental health setting. Special topics include family,workplace and school violence assessment of various legalcompetencies, the insanity defense and assessment of dangerousness.

PSY 623 - Trauma & Crisis Intervention (2)
This course addresses theories, research studies and assessmenttechniques relating to the various types of trauma such aschildhood abuse, combat experience, surviving a natural disasterand exposure to life-threatening incidents (such as those likelyexperience by victims of crime and law enforcement andemergency services personnel). Students will be taught crisisintervention techniques concerning the treatment of traumarelateddifficulties, acute stress and post-traumatic stressdisorder. Prerequisite: PSY 633.

PSY 624 - Psychological Assessment Forensic Psych (3)
This course focuses on the selection, administration, scoring andinterpreting of psychological assessments and their utilization inforensic settings, with particular emphasis on assessment ofneurological integrity and intellectual, cognitive and academicfunctioning for children, adolescents and adults.

PSY 625 - PsychologicalAssessForensicPsy II (3)
This course focuses on the selection, administration, scoring andinterpreting of psychological assessments and their utilization inforensic settings, with particular emphasis on assessment ofpersonality,behavior disorders,ADHD, and psychiatric symptomsfor children, adolescents and adults.

PSY 626 - Evaluation&TreatmentOfJuvenileOffenders (3)
This course examines the psychological origins and dynamics ofcriminal behavior from the viewpoint of psychological theoriesand the psychological factors leading to the causes, assessment,classification and treatment of juvenile offenders. It explorespsychological theories elated to the etiology, development andprediction of juvenile delinquency and types of interventionpossible within the criminal justice setting.The role of theforensic specialist in the juvenile justice system will also beaddressed. Prerequisite: PSY 625.

PSY 627 - Evaluation&TreatmentOfAdultOffenders (3)
This course extends the examination the psychological originsand dynamics of criminal behavior from the viewpoint ofpsychological theories and the psychological factors leading tothe causes, assessment, classification and treatment to adultoffenders. It explores psychological theories elated to theetiology, development and prediction of violent crime and typesof intervention possible within the criminal justice setting.Treatment of the different types of offender populations (antisocialpersonality, female offenders, sex offenders, offenders withdevelopmental disabilities or those classified as retarded, etc.)within the criminal justice system will also be discussed.Prerequisite: PSY 626.

PSY 628 - Social Psychology Crime & Criminal Beh (2)
This course applies social psychology knowledge in the contextof cultural sensitivity to the study of crime and criminal behavior.Theories of causation and social reaction to crime and criminalswill be discussed.

PSY 630 - Behavior Modification and Counseling (3)
This course focuses on the principles and procedures of behaviormodification for weight management. Students will developtheoretical and practical knowledge in the following areas asapplied to weight management: observing and recording; recognizinginstances of reinforcement extinction and punishmentand their likely long-term effects; interpreting behavioralepisodes relevant to weight management in terms of behavioralprinciples and procedures; and designing, implementing andevaluating behavior modification programs for weightmanagement for individuals and groups. Pre-requisite: Psy 620

Prerequisite: PSY620.

PSY 631 - Research Methods & Advanced Stats Tech (3)
A study of research methods used in psychology with a focus onapplied, clinically-oriented research.

Students will studymethods of outcome assessment and program evaluation.Throughout the course, students will have experience readingand evaluating research.An original research study will also beconducted. Prerequisite: undergraduate statistics and researchmethods in psychology.

PSY 633 - Counseling Theory & Methods I (3)
Major contemporary counseling theories and their application in avariety of counseling interventions will be studied and practiced.Focus will be on the development of basic and advanced counselingskills and procedures and refinement of the skills needed inproviding counseling interventions. Prerequisites: MC 620 or PSY620.

Prerequisite: MC620, PSY620.

PSY 634 - Counseling Theory & Methods II (3)
A study of counseling as a formof professional assistance inproblems of development and adjustment. Provides the basicskills necessary for effective interaction and communication in avariety of situations,with the emphasis on individual counseling.Includes practical experiences such as role playing,audiotaping,and videotaping, critiquing, and test interpretation. Research onthe effectiveness of techniques andmodels of counseling will beemphasized.Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 635 - Assessment & Evaluation in Counseling (3)
This course will be taken for 4 credits for students in the mental health counseling specialty and 3 credits for students in the school counseling and student affairs specialty. A comprehensive survey of individual and group approaches to assessment, evaluation, and measurement as they apply to counseling. Discussion of historical perspectives, theoretical bases of assessment, standardized and non-standardized assessment, concepts of statistical measurement, reliability and validity, assessment of special populations, and multicultural issues, and ethical and legal guidelines. Additionally, didactic knowledge of practical experience in selecting, administering, and interpreting assessment tools that measure intelligence, psychological health and pathology, personality, career options, and academic achievement.

PSY 636 - Personality Assessment (3)
Principles of measurement and assessment of personality. Counseling use of a variety of assessment instruments regarding personality functioning, both normal and abnormal. Projective and objective measures of personality will be studied. Prerequisites: PSY 635.

Prerequisite: PSY635.

PSY 637 - Group Dynamics & Interpersonal Comm (3)
A critical examination of the processes operating in various typesof groups. Emphasis on social and psychological principlesrelevant to individuals in groups, and on developing effectivegroup consultation skills. Prerequisite: PSY 633.

PSY 639 - Human Growth & Personality Development (3)
A comprehensive review of theories andmethodologies in developmentalpsychology.Topics include changes that occur with agein cognition and perception,but emphasis is placed on social andpersonality development. Models of social and personality developmentare critically discussed in light of their research supportand application to counseling.

PSY 641 - Psychopathology & Diagnosis (3)
An examination of abnormal behavior, including an introductionto the etiology,diagnosis, and treatment of psychological dysfunctioning.This course will be an in-depth analysis ofpsychopathologies as they relate to the use of current diagnosticsystems as a formulation for classification of disorders and choiceof appropriate treatment. The student will acquire a workingknowledge of the DSM, including itsmultiaxial classificationsystem, and will develop the ability to diagnose the variousmentaldisorders on the basis of a comprehensive diagnostic interview.No prerequisite required.

PSY 642 - Treatment Planning (3)
Building on the knowledge developed in psychopathologyand diagnosis, this course provides students the ability to conceptualizeclient presentation and select appropriate counselinginterventions.Skills taught involve establishing appropriate counselinggoals,designing

intervention strategies,evaluating clientoutcome, and successfully terminating the counselor-client relationship.Prerequisite: PSY 641.

Prerequisite: PSY641.

PSY 643 - Career Dev & Occupational Opportunities (3)
An examination of the theories,processes, and determinantsof vocational choice and adjustment. Life stages and careerpatterns in personal and vocational development will be explored.Occupational structure and trends; job and worker analysis;occupationalclassifications; sources of occupationaland educational information for use in guidance, counseling,personnel selection, and career development programs will bediscussed. Prerequisite: PSY 635.

PSY 645 - Family & Marriage Counseling (3)
This course will focus on a theory and practice approach,viewing the couple or family as a unitary psychosocial system,focusing on general functioning,dysfunction,and intervention. Incontrast to viewing individuals as the locus of a problem, the relationshipis seen as a unitary systemwhere harmony anddifficulty depend on characteristics of the unit as a whole.Major areas covered include history, theory,practicemodels,and intervention techniques. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 647 - Counseling of the Aged (3)
This course will develop an understanding of the physicaland psychological changes associated with aging. Factors associatedwith lifestyle changes for the aged will be considered with afocus on how to help individuals and families cope with successfulaging. Provides the helping professional with specific counselingskills required for working with the aged. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 649 - Health & Wellness Counseling (3)
The purpose of this course is to examine the physical,mental,emotional and social issues relative to health and wellness. Surveyof counseling techniques through case study analysis involving aholistic approach to developing a personal,healthy life style.Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 651 - Substance Abuse Counseling (3)
This course is a survey of counseling interventionmodelswith substance-abusing clients including treatment approachesand philosophies, individual,group, family, therapeutic communities,Alcoholics Anonymous, residential treatment,outpatientapproaches and comparative theories. The course is designedto assist students in identifying and becoming familiar withcurrent counseling approaches and interventionmodels inchemical dependency treatment; to assist the development of thecounselor to distinguish between approaches, and to determinetreatment selections for various case situations. Prerequisite: PSY633.

Prerequisite: PSY633.

PSY 653 - Multicultural Counseling (3)
This course will focus on the role of culture in counseling and theskills necessary for counselors to work effectively in our contemporary,culturally pluralistic world. Students will study issues andconcepts of cross-cultural counseling common tomost culturallydifferent groups in the United States, as well as study guidelinesandmethods for counseling specificminority groups. Prerequisite:PSY 633.

Prerequisite: PSY633.

PSY 655 - Women in Counseling (3)
Course will examine the special needs of women in counseling/therapy both in theory and practice while evaluatingtraditional and feminist strategies and/or theories of application.Issues to be explored from both an individual and groupperspective include: rape and date rape, domestic violence,hormonal changes and development, confronting life-threateningillness, assertiveness and communication in relationships,work and mothering as well as other current concerns in the everchanging development of womenâ€™s lives. Prerequisite: PSY 633.

PSY 657 - Human Sexuality (3)
Examination of human sexuality from three perspectives:physiological, clinical and social. The impact of health andsocial issues related to human sexuality in health and illnessesare presented. Clinical techniques and therapeutic tools,research on outcome, special clinical problems as well as theoreticalparameters on sexual functioning and

maritalrelationship will be discussed. Prerequisite: PSY 633.

PSY 659 - Counseling Children & Adolescents (3)
This course will address the disorders and difficulties of childrenand adolescents and the treatment of these disorders. Thecourse will include the process, theories, techniques andmaterials used in counseling children and adolescents.Individual, group and family intervention techniques willbe emphasized as well as legal and ethical considerations.Strategies presented can be used in a variety of settings.Multicultural considerations are addressed. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 660 - Counseling & Spirituality (3)
This course will introduce the major theories, methods, thinkers,and trends in the field of religion as they pertain to counseling.The first part of the course will concentrate on the theoreticaland research areas of the field, with a specific focus on the role ofspirituality in physical and mental health. The second part willfocus on the integration of spirituality in the therapeutic context,covering such topics as conduction of a genogram with respectto spirituality and ways of incorporating spirituality intotreatment planning. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 662 - Bereavement Counseling (3)
This course will include a presentation of bereavement counseling,interventions that are appropriate for special populationsand atypical losses (for example suicide). Students will beencouraged to examine their own attitudes toward loss andhistory of personal issues. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 663 - Sports Psychology (3)
This course will provide an overview of counseling issues forathletes, teams, and performance enthusiasts. Students willstudy issues and concepts related to motivation, stressmanagement, and performance enhancement. Issues associatedwith career transitions and athletes are discussed. The courseexamines the physical,mental, emotional, and social issuesrelative to exercise performance as a component of a healthylifestyle and provides additional understanding of behaviorchange strategies that foster the development of a healthylifestyle. Prerequisite: None.

PSY 671 - Counseling Theory & Methods III- Practic (3)
Closely supervised therapeutic counseling with individuals,translation of theory into practice, clinical and professionaltechniques and issues. Students must complete the practicumapplication form prior to registration for the practicum.Prerequisites: Vary by program. Pass/No Credit.

PSY 675 - Community Agencies & Resources (3)
This course provides an orientation to the resources andservices available in schools, clinics, hospitals, rehabilitation andemployment settings and other public and private agenciesserving psychologically and physically disabled individuals andtheir families. Instructional modes will include discussion,research and field-based projects.

PSY 680 - Intro to Student Affairs in Higher Educ (3)
This course provides an in-depth introduction to the profession of student affairs and the divisionâ€™s importance in Higher Education Administration. The historical and philosophical development of the Student Affairs Profession will be explored and discussed. Major topics include an in-depth study of the departments that typically constitute the Division of Student Affairs. This includes history, function, trends, issues and significant personnel. Class will be presented in seminar form.

PSY 682 - American College Student (3)
This course provides an overview of the nature of the American college student population, trends in matriculation, demographic, economic, and social variables relating to matriculation and the impact that the college experience has on students. The characteristics of the contemporary American college student will be examined. Major topics will include an examination of the motivations for entering institutions of higher education, developmental theory related to college students, demographic data that describes the contemporary student, problems and challenges specific to the American concept of making higher education accessible to a large percentage of the

population, ant the impact of contemporary economic and social trends on the college population.

PSY 683 - Special Topics (3)
An in-depth exploration of a specific topic that is of currentinterest to graduate students in psychology.Approval of theProgram Director is required to register.

PSY 685 - Independent Study (3)
Independent study, research or practice in areas relative to thefield of counseling psychology.

PSY 691 - Counseling Theory & Methods IV (3)
The field experience is designed to provide students withpractical experience in an applied setting under the supervisionof qualified mental health professionals. This will involve theapplication of theory to counseling psychology practice withindividuals, groups, families, children, or adolescents in anapproved agency setting. Students must complete the fieldexperience application form prior to registration. Prerequisite:PSY 671.Pass/No Credit.

PSY 693 - Counseling Theory & Methods V (3)
The field experience is designed to provide students withpractical experience in an applied setting under the supervisionof qualified mental health professionals. This will involve theapplication of theory to counseling psychology practice withindividuals, groups, families, children, or adolescents in anapproved agency setting. Students must complete the fieldexperience application form prior to registration. Prerequisite:Previous or concurrent enrollment in PSY 691. Pass/No Credit.

PSY 695 - Professional Portfolio (0)
Advisement regarding organization, developing aâ€œthemeâ€,writing and presenting the professional portfolio.

PSY 697 - Culminating Requirem (0)

PSY 699 - Culminating Project (3)

PSY 700 - Clinical Applications of Human Develop (3)
This course traces human development throughout the life span, including prenatal, infancy, toddlerhood, childhood, adolescence and adulthood. The goal of the course is the acquisition of knowledge of clinical applications of observable developmental milestones for each era, within the traditional domains of behavior (i.e., cognitive, social/relational, emotional, motivational and physical/biological).

PSY 702 - Reccent and Adv Theories of Personalit (3)
Critically examines and compares recent personality theories that recognize cultural diversity. Readings from original sources emphasize scientific research and professional applications. A particular focus will be placed on those theories that illuminate social justice concerns and/or health and positive psychology.

PSY 705 - Human Learning (3)
This course will explore theoretical and empirical research related to learning, cognition and cognitive development. Topics include areas such as memory, attention, problem solving, concept formation, and language. These topics will be covered in the overall context of learning theory and emphasis will be placed on how they can be applied to psychotherapy.

PSY 706 - Physiological Psychology (3)
The physiological basis of behavior is examined by studying brain mechanisms including sensory processes, motor systems, awareness, memory, learning, sleep, arousal, and motivation. The role of hormones, biological clocks, and drugs as they affect human behavior is stressed. Neural maturation, neural plasticity, neurogenesis, the aging process, and mental illness will be studied.

PSY 708 - History and Systems Psychology (3)
This course covers the historical roots and development of the discipline of psychology. Principles of the classical schools of Structuralism, Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis are presented and compared, with emphasis on their relevance and contributions to contemporary theoretical systems of psychology. The course includes a discussion of the history of applied psychology focusing in particular on the development of specialties such as Counseling, Clinical, and School Psychology.

PSY 710 - Advanced Personality Assessment (3)
This course explores the theoretical bases of personality assessment as well as the use of psychological instruments in the objective and projective assessment of personality traits and

characteristics. Students will develop a thorough understanding of psychological testing and measurement principles as applied to personality assessment. Concepts include, but are not limited to reliability, validity, utility, error, bias, group norms, standardization, item analysis and principles and practices in test development. Assessment instruments include, but are not limited to CPI, MMPI-2, MMPI-2-RF, AND MCMI-III, as well as selected projective measures. The impact of culture on personality assessment, methods of incorporating personality test results into psychological reports, and ethical issues pertaining to personality assessment will be examined. Students will have extensive practice in administering, scoring and interpretation of personality assessment instruments.

PSY 712 - CognitiveNeuropsychologicalAssessment (3)
This course involves extensive practice in the administration, scoring, interpretation, and reporting of the most commonly used clinical instruments for psychological evaluation of intelligence, cognitive and neuropsychological functioning. Students will develop a thorough understanding of psychological testing and measurement principles as applied to cognitive and neuropsychological assessment. Concepts include, but not limited to reliability, validity, utility error, bias, group norms, standardization, item analysis and principles and practices in test development. Assessment instruments include, but not limited to the WAIS-IV, WISC-IV, KAIT, Stanford-Binet 5, WCST, and the Halstead-Reitan Neuropsychological Test Battery. Development of rapport, interviewing skills, and structured history-taking are also included.

PSY 714 - Adv Child and Adolescent Psycopathology (3)
This course examines psychopathology from infancy through adolescence. Developmental psychopathology, including the role of time and change in childhood disturbances, is an important focus of the class. The following areas are examined: clinical assessment of psychosocial problems in childhood; diagnostic systems for conceptualizing childhood psychopathology; and understanding disturbances of childhood from a biopsychosocial perspective.

PSY 716 - Advanced Adult Psychopathology (3)
Reviews the major categories of adult psychopathology as described in the current DSM. The focus of the course is on the issues of symptomatology, etiology, prognosis, and psychosocial and psychopharmacological treatment. Current research data are integrated with practical issues of multidisciplinary case management.

PSY 719 - Foundations of Counseling Psychology (3)
This course explores the theoretical and empirical bases of counseling psychology as well as the legal and ethical dimensions of the professional practice of counseling psychology. The student will acquire an understanding of the application of psychological principles in fostering physical and mental health in psychotherapeutic and psychoeducational settings. Legal and ethical topics will include confidentiality, informed consent, maintaining professional boundaries, as well as issues related to licensure and professional development.

PSY 720 - Techniques in Counsel Psychotherapy (3)
Prepares students to conduct individual counseling and psychotherapy from cognitive-behavioral, humanistic/existential, and positive psychological perspectives. Emphasis is on philosophical and historical foundations. Specific topics include cognitive-behavioral case conceptualization and intervention techniques, as well as humanistic/existential and positive psychological issues such as the development of the therapeutic relationship, facilitating client growth, the development of meaning and purpose, and the fostering self-identity and self-actualization.

PSY 722 - Theories and Techniques of Career Couns (3)
The course will focus on the application of career counseling theories to individual and group career counseling. Students will acquire familiarity with specific career assessment instruments. In addition, the course will cover the development, planning, implementing and management of comprehensive career development programs in a variety of settings. Legal and ethical issues of career counseling and the use of technology to assist individuals in career planning will also be covered.

PSY 726 - App Soc Jus Psycological Treatment (3)
This course will explore how the foundational value of social justice can be implemented in psychological treatment. Techniques to enhance client empowerment will be reviewed, particularly as they pertain to working with socioeconomically and culturally disadvantaged and stigmatized clients. Topics will include client resilience, self-efficacy, assertiveness, and self-advocacy.

PSY 728 - Adv Res Meth Statistical Design (3)
The primary goal of this course is for students to gain familiarity with common data analytic strategies relevant to empirical research in psychology. The emphasis is on understanding the analyses as they are presented in academic journals so that students are informed consumers of the literature. The relationship between research questions, hypotheses, methodology, levels of measurement, and choice of appropriate analyses is emphasized. Analyses to be covered include ANOVA models, nonparametric statistics, measures of association, multiple regression, logistic regression, factor analysis, path analysis, and various qualitative analytic strategies.

PSY 730 - Counseling Research Program Eval Res (3)
This course explores the variety of quantitative and qualitative research methods and designs most frequently used in research relevant to clinical practice. These include randomized clinical trials, quasi experimental research, case control studies, descriptive research, psychometric studies, meta-analytic studies, case study research, and program evaluation research. Attention will be given to issues of cultural diversity in research, research validity, and the link between science and practice.

PSY 731 - Program Mgt Consultation Supv for CPSY (2)
This course explores how counseling psychologists can develop, administer, and evaluate effective mental health programs. Students will also be introduced to theories and techniques of counselor supervision.

PSY 732 - Doctoral Practicum I (3)
Students are engaged in clinical activity in field placements, and meet on campus to discuss cases and professional issues with the practicum instructor and other students. Prerequisite: Satisfactory completion of all first year courses.

PSY 733 - DoctoralPracticum II (3)
A continuation of PSY 732: Doctoral Practicum I. Prerequisite: PSY 732.

Prerequisite: PSY732.

PSY 734 - Doctoral Practicum III (3)
A continuation of PSY 733: Doctoral Practicum II. Prerequisite: PSY 733.

Prerequisite: PSY733.

PSY 735 - Doctoral Practicum IV (3)
A continuation of PSY 734: Doctoral Practicum III. Prerequisite: PSY 734.

Prerequisite: PSY734.

PSY 736 - Doctoral Intern I (3)
An individually arranged and committee approved pre-doctoral internship, including experience in a clinical setting working with clients under supervision, and engaging in other professionally related activities. Prerequisite PSY 735.

Prerequisite: PSY735.

PSY 738 - Doctoral Internship II (3)
A continuation of PSY 736: Doctoral Internship I. Prerequisite PSY 736.

Prerequisite: PSY736.

PSY 740 - Doctoral Project I (1)
The Doctoral Project provides an opportunity for the consolidation of the studentâ€™s knowledge and understanding of current research and thought in counseling psychology, and to demonstrate the studentâ€™s own professional development. The project is initiated by the student under the guidance of the studentâ€™s Doctoral Project Committee. The Committee is comprised of three members: a chairperson and member selected from among the program faculty, and a third member who may be either from the College faculty or from the professional community.

PSY 742 - Doctoral Project II (1)
A continuation of PSY 740: Doctoral Project I. Prerequisite PSY 740.

Prerequisite: PSY740.

PSY 744 - Doctoral Project III (3)
A continuation of PSY 742: Doctoral Project II. Prerequisite PSY 742.

Prerequisite: PSY742.

PSY 746 - Doctoral Project IV (3)
A continuation of PSY 744: Doctoral Project III. Prerequisite PSY 744.

Prerequisite: PSY744.

PSY 704 - Learning and Cognition (3)
This course will explore theoretical and empirical research related to learning, cognition and cognitive development. Topics include areas such as memory, attention, problem solving, concept formation, and language. These topics will be covered in the overall context of learning theory and emphasis will be placed on how they can be applied to psychotherapy.

## REL - Religious Studies

REL 105 - Pastoral Counseling for Ministry (4)
This course will give an overview of counseling theory and skills. The Major focus of the course will be on particular pastoral skills that will be useful for ministry in the Church. (Note: Ministry students only).

REL 110 - Hebrew Scriptures* (4)
A study of the literature and religion of the Scriptures shared by the Jewish and Christian communities, both Catholic and Protestant. The history of the People of Israel, the formation of their sacred books, and their influence on subsequent spirituality, as well as recent discoveries, insights and challenges will be included. Satisfies Cluster 4 General Education requirement.

REL 113 - The New Testament* (4)
A study of the biblical literature of the earliest Christian communities to encounter the person of Jesus, the norm and model of Christian life, through study and reflection on the books of the New or Second Testament â€" on their formation and context, including what they meant in their own historical context and what they mean for us today. Satisfies Cluster 4 General Education requirement.

REL 120 - Intro to Catholic Life and Thought (4)
This course offers an introduction to critical thinking regarding the essentials of the Christian faith and the expression of that faith in beliefs and practices in a diversity of times and cultures. The course explores the sources of Christian faith in scripture and tradition and introduces students to the positive relationship between reason and revelation in an examination of central ideas and questions about God, humankind, faith, and religious action.

REL 135 - Ecology and Faith (4)
This course is an introduction to the relationship between faith and ecology with particular emphasis on the Christian understanding of creation and human responsibility. Contemporary ecological issues will be considered in light of the Judeo-Christian scriptural tradition, ethics and spirituality. The place ofecology within other faith traditions will also be considered. Satisfies Cluster 4 General Education requirement.

REL 137 - Youth Ministry:Skills & CoYouth Ministry (4)
The course will give an overview of an effective Youth Minister in the Church. Among topics to be included are competencies in spirituality, vocational discernment including workshops on family dynamics, and adolescent psychology.

REL 143 - Liturgy & Spirituality (4)
This course will explore traditional and contemporary understandings of sacramental rituals and theology, and their contribution to a vibrant and durable spirituality.

REL 153 - Foundations in Lay Ministry (4)
This course will explore contemporary issues in a theology of ministry and a review of documents and pastoral letters that have forged emerging new models of lay ministry in service to the Church. During the course, students will study appropriate boundaries and counseling resources in the helping professions. They will examine models of leadership in parish ministry, including ministry in multicultural settings. The spirituality and emotional health of the minister will be explored as well.

REL 195 - 21st Century and the Spirit of Charity* (4)
This course will explore various expressions of contemporary spirituality present in religious

traditions and movements. Attention will be given to the relationship of spirituality to Christian service, justice and the life of prayer including meditation, contemplation and mysticism. Consideration will be given to charity as the goal of the Christian spiritual life through an examination of the importance of both direct service and advocacy in the life and thought of St. Vincent de Paul and St. Elizabeth Seton. Satisfies Cluster 4 General Education requirement.

REL 100MP - Hispanics and the Church in the US (4)
A review of the historical memory of Hispanic Ministry in the US from its inception in 1945 to the present. The course will include an in depth study of the documents generated as a result of the four Encuentro Nacional Hispano de Pastoral (NHE) and the National Pastoral Plan for Hispanic Ministry and subsequent related documents.

REL 110MP - HisSpiritCultExpFath (4)
Stemming from an awareness of the varied cultural and spiritual expressions of faith in the Hispanic population, this course will explore the link between faith and culture in the 21 countries encompassing the Hispanic heritage. Special emphasis will be placed upon expressions of prayer, popular religiosity and the integration of Hispanic values into the US culture. (e.g. pilgrimages, the relationship with the clergy, special blessings, vigil lights, statutes and altars, and other religious practices). Anecdotal or storytelling opportunities such as single speakers or panel of speakers that have experienced conflict with cultural expressions of faith will form a part of this course.

REL 137MP - Youth Ministry:Skills & CoYouth Ministry (4)
The course will give an overview of an effective Youth Minister in the Church. Among topics to be included are competencies in spirituality, vocational discernment including workshops on family dynamics, and adolescent psychology.

REL 143MP - Liturgy & Spirituality (4)
This course will explore traditional and contemporary understandings of sacramental rituals and theology, and their contribution to a vibrant and durable spirituality.

REL 153MP - Foundations in Lay Ministry (4)
A study of the biblical literature of the earliest Christian communities to encounter the person of Jesus, the norm and model of Christian life, through study and reflection on the books of the New or Second Testament â€" on their formation and context, including what they meant in their own historical context and what they mean for us today. Satisfies Cluster 4 General Education requirement.

REL 200 - Bioethics* (4)
A faith-based study of the social implications of scientific research and technology, this course will examine medical, research and environmental ethics. Moral issues such as genetic screening, stem cell research, cloning, medically-assisted pregnancy, genetically engineered crops and similar topics will be included. This interdisciplinary course will be team taught by members of the theology, biology and chemistry/biochemistry departments. Satisfies Cluster 4 General Education requirement.

REL 203 - Catholic Social Teaching and Practice (4)
This course will examine Catholic Social Teaching from the 19th Century until the present with particular attention given to the American Catholic contribution. The scriptural foundations andhistorical development of CST will be considered through a study of its principles with emphasis on the dignity and social nature of the human person. Course work will include an experiential component whereby students will explore a particular ministry of justice.

REL 205 - Christian Marriage & Family* (4)
The course will give an overview of marriage and family life in Church. The course takes an interdisciplinary approach to understanding current issues in Christian practice and their historical, psychological, sociological, and theological foundations. Attention is given to the practical problems encountered in ministry to families.

REL 221 - Fundamental Moral Theology (4)
This course will present the foundations of Christian morality particularly as understood within the Roman Catholic tradition: scripture, magisterium, and the lived faith experience of believers. The course will include a survey of the history of moral theology with attention to the

impact of Vatican II and contemporary pluralism on its development. Among the topics examined will be the question of evil, understandings of sin and grace, and the development of conscience. Various approaches and methodologies currently employed within the moral theology will be explored. Satisfies Cluster 4 General Education requirement

REL 230 - Religious Education:Skills and Compet (4)
The course will give an overview of the role of the religious educator in the Church. An overview of theories of teaching and learning for adults, adolescents and children. The course will explore conte3mporary documents on Catechetics and Evangelization which ground the educational ministry of the Church. Skills in designing and evaluating curricula will be developed, with practical applications for program development and delivery in a wide span of parish venues and age groupings.

REL 235 - Children of Abraham, Sarah and Hagar* (4)
A study of the faith traditions of Judaism, Christianity and Islam by presenting the core beliefs of each, their scriptures and the historical and social context of these communities of faith. Among possible topics to be explored may be the role of women, the relationship of faith and politics and issues of peace and violence. Satisfies Cluster 4 General Education requirement.

REL 239 - Christian Sexual Ethics* (4)
This course will explore the challenge that Biblical perspectives and Christian tradition bring to contemporary sexual attitudes and practices and the questions brought to the tradition fromthe culture. Emphasis will be given to the meaning of sexuality, the influence of attitudes toward the body on views of sexuality, Christian understanding of marriage and family and the meaning of intimacy as well as to some of the challenges raised in todayâ€™s society. Satisfies Cluster 4 General Education requirement.

REL 250 - Introduction to Christian Ethics* (4)
Through considering the scripture, the teaching authority of Catholic and other Christian communities and the lived faith experience of believers, this course will examine the principles and foundations of Christian Ethics. Attention will be given to factors that influence the dignity and freedom of the human person, the development of conscience and the process of discernment. Among the issues that may be addressed are racism and immigration, business and economics, violence and pacifism, as well as medical and sexual ethics. Satisfies Cluster 4 General Education requirement

REL 260 - Religion in America* (4)
A survey of the establishment and growth of major Faith Traditions in the United States. Emphasis will be on various Christian communities (including Catholicism), as well as significant non-Christian Traditions. Satisfies Cluster 4 General Education requirement.

REL 263 - Spirituality and Ethics (4)
How one relates to the sacred and the choices one makes are inseparably connected. Spirituality is embodied in action. In this course we will examine the ways in which individualsâ€™ and communitiesâ€™ spiritual perspectives shape the policies and actions which they embrace. Included will be an exploration of particular methods of spiritual and moral development, particularly within but not limited to the Christian tradition, including prayer, spiritual disciplines, action for social change, small groups, and storytelling.

REL 265 - Rel of the East* (4)
A survey of the religious traditions founded and spread predominantly in the East, with emphasis on the study of Hinduism, Buddhism, Jainism, Sikhism, Shintoism, and the contemporary religions of Asia.

REL 267 - Women and Religion (4)
Where do women fit into the world of religion? This course seeks answers to that question by examining the diversity and commonality of womenâ€™s roles and experiences in various religious traditions. Consideration will be given to women in sacred scriptures and in the institutional development ofreligious traditions. This course includes a look at how religion helps form womenâ€™s roles in society and how women shape religious cultures. Contemporary woman-oriented spiritual movements and religious practices will be explored.

REL 280 - Pastoral Internship I (2)
The Pastoral Internship includes supervised field education emphasizing pastoral skills and

theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. (Note: Ministry students only)

REL 281 - Pastoral Internship II (2)
The Pastoral Internship includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. (Note: Ministry students only)

REL 295 - Travel and Study Tours (4)
Study tours to significant places in the Christian tradition, e.g. the Holy Land, Greece, Europe, etc. Participation in a seminar and an integrative paper is required as part of the experience.

REL 200MP - Leadership Skills & Competencies (4)
In order to become an effective leader in ministry there is a recognizable need to develop certain skills and competencies. The need for culturally specific abilities and an informed understanding of the realities of the Church in the US provide for another challenge to leaders seeking to work with the Hispanic people. This course will address the skills, abilities, sensitivities and challenges that arise in ministry to Hispanics in the Catholic Church in the US especially in a mixed cultural setting.

REL 205MP - Christian Family and Marriage (4)
The course will give an overview of marriage and family life in Church. The course takes an interdisciplinary approach to understanding current issues in Christian practice and their historical, psychological, sociological, and theological foundations. Attention is given to the practical problems encountered in ministry to families.

REL 210MP - Challenges in Ministry Today (4)
This course is designed to underscore the need for self care in ministry in order to avoid burnout and develop a balance between personal and ministerial goals. An awareness of what it means to be a Hispanic minister at the present time given the challenges of the modern world and the conflicts that may arise between cultures will be the core component of this course.

REL 215MP - Pastoral Ldsp (4)
Beginning with Vatican II documents, this course will provide a basis in Ecclesiology with an emphasis on the three models of church leadership used in Hispanic Ministry in the US Church: Collaborative Leadership (Pastoral de Conjunto), Missionary Option ( Mision Continental) and Servant Leadership ( Liderazgo Servicial). Challenges in the application of these models in Latin America and the US will be reviewed in an effort to discern what components may apply to the present pastoral reality

REL 220MP - Theological Reflection (4)
This course is designed to address major theological concepts such as Church, Mystery of God, Christology, revelation, grace, faith etc. as well as giving students some experience of differing theological methodologies within the discipline of theology.

REL 221MP - Fundamental Moral Theology (4)
This course will present the foundations of Christian morality particularly as understood within the Roman Catholic tradition: scripture, magisterium, and the lived faith experience of believers. The course will include a survey of the history of moral theology with attention to the impact of Vatican II and contemporary pluralism on its development. Among the topics examined will be the question of evil, understandings of sin and grace, and the development of conscience. Various approaches and methodologies currently employed within the moral theology will be explored. Satisfies Cluster 4 General Education requirement

REL 230MP - Religious Education:Skills&Competencies (4)
The course will give an overview of the role of the religious educator in the Church. An overview of theories of teaching and learning for adults, adolescents and children. The course will explore conte3mporary documents on Catechetics and Evangelization which ground the educational ministry of the Church. Skills in designing and evaluating curricula will be developed, with practical applications for program development and delivery in a wide span of parish venues and age groupings.

REL 240MP - Pastoral Administration (4)
The course will give an overview of an effective Pastoral Administrator in the Church. Students will learn about management, leadership, and the use of resources to advance the Gospel.

REL 250MP - Intro Chrstian Ethics (4)
Through considering the scripture, the teaching authority of Catholic and other Christian communities and the lived faith experience of believers, this course will examine the principles and foundations of Christian Ethics. Attention will be given to factors that influence the dignity and freedom of the human person, the development of conscience and the process of discernment. Among the issues that may be addressed are racism and immigration, business and economics, violence and pacifism, as well as medical and sexual ethics.

REL 280MP - Ministry Integration Seminar I (2)
The Ministry Integration Seminar includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. For HPM students, the course also includes instruction on Hispanic Theology in the United States (Note: Ministry students only)

REL 281MP - Ministry Integration Seminar II (2)
The Ministry Integration Seminar includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. For HPM students, the course also includes instruction on Hispanic Theology in the United States (Note: Ministry students only)

REL 300 - Homiletics Art of Preaching (4)
This course is designed to provide an introduction to the theology and practice of preaching. The main areas of consideration will be the person of the preacher, remote and immediate preparation including Scripture exegesis, and effective presentation of the homily. The art of homily design and delivery will be practiced by participants throughout the course. (Note: Ministry students only)

REL 309 - History of Christianity I (2)
A survey of Church History from the time of the apostles to the present, with special attention given to the theological, institutional, and spiritual developments in each age.

REL 313 - History of Christianity II (2)
The continuation of History of Christianity I. A survey of church History from the time of the apostles to the present, with special attention given to the theological, institutional, and spiritual developments in each age.

REL 320 - Fundamentals of Christian Faith (4)
This course introduces students to the core teachings of Christianity including God, Trinity, Creation, Humanity, Sin, and Redemption. It explores the meaning of these Christian ideas and their interrelationships and it examines the role of human reason in the quest for a deeper understanding of Godâ€™s self-revelation. Special attention is given to the human response to the offer of love by a God who wills the salvation of all people.

REL 385 - Ethics & Justice (4)
This interdisciplinary course will address concepts in ethics from both theological and philosophical perspectives that are important to the practice of justice such as human dignity, human rights, the relationship between law and morality, and the distinction between morality and ethics. Theological andphilosophical theories of justice, concepts of law and justice such as due process, and the relationship between justice and ethics will be explored. Issues in ethics and justice will be examined such as civil disobedience, bias (such as gender and race) punishment and rehabilitation, and capital punishment.

REL 300MP - Homiletics Art of Preaching (4)
This course is designed to provide an introduction to the theology and practice of preaching. The main areas of consideration will be the person of the preacher, remote and immediate preparation including Scripture exegesis, and effective presentation of the homily. The art of homily design and delivery will be practiced by participants throughout the course. (Note: Ministry students only)

REL 320MP - FundChristFaith (4)
This course introduces students to the core teachings of Christianity including God, Trinity, Creation, Humanity, Sin, and Redemption. It explores the meaning of these Christian ideas and their interrelationships and it examines the role of human reason in the quest for a deeper understanding of God's self-revelation. Special attention is given to the human response to the offer of love by a God who wills the salvation of all people.

REL 400 - Special Topics in Theology (4)
A study of specific issues as determined by student interest and need and the interest of members of the department. (3 credits for Ministry students only)

REL 425 - Coordinating Seminar (4)
A study of an area of contemporary interest involving a variety of theological disciplines. The course is designed as a combination of independent study and group discussion which is conducted by members of the department. The presentation of the paper for this course constitutes the capstone experience for theology majors.

## SEL - SEL

SEL 101 - Research and Innovations in Social-Emotion Learning & Positive School Culture/Climate (0)
This course is designed specifically for K12 educators, administrators, and school leaders working with children and youth, regardless of professional position. As a result of completing this course, education leaders will be able to identify relationships between the principles of social-emotional learning and school culture and climate to make improvements in the areas of student academic performance, college preparation, career expectations, family responsibilities, community and civic participation, and overall life readiness and emotional intelligence in K-12 learners.Participants will also gain a general understanding of how SEL-based strategies are implemented and how to plan your own interventions based on student and organizational needs, cultural considerations, and existing programs within your school or district. You will be engaging in several dynamic class discussions in both an asynchronous online forum environment and a live online workshop held once per week for the four-week duration of this course. The online discussions will be guided by a facilitator who has significant experience implementing social-emotional learning and school culture/climate initiatives in schools and districts.

SEL 201 - Leadership in School-Wide Social-Emotional Learning & Character Development (0)
As the second course in the School Leadership for Social-Emotional Learning and Character Development professional certificate program, this course combines interactive discussions, reflective writing and individual idea generation to help you consider the conceptual and pragmatic elements of the successful and sustainable implementation of a school-wide Social-Emotional Learning (SEL) and school culture and climate (SCC) initiative from an organizational/systems perspective. Establishing SEL/SECD in schools has dramatic results for both students and faculty. In order to effectively establish these programs, attention needs to be paid not only to content and curriculum but to the organizational elements that support the establishment and delivery of these initiatives. Every new school initiative requires attention in four areas: Content of what will be taught, process of how the initiative will be organized and structured, method of ensuring the culture and climate can sustain a change process, plan for gaining buy in from the stakeholders who are impacted by the initiativeThis course is specifically focused on helping the participant to understand, design, and implement the organizational component of an effective SEL and school culture and climate initiative.

SEL 301 - Implementing and Leading a Social-Emotional Learning & School Culture/Climate Initiative (0)
This expert supported, project-based practicum course is a culmination of the SEL Leadership Certificate Program. Under the guidance of your facilitator you will begin to formally implement the strategic plan you created in SEL201.During this process you will demonstrate your ability to create effective teams and effectively communicate the process of change across your school or district. You will create a structure that will incorporate social-emotional and character development in the

school community and foster a more positive culture and climate.

## SHUPA - SHUPA

SHUPA 101 - Seton Hall Un Physicians Asst. Program (0)
A collaborative program leading to a Bachelor in Science in Biology from the College of Saint Elizabeth/Master of Science in Physician Assistant from Seton Hall University. Physician assistants are health care providers that carry out many of the same services and have many of the same responsibilities as the medical doctors for whom they work. Physician assistants can specialize in any area of medicine and are found in settings ranging from pediatrics, surgery, primary health practices, and research. They work independently with their patients and make medical decisions based on their findings. An increasing number of medical practices are now comprised of medical doctors and physician assistants working side by side to provide quality health care for their patients. The College of Saint Elizabeth and Seton Hall University have developed a 3+3 program for qualified students interested in pursuing a career as a physician assistant. Students attend the College of Saint Elizabeth (CSE) for three years and complete their required pre-requisite science and math courses as well as the requirements in general education. Following the successful completion of the requirements at CSE, a student then attends Seton Hall University (SHU) for three years to complete their training as a physician assistant. A student receives her B.S. in Biology after completing the first year of the program at SHU and her M.S. in Physician Assistant at the completion of the program.To top

## SOC - Sociology

SOC 101 - Introduction to Sociology (4)
Sociology as a discipline and a way of understanding the world and one's self. An examination of society and social behavior. Topics may include culture, socialization, gender roles, dating, family life, and suicide.

SOC 201 - Social Problems (4)
4cr. Selected social problems, issues and debates facing society. Topics include deviant behavior, violence, alcohol and drug abuse, crime, and war.

SOC 207 - Intro to Social Welfare & Social Work (4)
The social work profession, roles of contemporary social workers, and challenges facing social workers. 4crs.

SOC 221 - Cultural Diversity (4)
Sociological and anthropological examination of many forms of cultural diversity across time and place: race, class, gender, age, political affiliation, religion, education, able-bodiness.

SOC 251 - Sociology of the Family (4)
Analysis of different kinds of families (single-parent families, same-sex partnerships, commuter marriages, adoption) and family interactions. Roles, responsibilities, and conflicts faced by women in their families.

SOC 281 - Sociology of Aging (4)
An examination of the social and demographic characteristics of the elderly population; sociological theories and methods for studying the elderly; prejudice and discrimination against the elderly. Topics include caregiving, family and living arrangements, work, leisure, life satisfaction, retirement, death, widowhood, and health in old age.

SOC 298 - Special Topics (2)
An exploration of an area or special topic of current interest in sociology. The topic for any given semester will be determined by the department.

SOC 301 - Social Research Methods (4)
An exploration of the sociological research process and various types of research methodologies. Introduction to social statistics. Completion of an analytical literature review and project related to a topic of current interest in sociology. Required for junior sociology majors. Prerequisites: SOC 101 (Fall)

Prerequisite: SOC101.

SOC 305 - Social Welfare Programs, Policies, & Iss (2)
The history of social welfare and gerontological programs. Current social issues and relevant policies in social work.

SOC 307 - Methods in Social Work (4)
Direct practice techniques in social work with emphasis on developing skills to help people cope with or overcome obstacles. An examination of networks of community resources. Community projects related to the student's area of interest within social work. Prerequisite: SOC 207.

Prerequisite: SOC207.

SOC 311 - Criminology (4)
Crime and criminal behavior. Social reactions to crime and criminals. Practical applications of criminology in real-world settings, including prisons, social service agencies, and the courts.

SOC 319 - Community Service and Involvement (2)
Analysis of the social conditions in a nearby community and the opportunity to make a difference in that community. Course requires 60 hours of field experience. Prerequisite: SOC 101, 201, 221, or 251.

Prerequisite: SOC101, SOC201, SOC221, SOC251.

SOC 321 - Urban Sociology (4)
Historical and contemporary trends in urbanization. Study of the social organization of urban life and the impact of the family, religion, political and educational systems. Projects will be related to urban life in actual urban settings. Prerequisite: SOC 101, 201, 221, or 251. 4crs.

Prerequisite: SOC101, SOC201, SOC221, SOC251.

SOC 331 - Race, Class, and Gender (4)
Systems of social stratification as society as hierarchically ranked by race and ethnicity, socioeconomic class, and gender. Causes and consequences of prejudice, discrimination, and inequality. Required for sociology majors. Prerequisite: SOC 101. 4crs.

SOC 351 - Sociology of Organizations/Bureaucracy (4)
How organizations work most effectively and how people can work most effectively within them. The impact and possibilities of a multicultural workforce. Projects will relate to actual community organizations. Prerequisite: SOC 101, 201, 221, or 251. 4crs.

SOC 361 - Social Change (4)
Processes, theories, and dynamics of social change. Historical and anthropological approaches to change in societies. Topics may include globalization, McDonaldization, innovation, and technological shifts in society. Prerequisite: SOC 101, 201, 221, or 251. 4crs.

SOC 365 - Data Analysis (4)
Quantifying and analyzing sociological data using the newest version of SPSS for data analysis. The logic of univariate, bivariate, and multivariate analysis including data display and interpretation and social statistics. Presentation of analytical literature review and professional poster, possibly at professional conferences. Required for junior sociology majors. Prerequisites: SOC 301. (Spring) 4crs.

Prerequisite: SOC101.

SOC 371 - Sociological Theory (4)
An in-depth look at the major theories and theorists in sociology. From Emile Durkheim, Karl Marx, and Max Weber to Erving Goffman, C. Wright Mills and Patricia Hill Collins. Required for junior sociology majors. Prerequisite: SOC 101. (Fall) 4crs.

Prerequisite: SOC101.

SOC 399 - Special Topics (4)
An exploration of an area or special topic of current interest in sociology. The topic for any given semester will be determined by the department. Prerequisite: SOC 101, 201, 221, or 251. 4crs.

SOC 403 - Seminar Social Psych (4)
The focus of this course is on Human behavior and experience in a social context. Topics include social thinking, social influences, social relations, and collective behavior. Recent applications of social psychology will also be addressed with special attention to social justice and socio-cultural issues. Students will also consider the practical applications of this area of psychology to their own personal and professional development. This course is open only to Psychology and Sociology Majors and Minors. Prerequisite: Psy 100

Crosslisted as: PSY403.

SOC 411 - Social Work Field Experience (2)
60 hours of individual field placement in a social work setting related to student's career interest. Regular seminar meetings. Prerequisites: SOC 207, 305, and 307 (one 300-level course may be taken

as a co-requisite). Open only to sociology majors taking the social work concentration. 2crs.

Prerequisite: SOC207, SOC305, SOC307.

SOC 431 - Senior Seminar (2)
Capstone experience in sociology. Preparation and presentation of empirical research projects. Required for senior sociology majors. Prerequisites: SOC 365 and 371. (Fall) 2crs.

Prerequisite: MATH119, MATH125, SOC301, SOC365, SOC371.

SOC 491 - Independent Study (3)
Open to senior sociology majors. Registration requires prior departmental approval. Maximum of eight credits may be earned in independent study. Prerequisites: SOC 301, 371. 2.8crs.

Prerequisite: SOC101, SOC365, SOC371, SOC381.

SOC 495 - Internship (3)
A non-traditional academic experience enabling the student to apply sociological knowledge and skills to a career interest in a workplace under professional staff members. Coordinated by a faculty member who provides supervision along with an on-site supervisor. Includes weekly reports and a final report. Open to junior and senior sociology majors. Registration requires departmental approval and good academic standing. Prerequisite: SOC 101. Variable Credit, students can register 2-4 credits.

Prerequisite: SOC101.

## SPAN - Spanish

SPAN 101 - Basic Conversational Spanish I (3)
An elementary course to provide a basis for development of proficiency in understanding, speaking, reading, and writing Spanish. Students gain practice with vocabulary and structures needed for basic communication, complemented by an introduction to culture. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall and spring semesters)

SPAN 103 - Basic Conversational Spanish II (3)
The continuation of SPA 101 with further development of proficiency in understanding, speaking, reading, and writing. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall and spring semesters)

SPAN 107 - Spanish for Health Care Professionals I (3)
An elementary course designed especially for health care professionals to acquire a basis for development of communication skills in Spanish. Emphasis is on conversation using vocabulary and structures needed for health-related situations in hospitals and care-giving environments. The course includes discussion of cultural dimensions that affect efficient health care. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement.

SPAN 201 - Intermediate Spanish I (3)
Further development of proficiency in understanding, speaking, reading, and writing Spanish. Attention is given to the intensification of vocabulary and structure. Authentic cultural content is stressed. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement.

SPAN 203 - Intermediate Spanish II (3)
The continuation of SPA 201 with greater development of communication skills. Language laboratory is required to supplement class work.

SPAN 215 - Spanish for Native Speakers of Span I (3)
A course designed for native speakers of Spanish to improve or reinforce skills already acquired. Emphasis is on grammar, correctness in written expression, and reading. This course (instead of SPA 201 and 203) fulfills language requirements of native speakers of Spanish who wish to major in Spanish. (Required of all native Spanish speakers.) Satisfies Cluster 1 General Education requirement. Offered upon request.

SPAN 219 - Spanish for Native Speakers of Span II (3)
The continuation of SPA 215. This course (instead of SPA 205) fulfills language requirements of native speakers of Spanish who wish to major in Spanish. Satisfies Cluster 1 General Education requirement. Offered upon request.

SPAN 227 - Culture & Civilization of Spain (3)
A survey of the social, political, and cultural history of Spain. It studies the distinctive features of life in Spain with emphasis on the twentieth century.

The course is supplemented by audio and video programs.

SPAN 233 - Culture & Civilization of Span America (3)
A survey of the social, political, and cultural history of Spanish America. It studies the distinctive features of life in Spanish America with emphasis on the twentieth century. The course is supplemented by audio and video programs. (Spring semester every other year)

SPAN 315 - Advanced Conversation & Composition I (3)
A course designed to advance students' communicative skills through conversation and reading and writing activities. It encourages the development of a higher level of proficiency. Frequent oral reports and compositions are required. The language laboratory is used as needed.

SPAN 319 - Advanced Conversation & Composition II (3)
The continuation of SPA 315. The language laboratory is used as needed.

SPAN 321 - Masterpieces of Span Lit:Middle Ages (3)
A panoramic survey of the historic-cultural background of La Edad Media. It includes intensive study, reading, and discussion of medieval literature from El Cid to La Celestina. (Fall semester every other year)

SPAN 323 - Spanish for Preprofessional Preparation (3)
A course designed for students interested in pursuing careers in business, multi-national corporations, health-related services, public education and other areas. Emphasis placed on oral communication and effective writing skills. Students are encouraged to pair this course with SPA 495. Internship in Spanish (1-4).

SPAN 329 - Literature of Spain to 1700 (3)
A study of the literature from La Edad Media to El Siglo de Oro integrating historical and social developments with literary currents. Several significant works are read and studied.

SPAN 333 - Literature of Spain, 1700-Present (3)
A study of the literature of Spain from 1700to the present integrating historical and social developments with literary currents. Several significant works are read and studied.

SPAN 339 - Literature of Spanish America (3)
A study of Spanish American literature from colonial times to present-day trends integrating historical and social developments with literary currents. Several significant works are read and studied.

SPAN 341 - Span Translation & Interpretation Tech (3)
Practical experience in Spanish translation and interpretation techniques, concluding with a translation project and oral interpretation.

SPAN 347 - Twentieth Century Literature in Spain (3)
A panoramic study of contemporary literature in Spain, with special emphasis on recent trends. It includes annotated readings of selected works and seminar-type discussions of the novel, drama, poetry, and the essay. Open to all who qualify.

SPAN 351 - Twentieth Century Lit in Spanish America (3)
A panoramic study of contemporary literature in Spanish America, with special emphasis on recent trends. It includes annotated readings of selected works and seminar-type discussions of the novel, drama, poetry, and the essay. Open to all who qualify.

SPAN 405 - Seminar:Cervantes & His Literary World (3)
The intensive study of entremeses, novelas ejemplares, and Don Quijote by Cervantes, with particular reference to historical and literary background.

SPAN 411 - Senior Seminar (3)
A culminating experience in research, analysis, and interpretation of selected masterpieces, concluding with a well documented written thesis on a topic developed by the individual student and the instructor.

SPAN 491 - Independent Study (3)
Course offered upon request and with the approval of the program chairperson. Variable Credit, students can register 0-4 credits.

SPAN 495 - Internship (3)
An academic experience utilizing knowledge of foreign culture and language skills in a working

atmosphere under professional staff members at a multi-national corporation and other service organizations in the public sector. Includes department supervision, students' weekly reports, and a final report by the on-site supervisor. Prerequisite: program chairperson approval, good academic standing, and SPA 323. Spanish for Pre-professional Preparation (3). Open to Junior and Senior majors and other qualified students. Variable Credit, students can register 0-4 credits.

Prerequisite: SPAN323.

## STUDYABR - STUDYABR

STUDYABR 101 - Study Abroad: (0)
Study Abroad

## TEST - TEST

TEST 101 - Testing Course (0)
Course used for Testing in Power Campus. For Registrar's use only.

## TFR - TFR

TFR 101 - Billing Course (1)
Dummy course used for billing new Women's College transfer students

## THEO - Theology

THEO 105 - Pastoral Counseling for Ministry (4)
This course will give an overview of counseling theory and skills. The Major focus of the course will be on particular pastoral skills that will be useful for ministry in the Church. (Note: Ministry students only).

THEO 110 - Hebrew Scriptures (4)
A study of the literature and religion of the Scriptures shared by the Jewish and Christian communities, both Catholic and Protestant. The history of the People of Israel, the formation of their sacred books, and their influence on subsequent spirituality, as well as recent discoveries, insights and challenges will be included. Satisfies Cluster 4 General Education requirement.

THEO 113 - The New Testament (4)
A study of the biblical literature of the earliest Christian communities to encounter the person of Jesus, the norm and model of Christian life, through study and reflection on the books of the New or Second Testament â€" on their formation and context, including what they meant in their own historical context and what they mean for us today. Satisfies Cluster 4 General Education requirement.

THEO 120 - Intro to Catholic Life and Thought (4)
This course offers an introduction to critical thinking regarding the essentials of the Christian faith and the expression of that faith in beliefs and practices in a diversity of times and cultures. The course explores the sources of Christian faith in scripture and tradition and introduces students to the positive relationship between reason and revelation in an examination of central ideas and questions about God, humankind, faith, and religious action.

THEO 135 - Ecology and Faith (4)
This course is an introduction to the relationship between faith and ecology with particular emphasis on the Christian understanding of creation and human responsibility. Contemporary ecological issues will be considered in light of the Judeo-Christian scriptural tradition, ethics and spirituality. The place ofecology within other faith traditions will also be considered. Satisfies Cluster 4 General Education requirement.

THEO 137 - Youth Ministry:Skills & Competencies (4)
The course will give an overview of an effective Youth Minister in the Church. Among topics to be included are competencies in spirituality, vocational discernment including workshops on family dynamics, and adolescent psychology.

THEO 143 - Liturgy & Spirituality (4)
This course will explore traditional and contemporary understandings of sacramental rituals and theology, and their contribution to a vibrant and durable spirituality.

THEO 153 - Foundations in Lay Ministry* (4)
This course will explore contemporary issues in a theology of ministry and a review of documents and pastoral letters that have forged emerging new models of lay ministry in service to the Church. During the course, students will study appropriate boundaries and counseling resources in the helping professions. They will examine

models of leadership in parish ministry, including ministry in multicultural settings. The spirituality and emotional health of the minister will be explored as well.

THEO 195 - Spirit of Charity (4)
This course will explore various expressions of contemporary spirituality present in religious traditions and movements. Attention will be given to the relationship of spirituality to Christian service, justice and the life of prayer including meditation, contemplation and mysticism. Consideration will be given to charity as the goal of the Christian spiritual life through an examination of the importance of both direct service and advocacy in the life and thought of St. Vincent de Paul and St. Elizabeth Seton. Satisfies Cluster 4 General Education requirement.

THEO 100MP - Hispanics and the Church in the US (4)
A review of the historical memory of Hispanic Ministry in the US from its inception in 1945 to the present. The course will include an in depth study of the documents generated as a result of the four Encuentro Nacional Hispano de Pastoral (NHE) and the National Pastoral Plan for Hispanic Ministry and subsequent related documents.

THEO 110MP - Hisp Spirituality Cult Expressions Faith (4)
Stemming from an awareness of the varied cultural and spiritual expressions of faith in the Hispanic population, this course will explore the link between faith and culture in the 21 countries encompassing the Hispanic heritage. Special emphasis will be placed upon expressions of prayer, popular religiosity and the integration of Hispanic values into the US culture. (e.g. pilgrimages, the relationship with the clergy, special blessings, vigil lights, statutes and altars, and other religious practices). Anecdotal or storytelling opportunities such as single speakers or panel of speakers that have experienced conflict with cultural expressions of faith will form a part of this course.

THEO 137MP - Youth Ministry:Skills & Competencies (4)
The course will give an overview of an effective Youth Minister in the Church. Among topics to be included are competencies in spirituality, vocational discernment including workshops on family dynamics, and adolescent psychology.

THEO 143MP - Liturgy & Spirituality (4)
This course will explore traditional and contemporary understandings of sacramental rituals and theology, and their contribution to a vibrant and durable spirituality.

THEO 153MP - Foundations in Lay Ministry (4)
This course will explore contemporary issues in a theology of ministry and a review of documents and pastoral letters that have forged emerging new models of lay ministry in service to the Church. During the course, students will study appropriate boundaries and counseling resources in the helping professions. They will examine models of leadership in parish ministry, including ministry in multicultural settings. The spirituality and emotional health of the minister will be explored as well.

THEO 200 - Bioethics* (4)
A faith-based study of the social implications of scientific research and technology, this course will examine medical, research and environmental ethics. Moral issues such as genetic screening, stem cell research, cloning, medically-assisted pregnancy, genetically engineered crops and similar topics will be included. This interdisciplinary course will be team taught by members of the theology, biology and chemistry/biochemistry departments. Satisfies Cluster 4 General Education requirement.

THEO 203 - Catholic Social Teaching and Practice (4)
This course will examine Catholic Social Teaching from the 19th Century until the present with particular attention given to the American Catholic contribution. The scriptural foundations andhistorical development of CST will be considered through a study of its principles with emphasis on the dignity and social nature of the human person. Course work will include an experiential component whereby students will explore a particular ministry of justice.

THEO 205 - Christian Marriage & Family (4)
The course will give an overview of marriage and family life in Church. The course takes an interdisciplinary approach to understanding current issues in Christian practice and their

historical, psychological, sociological, and theological foundations. Attention is given to the practical problems encountered in ministry to families.

Crosslisted as: THEO305.

THEO 221 - Fundamental Moral Theology (4)
This course will present the foundations of Christian morality particularly as understood within the Roman Catholic tradition: scripture, magisterium, and the lived faith experience of believers. The course will include a survey of the history of moral theology with attention to the impact of Vatican II and contemporary pluralism on its development. Among the topics examined will be the question of evil, understandings of sin and grace, and the development of conscience. Various approaches and methodologies currently employed within the moral theology will be explored. Satisfies Cluster 4 General Education requirement

THEO 230 - Religious Education:Skills and Compet (4)
The course will give an overview of the role of the religious educator in the Church. An overview of theories of teaching and learning for adults, adolescents and children. The course will explore conte3mporary documents on Catechetics and Evangelization which ground the educational ministry of the Church. Skills in designing and evaluating curricula will be developed, with practical applications for program development and delivery in a wide span of parish venues and age groupings.

THEO 235 - Children of Abraham (4)
A study of the faith traditions of Judaism, Christianity and Islam by presenting the core beliefs of each, their scriptures and the historical and social context of these communities of faith. Among possible topics to be explored may be the role of women, the relationship of faith and politics and issues of peace and violence. Satisfies Cluster 4 General Education requirement.

Crosslisted as: THEO335.

THEO 239 - Sexual Ethics (4)
This course will explore the challenge that Biblical perspectives and Christian tradition bring to contemporary sexual attitudes and practices and the questions brought to the tradition fromthe culture. Emphasis will be given to the meaning of sexuality, the influence of attitudes toward the body on views of sexuality, Christian understanding of marriage and family and the meaning of intimacy as well as to some of the challenges raised in todayâ€™s society. Satisfies Cluster 4 General Education requirement.

THEO 250 - Intro to Christian Ethics (4)
Through considering the scripture, the teaching authority of Catholic and other Christian communities and the lived faith experience of believers, this course will examine the principles and foundations of Christian Ethics. Attention will be given to factors that influence the dignity and freedom of the human person, the development of conscience and the process of discernment. Among the issues that may be addressed are racism and immigration, business and economics, violence and pacifism, as well as medical and sexual ethics. Satisfies Cluster 4 General Education requirement

THEO 260 - Religion in America (4)
A survey of the establishment and growth of major Faith Traditions in the United States. Emphasis will be on various Christian communities (including Catholicism), as well as significant non-Christian Traditions. Satisfies Cluster 4 General Education requirement.

Crosslisted as: THEO360.

THEO 263 - Spirituality and Ethics (4)
How one relates to the sacred and the choices one makes are inseparably connected. Spirituality is embodied in action. In this course we will examine the ways in which individualsâ€™ and communitiesâ€™ spiritual perspectives shape the policies and actions which they embrace. Included will be an exploration of particular methods of spiritual and moral development, particularly within but not limited to the Christian tradition, including prayer, spiritual disciplines, action for social change, small groups, and storytelling.

THEO 267 - Women and Religion (4)
Where do women fit into the world of religion? This course seeks answers to that question by examining the diversity and commonality of womenâ€™s roles and experiences in various religious traditions. Consideration will be given to women in sacred scriptures and in the institutional

development ofreligious traditions. This course includes a look at how religion helps form womenâ€™s roles in society and how women shape religious cultures. Contemporary woman-oriented spiritual movements and religious practices will be explored.

THEO 280 - Pastoral Internship (2)
The Pastoral Internship includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. (Note: Ministry students only)

Crosslisted as: THEO281.

THEO 295 - Travel and Study Tours (4)
Study tours to significant places in the Christian tradition, e.g. the Holy Land, Greece, Europe, etc. Participation in a seminar and an integrative paper is required as part of the experience.

THEO 200MP - Leadership Skills & Competencies (4)
In order to become an effective leader in ministry there is a recognizable need to develop certain skills and competencies. The need for culturally specific abilities and an informed understanding of the realities of the Church in the US provide for another challenge to leaders seeking to work with the Hispanic people. This course will address the skills, abilities, sensitivities and challenges that arise in ministry to Hispanics in the Catholic Church in the US especially in a mixed cultural setting.

THEO 205MP - Christian Family and Marriage (3)
The course will give an overview of marriage and family life in Church. The course takes an interdisciplinary approach to understanding current issues in Christian practice and their historical, psychological, sociological, and theological foundations. Attention is given to the practical problems encountered in ministry to families.

THEO 210MP - Challenges in Ministry Today (4)
This course is designed to underscore the need for self care in ministry in order to avoid burnout and develop a balance between personal and ministerial goals. An awareness of what it means to be a Hispanic minister at the present time given the challenges of the modern world and the conflicts that may arise between cultures will be the core component of this course.

THEO 215MP - Pastoral Leadership (4)
Beginning with Vatican II documents, this course will provide a basis in Ecclesiology with an emphasis on the three models of church leadership used in Hispanic Ministry in the US Church: Collaborative Leadership (Pastoral de Conjunto), Missionary Option ( Mision Continental) and Servant Leadership ( Liderazgo Servicial). Challenges in the application of these models in Latin America and the US will be reviewed in an effort to discern what components may apply to the present pastoral reality

THEO 220MP - Theological Reflection (4)
This course is designed to address major theological concepts such as Church, Mystery of God, Christology, revelation, grace, faith etc. as well as giving students some experience of differing theological methodologies within the discipline of theology.

THEO 221MP - Fundamental Moral Theology (4)
This course will present the foundations of Christian morality particularly as understood within the Roman Catholic tradition: scripture, magisterium, and the lived faith experience of believers. The course will include a survey of the history of moral theology with attention to the impact of Vatican II and contemporary pluralism on its development. Among the topics examined will be the question of evil, understandings of sin and grace, and the development of conscience. Various approaches and methodologies currently employed within the moral theology will be explored. Satisfies Cluster 4 General Education requirement

THEO 230MP - Religious Education:Skills&Competencies (4)
The course will give an overview of the role of the religious educator in the Church. An overview of theories of teaching and learning for adults, adolescents and children. The course will explore conte3mporary documents on Catechetics and Evangelization which ground the educational ministry of the Church. Skills in designing and evaluating curricula will be developed, with practical applications for program development

and delivery in a wide span of parish venues and age groupings.

THEO 240MP - Pastoral Administration (4)
The course will give an overview of an effective Pastoral Administrator in the Church. Students will learn about management, leadership, and the use of resources to advance the Gospel.

THEO 250MP - Christian Ethics:Decision Making (4)
Through considering the scripture, the teaching authority of Catholic and other Christian communities and the lived faith experience of believers, this course will examine the principles and foundations of Christian Ethics. Attention will be given to factors that influence the dignity and freedom of the human person, the development of conscience and the process of discernment. Among the issues that may be addressed are racism and immigration, business and economics, violence and pacifism, as well as medical and sexual ethics.

THEO 280MP - Independent Pastoral Internship (2)
The Ministry Integration Seminar includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. For HPM students, the course also includes instruction on Hispanic Theology in the United States (Note: Ministry students only)

THEO 281MP - Independent Pastoral Internship (2)
The Ministry Integration Seminar includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. For HPM students, the course also includes instruction on Hispanic Theology in the United States (Note: Ministry students only)

THEO 300 - Homiletics Art of Preaching (4)
This course is designed to provide an introduction to the theology and practice of preaching. The main areas of consideration will be the person of the preacher, remote and immediate preparation including Scripture exegesis, and effective presentation of the homily. The art of homily design and delivery will be practiced by participants throughout the course. (Note: Ministry students only)

THEO 309 - History of Christianity I (2)
A survey of Church History from the time of the apostles to the present, with special attention given to the theological, institutional, and spiritual developments in each age.

THEO 313 - History of Christianity II (2)
The continuation of History of Christianity I. A survey of church History from the time of the apostles to the present, with special attention given to the theological, institutional, and spiritual developments in each age.

Crosslisted as: THEO213.

THEO 320 - Fundamentals of Christian Faith (4)
This course introduces students to the core teachings of Christianity including God, Trinity, Creation, Humanity, Sin, and Redemption. It explores the meaning of these Christian ideas and their interrelationships and it examines the role of human reason in the quest for a deeper understanding of Godâ€™s self-revelation. Special attention is given to the human response to the offer of love by a God who wills the salvation of all people.

THEO 385 - Ethics & Justice (4)
This interdisciplinary course will address concepts in ethics from both theological and philosophical perspectives that are important to the practice of justice such as human dignity, human rights, the relationship between law and morality, and the distinction between morality and ethics. Theological andphilosophical theories of justice, concepts of law and justice such as due process, and the relationship between justice and ethics will be explored. Issues in ethics and justice will be examined such as civil disobedience, bias (such as gender and race) punishment and rehabilitation, and capital punishment.

Crosslisted as: THEO285.

THEO 300MP - Homiletics Art of Preaching (4)
This course is designed to provide an introduction to the theology and practice of preaching. The main areas of consideration will be the person of the preacher, remote and immediate preparation including Scripture exegesis, and effective presentation of the homily. The art of homily

design and delivery will be practiced by participants throughout the course. (Note: Ministry students only)

THEO 320MP - Fundamentals of Christian Faith (4)
This course introduces students to the core teachings of Christianity including God, Trinity, Creation, Humanity, Sin, and Redemption. It explores the meaning of these Christian ideas and their interrelationships and it examines the role of human reason in the quest for a deeper understanding of God's self-revelation. Special attention is given to the human response to the offer of love by a God who wills the salvation of all people.

THEO 400 - Special Topics in Theology (4)
A study of specific issues as determined by studentinterest and need and the interest of members of the department. (3 credits for Ministry students only)

THEO 425 - Coordinating Seminar (4)
A study of an area of contemporary interest involving a variety of theological disciplines. The course is designed as a combination ofindependent study and group discussion which is conducted by members of the department. The presentation of the paper for this course constitutes the capstone experience for theology majors.

THEO 491 - Independent Study (3)
Open to students with special interest and motivation who have completed at least two courses in the department. Registration requires departmental approval.

THEO 600 - Intro to Theology (3)
This course introduces students to the discipline and practices oftheology, broadly understood. It includes a brief overview ofimportant theological vocabulary,ways of viewing the Bible asboth a devotional and scholarly text, and key elements that characterizeethical, theological, and other academic arguments. Thecourse begins with a consideration of how theology is shaped byand shapes the social location in which it is practiced.

THEO 603 - History of Christianity (3)
A survey of major persons and events in the 2000 year of Christianity. Emphasis will be on development of ecclesial structures, creedal statements, and the continuing struggles to befaithful to the proclamation of the gospel.

THEO 605 - Mystery of Christ (3)
Using scripture, selected theological writings, and contemporary authors, students will explore the Mystery of God as seen in Christian theology. Course will include attempts to understandthe mystery of Yahweh in Hebrew Scripture, Jesus the Christ in Christian scripture, and eventual proclamation of the mystery of the Trinity in Christian literature.

THEO 609 - Scriptual Interpretation (3)
The course provides an overview of the history of biblical interpretation including contemporary trends in biblical scholarship. The course may cover such topics as the relationship between scriptural interpretation and theology, the use of scripture in Church documents, and the application of the meaning of scripture in todayâ€™s world.

THEO 615 - Mystery of the Church (3)
Using contemporary texts in ecclesiology, as well as thedocuments of Vatican II, students will explore the mystery of thechurch in the ideal and the real world of faith. Focus will bemainly on the Roman Catholic Church, but always in conversationwith other Christian churches and ecclesial communities.

THEO 617 - Theological Foundations (3)
This course will present the discipline and practices of theologythrough a study of the foundations of theological thought andformulation; faith and grace, revelation and its transmission,experience, the magisterium, and their proper use in theologicalmethod. In addition, attention will be given to the influence ofhistorical, social and cultural contexts on the development oftheological thought.

THEO 619 - Liturgical Theology (3)
Using insights from anthropology, history of religions, rituals, andcontemporary sacramental theology, students will study theembodied nature of the human person and the ways this is celebratedin the Christian rituals.

THEO 625 - Ministry & Ministries:Theology & Praxis (3)
The course will trace the origins of the concept of ministry in theNew Testament church, the gradual

narrowing and clericalizationof the concept in church history, and newer and broader understandingsof the concept flowing from Vatican Council II.Emphasis will be on contemporary development of theology ofministry and pastoral applications of the theology.

THEO 627 - Catholic Moral Theology (3)
This course will present the foundations of Christian moral theology, particularly as understood within the Roman Catholic tradition; scripture, magisterium, and the lived faith experience ofbelievers. Attention will be given to various moral methodologies,the influence of Vatican II and questions concerning grace, sin, and conscience and natural law.

THEO 629 - U.S. Catholic Experience (3)
The course will focus on the history of the Catholic community in the United States from colonial times to the present. Special attention will be given to the growth of parishes, the effects of immigration and ethnic pluralism within the Roman Catholic community, the impact of American culture on the practice of the faith and the ways people have handed on the faith.

THEO 635 - Catholic Theology and World Religions (3)
This course focuses on the ecumencial movement and its development within the Roman Catholic Church and on the interaction of the Catholic Church with the sacred texts and communities of the world's greatest religions. Not all religious traditions may be covered in the courses, and priority will be given to Jewish-Catholic and Muslim-Catholic dialogues. Relevant Vatican documents will be examined.

THEO 637 - Christian Views of the Body (3)
The course develops a positive approach to the body as constitutive of human identity from New Testament times to the present. Our understanding of the body in different historical periods, the distinctiveness of the Christian view and the implications of that understanding for marriage and consecrated celibacy will be explored along with contemporary cultural emphasis on health, lifestyle and ethics.

THEO 641 - Christian Spirituality Through the Ages (3)
This course is a survey of the history of Christian spirituality fromNew Testament times to the present. The course will include astudy of the differing ways that â€œspiritualityâ€has been understoodin history and of both ordinary or everyday mysticism andextraordinary mysticism.

THEO 642 - (1)
Crosslisted as: THEO142.

THEO 643 - (1)
Crosslisted as: THEO141.

THEO 644 - (1)
Crosslisted as: THEO144.

THEO 645 - The Word of God in the Lectionary (3)
The course will examine the meaning of DABAR, the Hebrew term for â€œwordâ€. The dynamic meaning of that term will introduce the student to the theology of word in Christian scripture and the lectio selecta which becomes the source for the Lectionary. The rhythm of the Church Year will be studied, as well as significant Christological themes proclaimed in the readings.

THEO 646 - (1)
Crosslisted as: THEO146.

THEO 650 - Pauline Writings (3)
This course will focus on the major themes in the epistles of Paul,one of the first and most influential interpreters of the life andteachings of Jesus.

THEO 651 - Theory & Practice of Preaching (3)
One contemporary theologian refers to preaching as anâ€œart anda craftâ€. This course will focus the central place that theWord ofGod has in Christian life, the central place that preaching hasalways had in nourishing and evangelizing the Christiancommunity, and the varied settings, liturgical and other, wherethe word must be broken for the community. Theological principlesconnected with preaching, theories of goodcommunication, use of body, voice, and diction will also beexplored. All students in the course will be given opportunitiesto test out theory in the practice of preaching.

THEO 656 - Age of Plurality (3)
This course focuses on the ecumenical movement and its developmentwithin the Roman Catholic Church and on theinteraction of the Catholic

Church with the sacred texts andcommunities of significant non Christian traditions. Priority willbe given to Jewish-Catholic and Muslim-Catholic dialogues.Relevant Vatican documents will be examined.

THEO 659 - Theology & the Arts (3)
Aesthetics, or the contemplation of Beauty, is one of thewonderful gifts of human experience. It is another way ofdiscovering Godâ€™s Presence. Students will analyze the nature ofaesthetical experience and will have opportunities to explorevarious examples in the visual arts, dance and music, findingthese as other ways to encounter the Divine.

THEO 663 - Spirituality & Ethics (3)
As spirituality moves beyond identification with prayer and asethics shifts in emphasis from avoiding evil to doing good, thetrajectory toward convergence invites serious reflection. Inparticular the developing social aspects of spirituality and ethicsare traced in their historical roots, current status and future possibilities.

THEO 667 - Wisdom of the Mystics (3)
A rich resource in Christian history is its mystical tradition. An exploration of this tradition in terms of the meaning of mysticism, the various â€œwaysâ€ of the mystics, the dominant figures in its history, the renewal of interest in some of the less well known medieval women mystics, and the contemporary return to classics are among the topics to be explored.

THEO 674 - Christian Spirit & Charity (3)
This course explores the interrelationship between charity and Christian spiritualities. It will examine expressions of charity such as compassion, forgiveness, sacrifice and social action as developed in the scripture and in the writings of various Christian spiritual movements. Along with the life of charity lived in service of the poor as evidenced in the Vincentian tradition, other spiritualities may be presented which underscore the relationship of charity to justice, peace and the life of prayer.

THEO 675 - (3)

THEO 677 - (3)

THEO 679 - (3)

THEO 683 - Special Topics (3)
This course is a study of a special topic of theological merit asdetermined by the interest of the members of the TheologyDepartment. Particular special topic courses may include a travelprogram as constitutive to the course.

THEO 685 - Independent Study (3)
This course is an independent study of a particular theologicaltopic. The requirements of the study would be determined bymembers of the Theology Department. This course is offeredonly under special circumstances and requires the permission ofthe Theology Program Director.

THEO 697 - Culminating Requirement (0)
Upon completing all coursework, students will submit threeresearch papers from the program and, with the guidance of afaculty advisor, expand and deepen these papers as evidence ofthe ability to research and present theological topics in an indepth,competent and scholarly manner. Once the papers arecompleted, students will recommend 2 of the 2-3 facultymembers who will participate in a one-hour conversation aboutthe work presented and assign a final grade of Pass, or Fail.Please see the Program Description for more detailed informationon all student obligations related to this culminatingexperience.

## WCL - World Cultures and Languages

WCL 100 - Introduction to the Study of Languages (4)
Introduction to the Study of Languages is a general interest course intended for students in all fields. It provides an overview of an inarguably fundamental human capacity: language. Languages reflect both our collective humanity and our socio-historical diversity; as such, all languages are worthy of study and respect. Students will consider a variety of language-related topics in the context of the cognitive sciences, social sciences, and humanities. Course readings provide students with exposure to many of the basic concepts and terms used in the study of language. Lectures

complement the readings by further elucidating key concepts and exemplifying these notions. Open to all

WCL 107 - Spanish for Health Care Professionals (4)
An elementary course designed especially for health care professionals to acquire a basis for development of communication skills in Spanish. Emphasis is on conversation using vocabulary and structures needed for health-related situations in hospitals and care-giving environments. The course includes discussion of cultural dimensions that affect efficient health care.

WCL 109 - Span BasicGram&WritngforHeritageSpeakers (4)
A course for Spanish-speaking students which affords them the opportunity to study Spanish formally in an academic setting in the same way native English speakers study English language arts. The course allows students to reactivate the Spanish they have learned previously and develop it further, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop or augment Spanish academic language skills, and to enhance career opportunities. Students will develop strategic Spanish academic vocabulary as they learn to critically analyze a text, write poetry, and acquire new information in different academic content areas.

WCL 110 - A Survey of Global Studies (4)
This course provides a broad survey of content-intensive information necessary for a foundational understanding of the world's cultures and societies. The essential facts, concepts, principles, policies, and interpretations pertinent to the following subject areas will be examined: global history, governments, geography, and economics. Open to all

WCL 115 - Principles of Human Geography (4)
Human Geography introduces students to fundamental issues and concepts that will help them understand the world in which they live. It focuses on the dynamic and complex relationships between people and the environments they inhabit. Topics including environment, religion, language, demography, geopolitics, industry, and urban and rural life offer students a holistic understanding of the various culture areas. Students will learn the basic geographical tools and concepts needed to understand the complexity of places and regions and to appreciate the interconnections between their lives and those of people in different parts of the world, preparing them to make the world a better place. The course provides not only a body of knowledge about the creation of places and regions, but also an understanding of both the interdependence of places and regions in a globalizing world, and the major changes that have taken place in global, regional, and local landscapes. Open to all

WCL 101FRE - Basic Language Culture French (4)
An introductory course aimed at exposing students to the French language for the first time. It provides students with vocabulary and structures needed for basic communication. The course includes an introduction to the French culture, and it is the perfect preparation for students getting ready for a short-term travel/study abroad experience.

WCL 101ITA - Basic Language and Culture Italian (4)
An introductory course aimed at exposing students to the Italian language for the first time. It provides students with vocabulary and structures needed for basic communication. The course includes an introduction to the Italian culture, and it is the perfect preparation for students getting ready for a short-term travel/study abroad experience.

WCL 101LAT - Basic Language and Culture Latin (4)
An introductory course aimed at exposing students to the Latin language for the first time. It provides students with vocabulary and structures needed for basic communication. The course includes an introduction to the Latin culture, and it is the perfect preparation for students getting ready for a short-term travel/study abroad experience.

WCL 101SPA - Basic Language Culture Spanish (4)
An introductory course aimed at exposing students to the Spanish language for the first time. It provides students with vocabulary and structures needed for basic communication. The course includes an introduction to the Spanish culture, and it is the perfect preparation for students getting ready for a short-term travel/study abroad experience.

WCL 103FRE - Beginning Lang,Grammar & Culture French (4)
A beginning course for students who have had some exposure to the French language and/or its culture. It builds a foundation for the development of proficiency in understanding, speaking, reading, and writing in the French language. Students gain practice with vocabulary and structures needed for communication, complemented by an introduction to various aspects of the relevant culture. Students will practice simple and direct exchanges of information on familiar and routine matters, as well as their lives and immediate environments.

WCL 103ITA - Beginner Lang,Grammar & Culture Italian (4)
A beginning course for students who have had some exposure to the Italian language and/or its culture. It builds a foundation for the development of proficiency in understanding, speaking, reading, and writing in the Italian language. Students gain practice with vocabulary and structures needed for communication, complemented by an introduction to various aspects of the relevant culture. Students will practice simple and direct exchanges of information on familiar and routine matters, as well as their lives and immediate environments.

WCL 103LAT - Beginner Lang,Grammar & Culture Latin (4)
A beginning course for students who have had some exposure to the Latin language and/or its culture. It builds a foundation for the development of proficiency in understanding, speaking, reading, and writing in the Latin language. Students gain practice with vocabulary and structures needed for communication, complemented by an introduction to various aspects of the relevant culture. Students will practice simple and direct exchanges of information on familiar and routine matters, as well as their lives and immediate environments.

WCL 103SPA - Beginner Lang,Grammar&Culture Spanish (4)
A beginning course for students who have had some exposure to the Spanish language and/or its culture. It builds a foundation for the development of proficiency in understanding, speaking, reading, and writing in the Spanish language. Students gain practice with vocabulary and structures needed for communication, complemented by an introduction to various aspects of the relevant culture. Students will practice simple and direct exchanges of information on familiar and routine matters, as well as their lives and immediate environments.

WCL 200 - Literature Survey (4)
This survey course encompasses historical backgrounds and samplings of the great literature of Spain and/or Spanish America, the Francophone world, or other areas related to a particular romance language. Readings will be included from the Middle Ages, the Renaissance, and the Enlightenment Periods. The 19th and 20th Centuries with their varieties of Romanticism, Realism, Naturalism and Modernism will also be considered. Taught in the corresponding language.

WCL 203 - Spa Inter Writing&Style HeritageSpeakers (4)
A continuation of WCL 109 concentrating on developing strategic Spanish reading skills, while investigating the literary genres of expository essays, myths, fables, legends, poetry, short stories, and novels. Students will read a variety of selections and produce writing in various formats and genres including well-developed paragraphs, literary responses, expository essays, narratives, and technical documents, while continuing to refine their mastery of correct grammar, spelling, punctuation, and capitalization. Pre-requisite: WCL 109-or equivalent level of proficiency demonstrated through a placement test.

Prerequisite: WCL109.

WCL 205 - AreaStudies:Culture & Traditons (2)
Language cannot be studied in isolation but rather through its functions in all spheres of the life of society, its role as a means of communication and cognition, and as an instrument of culture. As the connection between the language and the life of the people who speak it has been well-established, studying foreign languages in broad social, political and cultural contexts becomes a necessity. Students are introduced to the culture and civilization of the people whose language they study acquiring a deep understanding of the world in which the languages they study function. Students are encouraged to combine knowledge of a certain country or region with knowledge of the language/s spoken there. The curriculum includes courses in various aspects of a region: students study its history, population, economy, culture, literature and religion.

WCL 201FRE - Intermed Lang,Writ,Spk,Culture French (4)
A continuation of WCL103FRE Introducing more advanced skills in writing and speaking French. Students will practice the French language to discuss and write about familiar matters regularly encountered in work, school, leisure, etc. The course is designed to help students deal with most situations likely to arise while travelling in an area where the language is spoken and to enable them to produce simple connected text on familiar topics. Comparative analysis and various cultural/historical aspects of the French language are discussed in depth, and students are introduced to the various language registers. Pre-requisite: WCL103FRE-or equivalent level of proficiency demonstrated through a placement test.

Prerequisite: WCL103FRE.

WCL 201ITA - Intermed Lang,Writ,Spk,Culture Italian (4)
A continuation of WCL103ITA--, introducing more advanced skills in writing and speaking Italian. Students will practice the Italian language to discuss and write about familiar matters regularly encountered in work, school, leisure, etc. The course is designed to help students deal with most situations likely to arise while travelling in an area where the language is spoken and to enable them to produce simple connected text on familiar topics. Comparative analysis and various cultural/historical aspects of the Italian language are discussed in depth, and students are introduced to the various language registers. Pre-requisite: WCL103ITA-or equivalent level of proficiency demonstrated through a placement test.

Prerequisite: WCL103ITA.

WCL 201LAT - Intermed Lang,Writ,Spk,Culture Latin (4)
A continuation of WCL103LAT--, introducing more advanced skills in writing and speaking Latin. Students will practice the Latin language to discuss and write about familiar matters regularly encountered in work, school, leisure, etc. The course is designed to help students deal with most situations likely to arise while travelling in an area where the language is spoken and to enable them to produce simple connected text on familiar topics. Comparative analysis and various cultural/historical aspects of the Latin language are discussed in depth, and students are introduced to the various language registers. Pre-requisite: WCL103LAT-or equivalent level of proficiency demonstrated through a placement test.

Prerequisite: WCL103LAT.

WCL 201SPA - Intermed Lang,Writ,Spk,Culture Spanish (4)
A continuation of WCL103SPAintroducing more advanced skills in writing and speaking Spanish. Students will practice the Spanish language to discuss and write about familiar matters regularly encountered in work, school, leisure, etc. The course is designed to help students deal with most situations likely to arise while travelling in an area where the language is spoken and to enable them to produce simple connected text on familiar topics. Comparative analysis and various cultural/historical aspects of the Spanish language are discussed in depth, and students are introduced to the various language registers. Pre-requisite: WCL103SPA-or equivalent level of proficiency demonstrated through a placement test.

Prerequisite: WCL103SPA.

WCL 300 - Reading & Contexts (4)
Development of reading strategies and skills needed for analyzing and understanding literary/cultural texts. The course is organized around a topic based on a theme, period, or major writer and chosen to meet the needs of students who are just beginning upper-level coursework in their language of choice. Special attention given to vocabulary development, to the advanced grammar and to the historical context required for understanding literary/cultural texts. By analyzing texts and writing frequently, students learn how ideas are formed through language. The course teaches students to pay close attention to how a piece of writing creates meaning at the level of the word, the phrase, the sentence, and the paragraph or verse. Students become critical readers not only of texts but also of the world around them. Pre-requisite: Students must demonstrate at least the intermediate level of proficiency in Spanish either by successfully completing a 200-level Spanish course or by demonstrating that proficiency through a placement test.

WCL 305 - Composition & Conversation (4)
A course designed to advance students' communicative skills through conversation, reading, and writing activities. The course includes an intensive study of oral and written expression, combining creative and academic writing. Readings and discussions are based on essays, short stories, poems, current newspapers, TV shows and films. Frequent compositions are required. Pre-requisite: Students must demonstrate at least the intermediate level of proficiency in Spanish either by successfully completing a 200-level Spanish course or by demonstrating that proficiency through a placement test.

WCL 310 - Grammar & Style (4)
Emphasizes the normative aspects of the language, its style, registers and the finer points of grammar mostly when writing in the target language and translating advanced texts from English to the target language. The course develops vocabulary, style and ability to use different levels of language. Students learn to take into consideration audience and genre, so that they are able to write and speak in more than one style and for more than one audience. Pre-requisite: Students must demonstrate at least the intermediate level of proficiency in Spanish either by successfully completing a 200-level Spanish course or by demonstrating that proficiency through a placement test.

WCL 315 - Romance Languages: Their Heritages (4)
A study of the evolution and survival of the Latin language in the modern Romance languages. The course will examine how, in particular, the French, Italian and Spanish languages developed and arrived at their separate destinies while sharing similarities and maintaining strong ties to their Latin parent. Attention will be given to the historical and social circumstances that contributed to the evolution of these languages. Pre-requisite: Students must demonstrate at least the intermediate level of proficiency in Spanish either by successfully completing a 200-level Spanish course or by demonstrating that proficiency through a placement test.

WCL 490 - Capstone Seminar (2)
The purpose of the capstone requirement for the Spanish major provides students with a unique opportunity to work closely with a faculty member on a focused topic of research. It will also provide the program with a mechanism for determining whether our students are meeting the learning outcomes for the major. Students are expected to have developed solid linguistic grounding, broad knowledge of the language's corresponding cultures, and skills in literary and cultural analysis. Building upon this knowledge from previous coursework in the major, the seminar will educate students about current trends in the discipline, introduce them to a focused area of research, and engage them in presentations and weekly discussions. Students are expected to give a formal class report and write a research paper demonstrating language proficiency, critical and creative thinking, analytical skills and a cultural perspective as the culmination of the capstone requirement. Students majoring in Global Studies engage in cross-disciplinary work to examine global/local issues with a holistic approach. They will prepare, present, and attend end-of-term student presentations on their capstone projects. Seminar students expand, sharpen, and coordinate their comprehension by reviewing and discussing selected advanced readings in the field of Globalization Studies. Interdisciplinary perspectives and contemporary problems will be stressed. Students will be expected to draw upon and synthesize the knowledge they have acquired from prior internationally-oriented coursework, language courses, study-abroad experiences, and related studies to their overall education and personal and career goals. In addition, students in the Seminar will complete a research paper using primary-source material. Pre-requisite: Senior status

WCL 495 - Experience (Internship/Study Abroad) (2)
Study abroad is a most valuable experience because it expands students' awareness of global perspectives, strengthens their language skills, and builds understanding and appreciation of other cultures. Students can also obtain internships in the US that offer an appropriate intercultural or international component. By the end of this element, students complete a project whose purpose is to help them learn about their destination, enhance their cultural observation skills while they are abroad or completing their internship, reflect on the impact of their experience once they return, and articulate why

the it mattered and what hard and soft skills they developed as a result of their experience.During the course of study, students are encouraged to engage in meaningful service-learning activities including engagement in the community and activities that increase awareness on humanitarian issues especially those relating to displaced people, refugees, and immigrants. Pre-requisite: At least one WCL course.

## WL - WL

WL 211 - Carribbean Cultures* (3)
Focuses on French and Spanish speaking islands, with emphasis on historical, political, social, and economic development as well as artistic contributions of each culture. Taught in English. Satisfies Cluster 1 or 5 General Education requirement.

## WS - Women's Studies

WS 105 - Intro to Women's Studies (4)
Focusing on the roles of women in a cross-cultural context, this course introduces students to the discipline of women's studies and serves as a basis for more specialized courses. It treats such issues as women in the family, workplace, and community in a multidisciplinary context. Students will learn about various areas of social, psychological, economic, and cultural concerns to modern women. Satisfies Cluster 5 General Education requirement. 4crs.

WS 200 - Feminisms in Global Perspectives (4)
This course will examine the diversity of women's experience within an economic, political, and social framework. Feminist issues and priorities World-wide will be examined. Geographical areas such as North Africa, Central America, and South-east Asia will be represented. 4crs.

WS 255 - Honors Multidisiplinary Seminar (3)
This course provides an interdisciplinary approach to cultural analysis, through the lens of gender. Course includes in-depth study, discussion, and evaluation of social, cultural, and economic norms and practices from both Western and non-Western perspectives. Students will closely study the role of gender in shaping culture. Prerequisite: participant in the Honors Program or permission of the instructor. 4crs.

WS 299 - Spec Topics: (3)
An in-depth study of a particular area of interest in Women's Studies, the special topics course will be offered on a rotating basis to offer students courses and perspectives that might not otherwise be offered. May be repeated for credit. 4crs.

WS 395 - Sem Women's Studies (4)
An examination of the new scholarship in Women's Studies particularly contemporary theory and its application to various social models. This course addresses the ways gender influences basic questions within disciplines and includes an independent research project in which students apply issues raised in this seminar to a given discipline, generally their major. Prerequisite: nine credits completed in the Women's Studies Minor or permission of the instructor. 4crs.

WS 399 - Spec Topics in WS: (3)
An in-depth study of a particular area of interest in Women's Studies, the special topics course will be offered on a rotating basis to offer students courses and perspectives that might not otherwise be offered. May be repeated for credit. 4crs.

WS 490 - SR Research Colliquim (2)
Students will design and complete an advanced research project in their area of interest. This project will be mentored either by faculty in women's studies or the student's area of interest or both. Students will work on the research project in a structured environment, and present their work at the end of the semester. Students will use primary source documents and apply concepts learned in WS 395. Prerequisite:WS 395. 2crs.

WS 491 - Independent Study: (2)
Faculty-supervised in depth study of an appropriate topic of particular interest to the student in Women's Studies. Variable Credit, students can register 1-4 credits.

WS 495 - Internship (2)
Application of theoretical concepts in a professional environment. Internship must be approved by the director. 2crs.

Prerequisite: WS105.

# About CSE

The College of Saint Elizabeth offers a quality education in the Catholic tradition with a firm foundation in the liberal arts and a clear focus on preparing students for meaningful lives and rewarding careers.

CSE was founded in 1899 by the Sisters of Charity of Saint Elizabeth, and our mission today reflects the values they gave us – a moral grounding in our Catholic heritage; an emphasis on critical inquiry in the pursuit of knowledge; and a commitment to civic responsibility and social justice.

From those origins, CSE has built a legacy of providing students with an educational foundation for lives of ethical leadership in a wide range of careers and walks of life. Today, women and men of all ages and backgrounds come to CSE from 40 countries around the globe for the College's challenging academics, supportive learning environment, and close-knit community.

CSE is a multifaceted college with programs for women and men of diverse ages and backgrounds. Students have the following options in selecting a program of study that best meets their needs:

**Undergraduate**

The undergraduate program enables students to gain the knowledge and experience they need to achieve their full potential academically, personally, spiritually, and professionally.

**Continuing Studies**

Flexible coeducational programs leading to a bachelor's degree meet the needs of adult learners seeking to advance their careers.

**Graduate Studies**

Evening, weekend and online master's and doctoral programs are designed to help students advance in high-demand fields and professions.

**Professional Certificate/Certification Programs**

CSE offers coeducational programs leading to certification in school counseling, education, sports nutrition and wellness, and certificates in management and ministry.

**Online Programs**

The College offers fully online graduate degrees in Justice Administration & Public Service and Nutrition. Many other programs offer hybrid and online courses as part of a degree or certificate.

## Mission Statement

The mission of the College of Saint Elizabeth, sponsored by the Sisters of Charity of Saint Elizabeth, is to be a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures.

Through the vision and values of Elizabeth Ann Seton, Vincent de Paul and Louise de Marillac and rooted in Gospel values and in Catholic Social Teaching, the College of Saint Elizabeth affirms its solidarity with the poor and its commitment in service to the community.

Read our Vision Statement and learn more about our Core Values.

## Accreditation

The College was first incorporated under New Jersey State laws on May 19, 1900, and the first baccalaureate degrees were granted on June 18, 1903. In 1905 the New York State Board of Regents extended to the College of Saint Elizabeth a formal certificate of registration of its degrees, confirming earlier approval of its programs stated in letters of 1899 and 1901.

In 1917, the Association of American Universities placed the College of Saint Elizabeth in its Approved List of Colleges and Universities, ninety-six in all, seventeen for women, whose graduates were eligible for admission to the graduate schools of the 24 leading universities comprising the membership of the Association. The College was included also in the first published list of accredited colleges issued by the Middle States Commission on Higher Education in 1921, and it has continuously maintained such accreditation.

The Middle States Commission on Higher Education is located at:

3624 Market Street
Philadelphia, PA 19104-2680
Telephone: (215) 662-5606. (For special professional accreditation see each department.)

The Office of the President maintains copies of all accreditation and approvals. An appointment with that office may be made to review these documents.

## Federal Compliance

The College of Saint Elizabeth does not discriminate on the basis of sex, physical handicap, race, age, color, and national or ethnic origin in the administration of its admissions, educational policies, scholarship and loan programs, or other college policies, including employment.

The College of Saint Elizabeth complies with Title VI – Civil Rights Act of 1964; Title IX, Education Amendments of 1972, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Student inquiries concerning the implementation of these policies should be made to the Vice President for Student Life at (973) 290-4204. Employees should address inquiries to the Vice President for Finance and Administration and Treasurer at (973) 290-4498. The address of federal agencies charges with enforcement of the referenced statutes may be obtained upon request.

The College of Saint Elizabeth, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act makes information available concerning campus security procedures and campus crime statistics and in the following offices: Admission; Business; Vice President for Student Life and Dean of Students; Financial Aid; Registrar.

In accordance with the Student Right-To-Know and Campus Security Act, the College reports the graduation rate of full-time, first-time first-year students who entered in Fall 1996 and subsequent years to all current students by personalized e-mail and to prospective students who request the information. The report is available in the Admission office, Financial Aid office, and in the Registrar's office.

The College has adopted a policy to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974 which protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides guidelines for the correction of that record. The College informs students of their rights under FERPA including the right to prevent disclosure of personally identifiable information.

The College also adheres to the requirements of the Solomon-Pombo Amendment, which allows the United States Military access to college campuses for recruitment. This amendment also allows the military recruiters to student directory information without the student's prior approval. Students may obtain a Request to Prevent Disclosure of Directory Information Form from the Registrar's Office. Failure to request the withholding of directory information indicates approval for disclosure.

Copies of all College policies are available from the offices of the President, the Vice President and Dean for Academic Affairs, the Vice President for Student Life and Dean of Students, or Registrar. Written complaints concerning allegations of failure to comply with the Act can be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington DC 20202-5920.

# Academic Policies

## Academic Integrity and Conduct

### Academic Integrity Policy

Academic integrity is a demonstration of respect for the scholarship and the intellectual and creative efforts of others. Membership in the academic community of the College of Saint Elizabeth implies a high regard for human dignity and the expectation that ethical conduct be understood and practiced. We recognize that every individual has the right to the fruits of her/his own labor and is entitled to the appropriate acknowledgement of that labor. Consequently, academic integrity is a vital part of the relationship among the College's faculty, administrators, staff and students.

Each member of the academic community must recognize her/his individual responsibility to uphold academic integrity. The College will not accept academic dishonesty, which includes but is not limited to plagiarism, cheating in any form, theft of educational materials, the falsification of data, and illegal production of computer and audio/video software. Penalties will be imposed for violations of academic integrity.

### Acceptable Use of Technology

The College provides technology resources to fulfill its mission as a liberal arts institution, to support our educational and community values, and to support its programs and initiatives. Access to the College's technological resources is a privilege extended to authorized users, and thus carries with it an associated expectation of responsible use. The College's Acceptable Use Policy provides guidelines for appropriate use of technological resources, and is available by contacting Instructional Technology, the Office of Information Systems (973-290-4477), or the Office of the Vice President for Finance and Administration (973-290-4498). This policy also can be found on the College's website at http://www.steu.edu/it/policy/. By accessing the College's technology resources, users agree to abide by the Acceptable Use Policy.

### Class Attendance

- Since faculty members are responsible for maintaining academic standards in their classes, individual instructors determine attendance policies which are appropriate for their specific courses.
- Faculty members will distribute a written attendance policy in effect for that course.
- Students are responsible to know and understand the attendance policies for the courses they are registered in.
- Non-attendance or oral notification in a course – or in the case of online courses, failure to log on and to participate – does not constitute an official withdrawal from the course. Students should follow the policies for dropping or withdrawing from a course.
- Students who are not registered for a course are not permitted to sit in that course. Please check Self Service (www.steu.edu/selfservice) to verify enrollment in classes

### Medical Excuse Policy

Health Services does not provide verification of illness or written excuses for minor illnesses or injuries that result in absence from classes.

Students who will miss class because of routine illnesses should correspond directly with the faculty as soon as possible regarding their circumstances. (Ideally before they miss a class, exam, lab, assignment, etc.)

In the case of significant, prolonged illness lasting at least four or more days or hospitalization, Health Services will notify (with the student's written consent) the Director of Student Services who in turn will notify student's professors.

This verification of significant illness will be provided only for serious illnesses for which the Health Services clinicians have provided services or for which the appropriate written medical documentation from outside clinicians is provided to Health Services

### Sanctions

### The following practices are illegal and/or violations of College policy:

- Making, receiving or using unauthorized copies of computer or audio/video software
- Removing institutional copies of computer or audio/video software from the library, laboratories, or offices without permission from Academic Computing or Media Services
- Copying all or part of another's computer program, assignment, file, database or audio/video material
- Using a computer to obtain illegal access to another computer
- Altering educational versions of software in a manner that violates an existing license or agreement. First-time violations of academic integrity may be dealt with on a one-to one basis by the instructor of the course in which the offense occurred. In such instances the instructor will report the episode and its resolution to the Director of Student Services.

## Subsequent violations of academic integrity will be addressed in accordance with the following guidelines:

### Level One Violations

In cases where a faculty member has reason to believe that a violation of academic integrity might have resulted from a student's ignorance or inexperience, the faculty member may use her/his discretion in adopting an appropriate course of action.

**Examples of Level One Violations:**

- Improper footnoting and/or use of sources
- Quoting a long passage directly without citation
- Paraphrasing without proper attribution

**Recommended Sanction(s):**

- Redoing the assignment
- Receiving no credit for the assignment

### Level Two Violations

In cases where a faculty member believes that a student's violation of academic integrity was deliberate, an institution-wide consistency of penalty must be maintained.

**Examples of Level Two Violations:**

- Cheating on a test, mid-term, or final examination
- Using impermissible material during an examination
- Submitting another's work as one's own on an assignment, paper, test, lab report, or project of any kind
- Repeated occurrences of a Level One Violation

**Recommended Sanction:**

- Failing the assignment or examination

### Level Three Violations

In cases involving repeated occurrences of a Level Two Violation, very serious misconduct, and/or illegal conduct, an institution-wide consistency of penalty must be maintained.

**Examples of Level Three Violations:**

- Theft of an examination or another student's project
- Forgery of any kind
- Having a substitute take an examination
- Sabotaging another's work
- Repeated occurrences of a Level Two Violation

**Recommended Sanction(s):**

- A failing grade in the course
- Suspension or dismissal, as determined by the Vice President for Academic Affairs

## Violations of Academic Integrity

## Violations of Academic Integrity as applied to students include, but are not limited to the following:

- Plagiarizing, which is the use of the work of another person or group without giving the author(s) credit. Plagiarism includes: using all or part of another student's paper, journal, lab report, computer program or file; buying a paper, or trading goods or services for a paper; and using ideas, phrases, sentences, paragraphs, or pages from an article, essay, book, newspaper, magazine, or any other

reference source without properly citing that source, either deliberately or through neglect.

- Cheating on tests which includes copying answers from another student or using impermissible information on an examination.
- Forging the name of a student or member of the faculty, administration, or staff on exams, projects, or college documents.
- Sabotaging the work of another student by deliberately destroying, harming or altering material or projects.
- Falsifying data which includes describing experiments that did not take place, presenting results that were deliberately altered, and/or citing data or references that do not exist.
- Removing books, journals, periodicals, and other library resources without authorization is a form of stealing, and it is illegal.
- Violating copyright laws and/or using the work of others via computer or other technological means without express permission and/or clear attribution demonstrates disrespect for the creative work and personal expression of others. Although electronic and/or magnetic information is easily produced, invasion of privacy, unauthorized access, trade secret violations, and copyright violations are illegal (1987 EDUCOM and AADAPSO and copyright laws). Most computer and audio/video software are protected by copyright laws. It is incumbent upon the user to be familiar with the license agreement between the editor or publisher and the purchaser.

## The following practices are illegal and/or violations of College policy:

- Making, receiving or using unauthorized copies of computer or audio/video software
- Removing institutional copies of computer or audio/video software from the library, laboratories, or offices without permission from Academic Computing or the Media Services
- Copying all or part of another's computer program, assignment, file, database or audio/video material
- Using a computer to obtain illegal access to another computer
- Altering educational versions of software in a manner that violates an existing license or agreement

First-time violations of academic integrity may be dealt with on a one-to one basis by the instructor of the course in which the offense occurred. In such instances the instructor will report the episode and its resolution to the Director of Student Services.

Subsequent violations of academic integrity will be addressed in accordance with the following guidelines:

## Level One Violations

In cases where a faculty member has reason to believe that a violation of academic integrity might have resulted from a student's ignorance or inexperience, the faculty member may use her/his discretion in adopting an appropriate course of action.

**Examples of Level One Violations:**

- Improper footnoting and/or use of sources
- Quoting a long passage directly without citation
- Paraphrasing without proper attribution

**Recommended Sanction(s):**

- Redoing the assignment
- Receiving no credit for the assignment

## Level Two Violations

In cases where a faculty member believes that a student's violation of academic integrity was deliberate, an institution-wide consistency of penalty must be maintained.

**Examples of Level Two Violations:**

- Cheating on a test, mid-term, or final examination
- Using impermissible material during an examination
- Submitting another's work as one's own on an assignment, paper, test, lab report, or project of any kind

- Repeated occurrences of a Level One Violation

**Recommended Sanction(s):**

- Failing the assignment or examination

### Level Three Violations

In cases involving repeated occurrences of a Level II violation, very serious misconduct, and/or illegal conduct, an institution-wide consistency of penalty must also be maintained.

**Examples of Level Three Violations:**

- Theft of an examination or another student's project
- Forgery of any kind
- Having a substitute take an examination
- Sabotaging another's work
- Repeated occurrences of a Level Two Violation

**Recommended Sanction(s):**

- A failing grade in the course
- Suspension or dismissal, as determined by the Vice President for Academic Affairs

## Academic Standing and Classification

### Academic Standards and Continuous Enrollment for Graduate Students

Students accepted to a graduate degree program are expected to work with continuity and to register in that program until all requirements are completed. Students are reminded that an interruption of studies will affect their ability to make satisfactory academic progress toward the completion of their degree requirements. Students who have taken all of their courses but have not finished their culminating experiences, theses, or dissertations will be required to pay a course fee equal to one credit of tuition each semester to maintain a continuous enrollment status through the completion of all coursework. Students who fail to remain continuously enrolled will be withdrawn from their program of study after two semesters. Withdrawn students will be required to reapply to their program of study and will be bound by all policies and stipulations related to readmission (see Requirements for Good Academic Standing.)

### Full-Time, Part-Time and Acceleration

### Undergraduate:

12 credits constitutes full-time status

Students registering for more than 16 credits must get approval from the appropriate Area Dean and may incur overload charges, even when a Program may require that a student take more than 16 credits per semester in order to complete the degree in eight semesters.

### Graduate:

A student who is taking nine or more credits in a semester is considered full-time. A student taking six to eight credits is half-time. A student enrolled in fewer than six credits is part-time

### Leave of Absence from the College

### Undergraduate:

A student with a serious and acceptable reason may apply for a leave of absence through the Director of Student Services.

A student receiving financial aid or College scholarships who intends to take a leave of absence must check with the Financial Aid Office. An approved leave of absence may affect the student's financial aid and/or scholarship funding.

If registered for courses, a student requesting a leave of absence must also follow the course withdrawal procedures. Application for a leave of absence from the College does not guarantee approval for course withdrawal from the current semester.

### Graduate:

Students accepted to a degree Program are expected to work with continuity and to register in that Program until all requirements are completed. Program Directors will consider student-initiated petitions for a leave of absence from studies for up to two semesters. Requests for a leave must be documented. Students are reminded that an interruption of studies may affect their ability to make satisfactory academic progress toward the completion of their degree requirements. Students

who request a leave for more than one full year will be required to reapply to their Program and will be bound by all policies and stipulations related to readmission (see Requirements for Good Academic Standing).

## Matriculation

- A matriculated student is one who has been accepted by the College and is working toward a degree.
- A non-matriculated student is one who is taking courses, but is not working towards a degree

## Probation/Dismissal Undergraduate:

The records of students matriculated in the Women's College and in the Continuing Studies program are reviewed by the Committee on Admissions and Student Academic Standing (CASAS) for academic performance at the end of the fall and spring semesters.

Students in the Women's College will be placed on academic probation under the following circumstances:

- if the grade point average for the semester is below 1.8 in the first year or 2.0 in any semester thereafter;
- if a first-time, first-year student receives NC in two or more courses;
- the cumulative grade point average is below 2.0;
- if the student fails any course specifically required in the major Program; or
- if the student has failed to complete academic skills requirements and the writing requirements by the completion of her 63rd earned credit.

Students in the Continuing Studies program will be placed on academic probation under the following circumstances:

- if the grade point average for the semester is below 2.0 for two consecutive semesters that the student is enrolled;
- if the cumulative grade point average is below 2.0; or
- if the student has failed to complete academic skills requirements and the writing requirements prior to the fourth semester at the College. Students will not be allowed to take college credited courses until the academic skills requirements are completed.

Undergraduate students will be issued a warning if a student:

- receives a grade of D in two courses in a semester

Students in the Continuing Studies Program will be issued a warning if a student:

- a grade of C-, D or F in any major course that requires a C for graduation;
- earns a semester grade point average below 2.0; or
- is not making satisfactory academic progress toward the degree.

Ordinarily, students are placed on probation for one semester. A student who has been placed on probation for failing a course required in the major program must successfully complete that course during the next semester it is offered. The student will be continued on probation until the requirement is met.

If marked improvement is not made during the semester on probation, a student may be placed on probation for a second semester. Usually, if the student has not met satisfactory academic standards after two semesters of probation, she/he will be dismissed from the College. The College reserves the right to terminate a student at the end of any semester for poor academic performance without granting a probationary period.

Students who have been dismissed from the College for academic reasons may appeal the decision to CASAS if they feel that their performance was affected by extenuating circumstances. This appeal should be made in writing and submitted to the Chair of CASAS within one week after the dismissal notice is sent.

If a student has been dismissed from the College for academic reasons, she/he may apply for readmission after one year. The applicant seeking readmission must document a successful

academic experience at another accredited college or university, or a successful work experience. CASAS evaluates this document and other supporting material prior to making a decision on the reapplication.

## Graduate:

Students who fail to maintain a 3.00 cumulative grade point average in their course work are automatically subject to probation for two semesters and suspension from the degree program if a 3.00 cumulative grade point average is not achieved in the third semester. A student on probation should meet with the program director to discuss the conditions of probation. Failure to meet the conditions and standards of probation will result in suspension. While on academic probation, the student's credit load may be restricted.

A student will receive an academic warning when she/he receives her/his first "C/C+" grade. A second "C/C+" grade will place the student in academic jeopardy. A student who obtains three "C+/C" grades, or one "F" in program course work, for whatever reason, will be suspended from the graduate program.

A student who is suspended from an academic program for any reason must wait one full calendar year past the semester of suspension before reapplying to a graduate program. The Program Faculty may deny a student re-admission for any cause

## Requirements for Good Academic Standing

### Graduate Students:

Satisfactory academic progress includes the achievement of the required cumulative grade point average and the accumulation of sufficient credits within a stipulated time frame. A student must be in good academic standing with a 3.00 cumulative grade point average in order to apply for admission to degree candidacy.

## Time Limitation for Graduate Degrees

Ordinarily, students are expected to enroll continuously until the program is completed. A student who does not earn any graduate credit toward the degree during two consecutive semesters will be required to reapply for admission to the graduate program; no fee is required for readmission. Students in good academic standing are readmitted under the catalog in effect at the time of re-entry.

The length of time given to a student to complete a degree is calculated from the date the student becomes matriculated in the graduate program.

A full-time student must successfully complete a degree within three calendar years; a half-time student pursuing a degree must successfully complete a degree in six calendar years. Less than half-time will be evaluated using similar criteria. A full-time student in the 60-credit mental health specialty in counseling psychology must successfully complete a degree in five years; a half-time student in this program must complete a degree in seven-and-a-half years. Less than half-time students will be evaluated using similar criteria. However, a written petition for extension with full documentation of extraordinary cause, such as the granting of a leave of absence for medical or other good reason, must be made to the Director of the Program in which the student is enrolled. Time spent in the armed forces is excluded from the time period. However, a student should apply for a leave of absence while in the armed forces.

A student will not be allowed to continue pursuing a degree beyond the stipulated time frame unless the student has received approval to do so. To petition for an extension of time, a student must submit a formal written request to the Director of her/his Graduate Program, accompanied by a degree completion plan. A student approved for an extension will be placed on probation each semester until the degree has been completed. Approval for a time extension does not guarantee approval for additional financial aid.

## Undergraduate Class Standing

- First-year (Freshman): 0-30 credits
- Sophomore: 31-63 credits
- Junior: 64-95 credits
- Senior: 96+ credits

# Advising

## Undergraduate

- All students are assigned an academic advisor when they enroll at the College.
- The advisor's role is to discuss the requirements of a given program and to recommend the selection of courses that best fit a student's needs based on degree requirements.
- Double majors will be assigned two academic advisors, one from each major program. Even though only the advisor in the primary major will be able to approve students' registration in Self-Service, students are responsible for meeting with both advisors in preparation for registration each semester.
- First-year students in the Women's College are assigned an advisor who has been specifically trained to work with new students in assisting them to make a successful transition into college.
- Students are required to meet with their advisor(s) prior to registration or if they need to adjust their schedule, but are encouraged to meet with them as often as needed.
- It is the student's responsibility to be aware of the degree requirements and to follow the catalog in effect when she/he entered the College.

## Graduate

- Each graduate student must seek academic advisement and receive scheduling approval from their graduate advisor before registering for courses. Students are expected to arrange advising appointments well in advance of registration deadlines. Students should develop a plan of study for two semesters or more and review it when they meet with their advisors. Two-year tentative course schedules are available from the Program.

# Courses, Credits, and Registration

## Academic Renewal for Undergraduates

Students who have been away from the College for three or more years and who wish to begin with a new GPA may apply for Academic Renewal. Academic Renewal excludes from the GPA all grades from the first semester of enrollment to the final semester of enrollment prior to readmission. Generally, students cannot renew more than 72 credits.

To begin the process of renewal, students must first enroll in a minimum of six credits at the College and earn a minimum GPA of 2.0. Application for Renewal must be made by the third semester of enrollment.

If renewal is granted, all courses and grades will remain on the transcript with a statement granting Academic Renewal. The credits on the transcript will be counted toward the degree, but the grades will not be used in calculating the student's GPA. Academic Renewal can be granted only once and cannot be reversed

## Add/Drop

Students may add/drop courses up until the last day of the add/drop period for any given session. Consult the academic calendar for specific dates.

Students should complete the add/drop form (available on the Registrar's homepage at www.steu.edu), have their Academic Advisor sign it, and submit it to the Registrar's Office for processing.

Courses dropped during the add/drop period will not appear on the student's transcript.

## Approval for Study at another College/University

Once matriculated into a program, students are expected to complete all coursework at the College. If a course must be taken at another regionally accredited college or online through another institution, students must obtain the approval of their academic advisor(s) in advance. Students must fill out and submit an Approval for Study at Another College/University form (available on the Registrar's page on the website). Students

must provide their advisor(s) with a catalog description, course number, and number of credits for the course they intend to take. The advisor(s) will determine and record the equivalent CSE course and sign the form. Students then submit the completed form to the Registrar's Office. Submitting this form assures students that the course will be accepted at CSE when transcripts are presented showing a grade of C or better.

When the course is completed, students are responsible for having an official transcript sent to the Registrar's Office from the institution where the course was taken. If a transcript is not received, it will be assumed the course was not completed with a transferable grade. Courses in which the grade earned is below a "C" or a 2.0 (on a 4.0 scale) will not be accepted in transfer.

The name and credits for courses taken at other institutions either in person or online will be recorded on the student's transcript. The grade is not listed and will not be counted in the student's grade point average.

## Articulation Agreements

The College of Saint Elizabeth has articulation agreements with many two- and four-year colleges and with several graduate programs at other institutions. The College of Saint Elizabeth has worked with these institutions to provide the best possible interface of courses for students transferring. Certain courses taken at these institutions may be used in place of specific major requirements at the College. The College also participates with N.J. Transfer to assist students in New Jersey community colleges to make decisions about transferring to other institutions.

## Audit

## Undergraduate:

- Students may register to audit a course during the regular registration period on a space-available basis.
- Changes in status from audit-to-credit or credit-to-audit must be made no later than the last day to add/drop.
- Students who audit a class are not required to take tests or complete course assignments.
- The extent to which an auditor may take part in a course's activities or receive extra help is determined by the instructor.
- The charge to audit a course is one third of the regular tuition. All other fees are applicable.
- The student's transcript will show a grade of "AU." The grade is not calculated in the grade point average nor is it counted towards degree requirements or progress.

## Graduate:

- Students who hold a bachelor's degree may register to audit a course during the regular registration period on a space available basis.
- Changes in status from audit to credit or credit to audit must be made no later than the last day to add/drop.
- Students who audit a class are not required to take tests or complete course assignments.
- The extent to which an auditor may take part in a course's activities or receive extra help is determined by the instructor.
- The fee for auditing courses is one third of the cost of tuition.
- The student's transcript will show a grade of "AU." The grade is not calculated in the grade point average nor is it counted towards degree requirements or progress.

## Cancellation of Courses

The College of Saint Elizabeth reserves the right to cancel, reschedule, or change the meeting times, faculty, or room assignments of any course.

Students must follow the usual add/drop procedure to add another course or section to replace a canceled course or section

## Course Levels and Numbering System

- Courses numbered below 100 indicate pre-baccalaureate level courses (institutional credits). These do not count towards the degree.
- Courses numbered 100 indicate introductory undergraduate level courses.

- Courses numbered 200 indicate intermediate undergraduate level courses.
- Courses numbered 300 and 400 indicate more advanced undergraduate level courses.
- Courses numbered 500-700 are graduate level courses. Credits earned to fulfill the baccalaureate degree may not be applied toward the master's degree, except as part of an approved combined degree program at the College of Saint Elizabeth or as otherwise stipulated in the Undergraduate Catalog.
- Courses numbered 500 indicate graduate level courses that undergraduate students can take.
- Courses numbered 600 and 700 indicate graduate level courses. Undergraduate students who have been accepted into an approved Combined Degree Program at CSE may take graduate classes in accordance with their program. Other undergraduate students may take graduate classes after obtaining approval from the Committee on Admissions and Student Academic Standing (CASAS)

## Credit-by-Examination

The College of Saint Elizabeth recognizes four standardized testing programs:

1. Excelsior Examinations (Formerly Regents).
2. College Level Examination Program (CLEP – Subject Examinations),
3. Thomas Edison College Examination Program (TECEP),
4. Defense Activity for Nontraditional Education Support (DANTES)

In most programs, a maximum of 30 credits will be accepted toward degree completion through the combined options of testing, that is, Excelsior Examinations (formerly Regents), CLEP, DANTES, and TECEP.

Students in Business Administration can apply a maximum of 15 credits by examination toward the major, including no more than one 300- or 400-level course. Generally, credits are awarded for courses completed prior to matriculation in the College.

Students interested in receiving transfer credit for successful participation in standardized testing programs should submit official, original credentials for evaluation to the Dean of the appropriate Area.

## Credit Hour Policy

The College of Saint Elizabeth follows the U.S. Department of Education definition of a credit hour as a measure of the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

"50 minutes* of classroom or direct faculty instruction each week for 15 weeks in one semester (or the equivalent attained by scheduling more minutes of instruction per week for fewer weeks in the semester) complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length) OR at least an equivalent amount of work for courses with alternative formats including online, hybrid, internships, laboratories, studios, short-term study abroad courses, practicums, clinicals and tutorials.

In summary, ONE credit hour is awarded on the basis of one of three sets of criteria.

1. For traditional in-class courses: The completion of one credit hour of classroom or direct faculty instruction and a minimum of two credit hours of out-of-class student work each week for one semester (15 weeks); or
2. For online, hybrid, and accelerated courses: The completion of an equivalent amount of faculty instruction and student work, as stipulated above in criterion (1), that may occur over a different amount of time; or
3. For other academic activities: The completion of an institutionally sanctioned academic activity (e.g., tutorial, externship, practicum, internship, independent study, studio work, laboratory work, fieldwork, and pre-dissertation/thesis work) that is equivalent to the amount of work stipulated in criterion (1), that may occur over a different amount of time.

Proposals for new courses are prepared by faculty and presented to the Academic Life Committee for review. The Committee determines if the proposed credit hour allotment aligns with the College's definition and with commonly accepted standards of higher education. The College course syllabus template, used for all courses that are offered, requires faculty to delineate how each course meets the credit hour standards.

*This rule refers to a 50 minute "Carnegie hour" so the requirement is for 12.5 clock hours (750 minutes) of direct instruction or a total of 37.5 clock hours (2,250 minutes) of total student work for one semester credit. This policy conforms to the NJ Commission on Higher Education, U.S. Department of Education and Middle States Commission on Higher Education credit hour policies.

## Cross Registration with Drew and Fairleigh Dickinson University (Madison Campus)

- This option is available to full time matriculated students who are in good academic standing.
- Cross registration is available only during the fall and spring semesters (not summers or intersessions).
- Cross registration is for undergraduate courses only.
- Information regarding course information can be found on the websites of both institutions (www.drew.edu or www.fdu.edu).
- Students must complete a cross registration form (available on the Downloadable Forms page in the Registrar's section at www.steu.edu), signed by their academic advisor, and then submit that form to the College of Saint Elizabeth Registrar's Office for processing.
- Courses completed via cross registration at Drew or Fairleigh Dickinson will appear on the College of Saint Elizabeth transcript and are not considered transfer courses.

## Enrollment in Accelerated 7-Week Sessions (Session A and Session B)

- Most courses in 7-week sessions meet once a week and/or online and are specifically designed for students in the Continuing Studies Program. Women's College students who have 96+ credits and need a specific course to graduate may obtain permission to take a 7-week course and should discuss this option with their academic advisor
- Women's College students will generally only be permitted to take one accelerated courses each semester.
- Women's College students meeting the above criteria must have an override registration form signed by their academic advisor(s) and approved by the appropriate Dean.
- Women’s college students do not need override permission to take one- or two-credit courses offered in the 7-week format

## Full Faith and Credit Transfer Policy

- Students who have earned an Associate of Arts or an Associate of Science degree from approved transfer programs from county colleges in New Jersey or from Thomas A. Edison College can transfer all credits (including grades of "D") into the College of Saint Elizabeth. These students are granted junior class standing.
- This policy also applies to nursing students who have earned an Associate in Applied Science degree from County College of Morris, Middlesex County College, and Raritan Valley Community College.

## Portfolio Experiential Learning Assessment (PELA)

- PELA is an option for earning College credit that recognizes learning and growth that occur outside of the classroom. It allows students to identify and demonstrate previously acquired knowledge and skills.
- Portfolios are compilations of data from the student's personal history (experiential learning, formal training and testing) with documentation that displays theoretical

knowledge. Matriculated students in good academic standing may submit portfolios prior to reaching senior class standing.

- One portfolio is submitted for each course. Appropriate faculty members at the College review the contents of the portfolio and decide to award credit or not. Students may be awarded up to 24 credits via portfolio assessment. These are counted as transfer credits without grades.
- A fee is charged for a portfolio evaluation

## Readmission for Graduate Students

Former matriculated or certificate students who wish to return after having withdrawn from the College in good standing, must reapply to the their program of study. The catalog which is current at the time of readmission will be in effect, and the Director of the student's Graduate Program will evaluate previously earned academic credits for their relevancy and applicability to the current curriculum

## Repeating a Course

### Undergraduate:

- A grade of C- or lower in a required course (academic skills, major courses and CSE 110 and CSE 120) means the course must be repeated.
- Other courses with a C- may be repeated.
- A course retaken to improve a grade will result in only the higher grade being calculated in the grade point average. Brackets [ ] on the academic transcript will signify that the course has been repeated.
- The lower grade will remain on the academic transcript but will not be included in the grade point average or in the earned credit total.
- Students are charged for repeated courses at the current tuition rate.

### Graduate:

- A student cannot repeat non-failed courses (i.e., courses with grades of C or better).
- Students are charged for repeated courses at the current tuition rate.

## Scheduling of Graduate Courses

Graduate classes are usually scheduled during the week in the late afternoons and in the evenings. Some Saturday courses may be scheduled. Graduate courses offered during the summer semesters may be scheduled during daytime or evening.

If a course reaches maximum enrollment, preference will be given to matriculated students, then to non-matriculated students, and finally to auditors.

## Transferring Credits

### Undergraduate:

- Students requesting the award of transfer credits must submit an official transcript from the previous institution.
- Acceptance of course credits earned elsewhere is at the sole discretion of the College of Saint Elizabeth.
- Transfer courses need a minimum grade of "C" or a 2.0 on a 4.0 scale for acceptance by the College of Saint Elizabeth, unless the course falls under the "full faith and credit" policy.
- A maximum of 90 credits will be accepted in transfer; however, the final 30 credits of the degree requirement must be completed at the College of Saint Elizabeth. In addition, at least half of the requirements for the major must be completed at the College of Saint Elizabeth.
- Transfer credits will appear on the College of Saint Elizabeth transcript; however, transfer grades will not be reflected nor will they be used in the calculation of the student's College of Saint Elizabeth grade point average.
- Credits accepted in transfer become part of the student's permanent College of Saint Elizabeth record; as such they cannot be replaced by new transfer courses.

### Graduate:

- Students requesting the award of transfer credits must submit an official transcript from the previous institution.

- Acceptance of course credits earned elsewhere is at the sole discretion of the College of Saint Elizabeth]

## Undergraduate Enrollment in Graduate Courses

- Undergraduate students aside from those who are in an approved Combined Degree Program may petition CASAS (Committee on Admission and Student Academic Standing) to enroll in graduate level courses (600 level).
- Students must have at least a 3.0 cumulative GPA.
- Students must have 64 or more earned credits.
- Undergraduate students may take a maximum of 6 credits of graduate level work (600 level courses).
- Courses should count as elective credit for the undergraduate degree.
- Undergraduate students will be placed on a waiting list until graduate students register.
- Upon graduating with a CSE Bachelor's degree, students who apply and are accepted into a CSE graduate program can transfer the previously earned graduate credits to a CSE graduate program with Graduate Program Director's approval.
- Students must complete and submit a CASAS Approval Form which can be found on the Registrar's webpage at www.steu.edu or at the Registrar's Office.

## Unofficial Withdrawal

Unofficial withdrawal from the College occurs when a matriculated student does not return or stops attending classes during the semester at some point before the last day to withdraw. The last date of class attendance will be determined by the faculty member's attendance records. If the student can be reached, she/he is advised to complete the appropriate paperwork. Students who stop attending after the withdrawal date will remain registered in their classes and receive grades of F. After the semester ends, these students will be considered withdrawn by the College.

Withdrawal from the College does not guarantee approval for course withdrawal from the current semester. In the case of withdrawals, tuition refunds will be prorated according to the schedule printed in the refund policies sections of the catalog.

The College reserves the right to require withdrawal at any time of students whose conduct or influence is deemed undesirable by the College community.

Non-payment of tuition and/or non-attendance in a course do not constitute acceptable withdrawal from the College

## Withdrawal from the College

A matriculated or certificate student who wishes to withdraw from the College must notify the Director of her/his Graduate Program in writing. If enrolled in classes, the student should follow the course withdrawal procedure, mindful of the published deadline for course withdrawal. Absence from class, instructor notification, or non-payment of tuition and/or fees do not constitute appropriate notification of withdrawal from a course and/or the College.

A matriculated student who has not earned any credits toward the degree in a one-year period is, however, considered to have voluntarily withdrawn from the program.

Students who cannot continue their studies are advised to officially notify the College of their intent not to continue. However, should the student withdraw unofficially, academic penalties may be imposed. In cases of unofficial withdrawal, the withdrawal date is the last recorded date of attendance as determined and documented by the College. That date must be determined no later than 30 days after either (a) the date of termination or (b) the end of the semester or summer term. Furthermore, that date will be finalized as the earlier date of these options

## Withdrawing from a Course Undergraduate:

- Students may withdraw from a course after the add/drop period is over. Please consult the academic calendar for specific dates.

- Students should complete the add/drop/withdrawal form (available on the Registrar's homepage at www.steu.edu), have their academic advisor(s) sign it, have the instructor of the course confirm their last date of attendance, and submit it to the Registrar's Office for processing. Please note that a withdrawal form will not be processed unless the last date of attendance has been confirmed.
- Courses dropped during the withdrawal period will appear on the student's transcript with a grade of "W."
- Withdrawing from classes may affect Financial Aid and/or Residence Life status

### Graduate:

- Students may withdraw from a course after the add/drop period is over. Consult the academic calendar for specific dates.
- Students should complete the add/drop/withdrawal form (available on the Registrar's homepage at www.steu.edu), have their Academic Advisor sign it, and have the course instructor confirm their last date of attendance and sign the form. Students are responsible for submitting the completed form to the Registrar's Office for processing. Please note that a withdrawal form will not be processed unless the last date of attendance has been confirmed.
- Courses dropped during the withdrawal period will appear on the student's transcript with a grade of "W

## Deadline to Apply for Graduation is September 30

The due date for filing the Graduation Application is September 30. Applications should be submitted directly to the Registrar's Office.

Late submissions will not be accepted and can hinder progress towards graduation.

## Degrees and Graduation

### Candidacy for Degree Status

### Undergraduate:

Students are recommended to the Board of Trustees as degree candidates. All students who anticipate receiving degrees must apply for candidacy status. Diplomas are issued three times a year, in August, December and May.

The due date for filing the Graduation Application is September 30. Applications should be submitted directly to the Registrar's Office.

Late submissions will not be accepted and can hinder progress towards graduation.

The Undergraduate Application for Graduation is reviewed by the Registrar's Office. After an audit of the student's academic record is completed, the student will be advised of outstanding credits needed for degree completion.

### Graduate:

The deadline for applying for graduation is September 30th of each year. Students for whom a December, May, or August graduation date is possible will be notified by CSE e-mail and will be required to complete and submit an Application for Graduation to the Registrar's Office. . Final approvals will be secured through reviews of the student's record by the Director of the student's Graduate Program. The student will be billed the graduation fee, along with appropriate tuition and fees for the last semester

### Combined Degree Programs

B.S. Business Administration/M.S. Management

B.S./B.A. with a minor in Business Administration/M.S. Management

B.S. Foods and Nutrition/M.S. Nutrition

B.A. Justice Studies/M.A. Justice Administration and Public Service

B.A. Psychology/M.A. Counseling Psychology

B.A. Education/M.A. Education

B.A. Religious Studies/M.A. Theology

Combined Degree Programs at CSE allow highly motivated, eligible undergraduate CSE students to begin earning a Master's degree while completing their undergraduate degree. Eligible students can take graduate level courses (see specific program description for number of graduate courses that

can be taken as an undergraduate) which will be double-counted. The graduate courses can be applied as free electives toward completion of the undergraduate program. When the undergraduate program is completed, those credits will be transferred onto the graduate record.

Students in the Combined Degree Program will be classified as undergraduate students until completion of the Bachelor's degree.

**Eligible students will:**

- Have earned Junior status (63 or more credits)
- Have the required cumulative GPA for the program to which they are applying
- Complete and submit a Combined Degree Application to the appropriate Graduate Program Director
- Be provisionally accepted into the graduate program after they are approved by the Program Director
- Be matriculated into the graduate program after graduating with a CSE Bachelor's degree and being accepted by the Program Director. Students must have a cumulative GPA of 3.0 when they complete the Bachelor's program to continue with Graduate Studies.

## Degree Requirements

## Undergraduate:

- Demonstrate competency in the basic academic skills of writing, reading, and mathematics
- Fulfill the requirements of their major(s)
- Pass the Capstone Experience Requirement in their major(s)
- Complete the College's General Education Curriculum
- Successfully complete 120 credits* of academic work applied to the degree
- Attain a minimum 2.0 cumulative grade point average

** The requirement of 120 credits for graduation applies to students who entered CSE in Fall 2012 or later hose who entered before Fall 2012 need to complete a minimum of 128 credits.*

## Graduate:

- The College of Saint Elizabeth confers graduate degrees upon students who successfully complete all course work with a grade point average of 3.00, fulfill the credit requirements of the specific program, and, where required, successfully complete and present a culminating/capstone project. Culminating/capstone projects may include, but are not necessarily limited to, the development of a professional portfolio, the completion of a thesis or action research project, a professional work sample, and/or an internship experience.
- Additional information and specific guidelines are available from the Director of the Graduate Program.

## Graduation

## Undergraduate:

The College Commencement is held once a year, in May. Undergraduate students who have completed their degree requirements are invited to participate in this ceremony. Students must complete an Application for Undergraduate Degree by the due dates.

Students who have completed a degree the preceding August or December can participate in the May ceremony. All records for students completing degrees in August and December will carry the actual date of the degree completion. Students who have uncompleted academic requirements cannot participate in the graduation ceremony. Students with outstanding financial obligations can participate in the graduation ceremony but will not receive a diploma.

## Graduate:

Degrees are conferred in May at a formal commencement ceremony which is conducted only once each year for those who have completed all degree requirements the previous summer or fall, or who complete requirements at the conclusion of that spring semester. However, the College provides the opportunity for students who have completed degree requirements and who do not wish to participate in the May Commencement to receive their diplomas at the conclusion of each academic term: fall, spring, or summer.

Students who complete degree requirements in the fall will have their diplomas dated January of the following year. Students who complete degree requirements at the end of spring will have their diplomas dated that May. Students who complete degree requirements in the summer will have their diplomas dated September of that year.

Grades are available through Self Service, but a hard copy can be requested from the Registrar's Office at 973-290-4441

## Second Baccalaureate Degree

**The College of Saint Elizabeth confers a second baccalaureate degree on the following persons:**

- Students with baccalaureate degrees from other regionally accredited institutions who wish to enter the College of Saint Elizabeth to receive a second baccalaureate degree,
- College of Saint Elizabeth graduates who desire to return to the College of Saint Elizabeth for an additional baccalaureate degree.

**To earn a second baccalaureate degree a student must fulfill the following requirements:**

- Students must be accepted by the College of Saint Elizabeth in accordance with the current admission policies and procedures. Applicants will be considered transfer students.
- Students must complete a minimum of 32 credits at the College of Saint Elizabeth beyond the first degree, with a minimum of 24 credits in the new major.
- Students must complete Element III of the CSE Essentials Program. Students must maintain at least a 2.0 grade point average for the additional work, unless the major requires a higher average

## Undergraduate Degrees Conferred

The College of Saint Elizabeth confers three undergraduate degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing

# Financial Aid

## Financial Aid Eligibility

Failure to maintain satisfactory academic progress could adversely affect financial aid eligibility. Please contact the Financial Aid Department for current details or refer to their web page

## Financial Aid Eligibility

Failure to maintain satisfactory academic progress could adversely affect financial aid eligibility. Please contact the Financial Aid Department for current details or refer to their web page

# Grading

## Academic Non-Grade Appeal Process for Students

Undergraduate and Graduate students have the right to appeal for cause any decision affecting their progress toward their degrees.

- Students dissatisfied with academic programmatic decisions have 30 calendar days following the disclosure of those decisions within which to file a complaint. Undergraduate students need to file their complaints with the relevant Program Chair. Graduate students need to file their complaints with their Graduate Program Director.
- If the matter remains unresolved after meeting with the Program Chair/Graduate Program Director, students should then proceed to the next level of Program Chair for graduate student complaints or on to the appropriate Dean if the matter remains unresolved.
- If there is still no resolution after a meeting with the Dean, the student may file an appeal utilizing the Academic Non-Grade Appeal Form with the Vice President of Academic Affairs (VPAA) within 7 calendar days of that meeting.
- The VPAA will review all documents deemed necessary and schedule a meeting with all parties in a timely fashion, typically within 30 calendar days of the receipt of the written appeal. The student may attend the meeting and present her/his case directly if she/he chooses to do so. No legal counsel for any party will attend the meeting.
- The VPAA will then communicate his/her decision, along with its rationale, in writing to

the student in a timely manner, typically within 30 calendar days of the meeting. If the student's appeal is denied, there will be no further avenue of appeal available to the student. All documentation of the appeal process will be kept in file in the office of the VPAA.

## Academic Review Board: Grievances and Grade Appeals

The Academic Review Board (ARB) provides undergraduate and graduate students with a means of resolving serious academic disputes that cannot be settled directly with the faculty involved, or by the Program Chairperson/Graduate Program Director, or the appropriate academic Dean. Grade appeals will not be heard by the ARB unless they are based on misapplication or arbitrary application of the professor's grading policy or unusual circumstances.

The ARB has established the following arbitration process to settle disputes fairly and to the satisfaction of all parties involved.

To prepare for a grade appeal, students are encouraged to review the Student Request for Grade Appeal form and the Student Grade Appeal Flowchart for guiding the appeal process.

1. Before a grade appeal is referred to the ARB, students must first inform the professor about the disputed grade, and submit a Student Request for Grade Appeal form to the professor, with a copy of this form to the Student Support Specialist in your School within 14 calendar days of the grade being posted by the Registrar.
2. The student must then set up a meeting with the professor within the first week of the beginning of the next semester.
3. If the meeting with the professor does not resolve the dispute, the professor will initiate the Grade Appeal Tracking Report and forward it to the next level within 24 hours. If the appeal remains unresolved, the designated representative of the college at each subsequent level will forward the report to the next level.

   Graduate students in Theology, Psychology and Education, will arrange a meeting with the Director of the Graduate Program and provide her/him with the relevant documents and the Student Request for Grade Appeal form. If there is no resolution, the Director of the Graduate Program will notify the Program Chair within 24 hours.
4. Students in academic programs other than Theology, Psychology and Education will arrange a meeting with the Program Chair and provide her/him with the relevant documents.
5. The Program Chair will arrange and meet with the parties involved within three (3) calendar days of receiving notification of the grade appeal. If there is no resolution, the Program Chair will notify the School within 24 hours, providing her/him with the relevant documents.
6. The Academic Dean will arrange a meeting and meet with the parties within seven (7) calendar days of receiving the relevant documents to attempt to reach a satisfactory resolution.
7. If the matter remains unresolved after the Academic Dean’s intervention, the Academic Dean will inform the Chairperson of the Academic Life Committee within seven (7) calendar days and provide her/him with the relevant documents.
8. The Chairperson of the Academic Life Committee will notify both parties (faculty and student) in writing that the grievance has been received.
9. 

The Academic Life Committee Chairperson will initiate the mechanism for the selection of the Academic Life Committee members who will serve on the ARB. This five-member board will consist of three faculty members and two student representatives, who will be selected by the two parties involved in the grievance, with each party selecting one faculty member and one student member. The third faculty member will be a member of the Academic Life Committee designated by the Academic Life Committee Chairperson and will serve as the Chairperson of ARB. If either party fails to select members for the ARB, the Chairperson of the ARB will select the

members.

During the summer, faculty and students will be on call to serve on the ARB. Preference will be given to Academic Life Committee members, but if necessary, non-Academic Life Committee members will be asked to serve during the summer. This list will be drafted during the spring semester by the Chairperson of the Academic Life Committee.

10. The Chairperson of the Academic Life Committee will consult with those involved to determine the hearing date(s). Members of the ARB will meet prior to the hearing to establish procedures for the review and to select a chairperson and determine a timetable for the completion of the Board's work.
11. The ARB will then convene a hearing with both parties. Board members must keep the proceedings and all other matters related to the hearing in the strictest confidence. Counsel for the parties or the College will not attend the hearing.
12. The ARB will listen to the statements of the parties involved in the grievance, ask questions, review appropriate materials, deliberate, and recommend in writing a resolution to the grievance. This recommendation must be determined within 30 calendar days of when the Academic Life Committee Chairperson was informed of the grievance.
13. The Chairperson of the ARB will sign the proposed resolution and forward to the Vice President of Academic Affairs within seven (7) calendar days. She/he will accept or reject the recommendation and notify the parties of the decision in writing. Only the Vice President for Academic Affairs may change grades. A record of the hearing will be maintained in strict confidentiality in the Office of the Vice President for Academic Affairs

## Final Assessment of Learning

### Undergraduate:

- A final exam or other assessment of learning is included at the end of each semester in each course for which credit is given.
- The final exam schedule for the Women's College is arranged by the Registrar's Office.
- If a student has a conflict in her/his exam schedule, she/he should contact the Director of Student Services who will work with the faculty involved to resolve the issue. .
- Exams cannot be given in advance so that student may leave the College before the close of the semester.
- Students may not miss a final exam without prior approval from the Dean of the Area which houses the affected course.. If an emergency arises that prevents the student from taking the final exam, the Dean's office should be contacted as soon as possible. The student must then take the final exam within one month after the close of the semester.
- In the event of snow, exams will be given on the scheduled snow dates.

### Graduate:

If circumstances prevent a student from taking the final examination in a course or from participating in another form of final assessment, it is the student's responsibility to contact the instructor prior to the scheduled assessment. If a final exam is not given, it is expected that the class will meet during the exam week.

## Grade Changes

Once a final course grade has been submitted to the Registrar, a faculty member can change it only in the event of a clerical, calculation, evaluative, or administrative error with respect to work completed during the academic term in which the student was enrolled in the course. Grade changes should occur no later than four weeks after the start of the following semester. The Change of Grade Form is available on the Registrar’s Google Site, and it requires the signatures of the Instructor, the Program Chair, and the appropriate Dean.

Except when a grade of "I" or "DE" is awarded in accordance with the policies governing those grades, student grades may not be changed for work submitted after the conclusion of the academic term in which it was assigned.

A final grade may be changed to "I" only with the signatures of the Program Chairperson and the appropriate Dean.

Students may appeal their grades only on the basis of work completed and submitted during the academic term in which it was assigned.

Student inquiries regarding grades must be made as soon as possible after the grade is received. Grade appeals must be made within 30 days of the end of the semester. For more information on grade appeals, see Academic Review Board procedures

## Grading Policies

## Undergraduate:

- Academic standing and eligibility for graduation are dependent upon both quality and quantity of work. The grade point average is a numerical index of the ratio of the number of quality points earned to the number of credits received.
- A minimum grade of "C" is required for all courses in the major, for academic skills courses, for successful completion of, SEU110, SEU120, and for courses listed as a prerequisites for other courses.
- A minimum grade of "D" is acceptable for courses meeting other general education requirements and any related requirements for a major.
- no replacement policy.

## Graduate:

- Academic standing and eligibility for graduation are dependent upon both quality and quantity of work. The grade point average is a numerical index of the ratio of the number of quality points earned to the number of credits received.
- A graduate student is expected to achieve grades of A or B to remain in satisfactory academic standing.
- Three C+/C grades or one grade of "F" in course work will be grounds for dismissal.
- The student is responsible for reporting to the Registrar's Office any error on their academic record within 30 days after the grades have been posted via Self-Service. The University will not be liable for unreported errors on student records.
- no replacement policy.

## Grading Scale

## Undergraduate:

### GRADE QUALITY POINTS

A 4.00

A- 3.67

B+ 3.33

B 3.00

B- 2.67

C+ 2.33

C 2.00

C- 1.67

D 1.00

F 0.00

FI - Failure due to Incomplete 0.00

I - Incomplete 0.00

P – Pass * 0.00

DE – Deferred * 0.00

W - Withdrawn 0.00

AU - Audit 0.00

PE – Permanent Excuse * 0.00

TE – Temporary Excuse * 0.00

NC – No Credit?* 0.00

- * Pass, grade of 3.0 or higher — used only in the Dietetic Internship Program and for the Portfolio.
- * Deferred — The "DE" (Deferred) grade is used only for courses requiring a project that might extend into a second consecutive term. The "DE" is a temporary grade that implies satisfactory performance. It may appear no more than two consecutive academic terms on the student's transcript. The "DE" grade will be removed when the instructor submits final

grade. A final grade is awarded only after the student has completed all course requirements. A "DE" grade on a student's academic record will automatically prevent the student from graduating.

- * Permanent excuse due to illness or injury
- (. Fitness Courses only)
- * Temporary excuse due to illness or injury
- ( Fitness Courses only)
- * NC: No Credit — Given in lieu of a grade of F during the first semester only to first-time non-transfer students matriculated in the Women's College.

## Graduate:

- * Pass, grade of 3.0 or higher. Used only in the Dietetic Internship Program and for the Portfolio.
- ** Deferred — The "DE" (Deferred) grade is used only for courses requiring a project that might extend into a second consecutive term (e.g., 691 Practicum, 695 Professional Portfolio, 699 Culminating Project). The "DE" is a temporary grade that implies satisfactory performance.
- It may appear no more than two consecutive academic terms on the student's transcript. The "DE" grade will be removed when the instructor submits final grade. A final grade is awarded only after the student has completed all course requirements. A "DE" grade on a student's academic record will automatically prevent the student from graduating.

## Incomplete Grades

## Undergraduate:

The grade of "I" may be granted only if a student petitions the instructor(s) for that grade prior to the end of the academic term in which she/he is enrolled in the affected course. A grade of "Incomplete" may be given if the student's already-completed work is of passing grade quality but remaining coursework is unfinished because of illness or other serious cause, and only if the faculty member and the student agree. An "Incomplete" in any course becomes a failure and is recorded as a grade of "FI" (Failure Resulting from an Incomplete) if course requirements are not completed within four weeks following the end of a semester (fall, spring, or summer) or two weeks following the end of an accelerated session or winter intersession. For first-time freshmen in the Women's College, an incomplete grade becomes an NC during their first semester at CSE if the work for the course is not completed in the appropriate time frame.

Requests for extensions must be submitted to the appropriate Program Chair prior to the end of the incomplete period. Requests for an Incomplete Extension form can be obtained on the Registrar's Google site. Incomplete Extension Forms showing the signatures of the Student, the Instructor, and the Program Chair are submitted to the Registrar's Office.

## Graduate:

The grade of "I" may be granted only if a student petitions the instructor for that grade prior to the end of the academic term in which she/he is enrolled in the affected course. A grade of "Incomplete" may be given if the student's already completed work is of passing grade quality but remaining coursework is unfinished because of illness or other serious cause, and only if the faculty member and the student agree. An "Incomplete" in any course becomes a failure and is recorded as a grade of "FI" (Failure Resulting from an Incomplete) if course requirements are not completed within four weeks following the end of a semester (fall, spring, or summer) or two weeks following the end of an accelerated session or winter intersession.

Requests for extensions must be submitted to the instructor of the course and the Director of the Graduate Program prior to the end of the incomplete period. Requests for an Incomplete Extension form can be obtained in the Registrar's Office. The student is responsible for making satisfactory arrangements with the instructor for the completion of the course requirements. The student earning an incomplete grade is expected to complete the course requirements as soon as possible.

Under no circumstances will any student carrying more than one Incomplete grade be permitted to begin additional course work

### Mid-Term Advisory Grades for Undergraduates

First-time, full-time students matriculated in the Women's College and students on probation are given advisory grades at the mid-point of the fall semester as a way to monitor their performance in their courses. These are not considered official grades and do not become a part of student transcripts.

### Pass/Fail for Undergraduates

Full-time students with senior or junior standing may take one course each semester on a pass/fail basis. Sophomores may take one course a year as pass/fail.

Matriculated part-time students with sophomore standing (31-63 credits) may take one course as pass/fail throughout the duration of their sophomore standing. Part-time students with junior standing (64-95 credits) may take two courses as pass/fail throughout the duration of their junior standing, with no more than one pass/fail course per semester. Part-time students with senior standing (96 or more credits) may take two courses as pass/fail throughout the duration of their senior standing, with no more than one pass/fail course per semester.

To register for a course on a pass/fail basis, students must have no grade below "C" in the preceding year (the last two major semesters excluding summer sessions). Courses used to fulfill general education requirements, courses being taken to fulfill minor requirements, and courses required for the major may not be taken on a pass/fail basis.

Students may register for one course on a pass/fail grade basis in the Registrar's Office on the dates specified in the College calendar. Once a student has designated a course pass/fail, she/he cannot change that decision. The instructor will not be notified of a student's choosing the pass/fail option. The instructor will assign a letter grade, which will then be translated to a pass/fail grade by the Registrar's Office.

## Honors

### Academic Honors Program for Undergraduates

The Honors Program is designed for a highly select group of students whose high school record, rank in class and SAT scores indicate superior scholastic aptitude or who in their college work demonstrate unusual proficiency and scholarly interests through a superior grade point average.

Students accepted in the Honors Program are encouraged to devise their own curricula in consultation with the academic deans and other advisors. In addition to fulfilling the requirements for their major, First Year Seminar, English Composition, fitness/Wellness, and Foreign Language, students must fulfill the following:

- Cumulative Average of 3.5 or Higher
- Four Honors Designated courses
- Two Honors Seminars
- Independent Research Project

Please contact the Director of the Honors Program for more information.

### Dean's List for Undergraduates Full-Time Matriculated Students

- The Dean's List for full-time matriculated students is issued at the close of the fall and spring semesters.
- Students must successfully complete a minimum of 12 credits excluding Pass/Fail courses and courses taken as Audit.
- Minimum semester grade point average for eligibility is 3.5.
- Students with grades of I (Incomplete), NC (No Credit), or F (Failure) are not eligible.

### Part-Time Matriculated Students

- The Dean's List for part-time matriculated students is issued at the end of the summer sessions.
- Part-time students must accumulate 15 credits (excluding pass/fail courses and courses taken as Audit) during the academic year beginning

with the fall semester and ending with the summer sessions.

- Eligible students must maintain a minimum 3.5 grade point average.
- The credit and grade point calculation will include any additional eligible credits taken during the semester in which the 15th credit is earned.
- Students with grades of I (Incomplete) and/or F (Failure) are not eligible.

### Graduation Honors for Undergraduates

- Graduation honors are based on the cumulative grade point average at the completion of all degree requirements.
- Degrees awarded with Honor – cumulative GPA 3.5 – 3.69
- Degrees awarded with High Honor – cumulative GPA 3.7 – 3.84
- Degrees awarded with Highest Honor – cumulative GPA 3.85 – 4.0

### Program Honors for Undergraduates

- Awarded to graduating students who have attained a minimum of a 3.7 grade point average in all major courses and who have passed the capstone experience with honor.
- This honor is calculated by the Registrar's Office after all degree work is completed and capstone experience results are submitted

### Special Achievement Awards

- The Sister Anna Concilio O'Neill Award is bestowed annually for distinguished achievement in mathematics.
- The Sister Hildegarde Marie Mahoney Award is bestowed annually for general excellence.
- The Sister Elizabeth Ann Maloney Award is bestowed annually for distinguished achievement in Campus Ministry.
- The Sister Anna Catherine Lawlor Award is bestowed annually for distinguished achievement in biology.
- The Sister Therese Aquinas Roche Award is bestowed annually for distinguished achievement in philosophy.
- The Florence J. Morris Memorial Award is bestowed annually for distinguished achievement in accounting by a Continuing Studies student.
- The Continuing Studies Scholastic Achievement Award is bestowed on a Continuing Studies student who has earned the highest cumulative grade point average, completed a minimum of 56 credits at the College of Saint Elizabeth, and attained a minimum grade point average of 3.50.
- The Sister Jacqueline Burns Award is bestowed annually on a student whose leadership has enriched and advanced the multicultural and international life of the community at the College.
- The Sister Marian José Smith Award is bestowed annually for excellence in chemistry.
- The John J. Riordan Award is bestowed annually on an undergraduate and/or graduate student who has the potential to make an impact in his/her field or discipline.
- The Sister Anne Gertrude Coleman Award is bestowed annually for excellence in English Studies.
- The Sister Anita Richard Heilenday Woman of Promise Award is bestowed annually on a Women's College student who exemplifies the mission and values of the College and the Foods and Nutrition Program.

## Internships

### Internships

An internship is a short-term, professional-level work experience with an employer in a student's field of interest. It emphasizes learning rather than earning on the job. An internship should enhance a student's interpersonal, communication, technical, and field-specific skills, and allow a student to gain a greater understanding of the future career she/he is pursuing while helping to prepare her/him for entry-level employment. Ordinarily, in order to earn one internship credit a

student is expected to participate in 30 hours of activity approved and monitored by her/his program(s).

Students may apply no more than six internship credits toward the degree. Many programs require an internship, but all students are encouraged to complete at least one internship as part of the degree. All of the procedures of the College and the Program must be observed as students prepare for internships. Students should consult the Academic Internship Handbook (available on the Academic Internship Google Site) for a complete discussion of procedures and deadlines as well as copies of all necessary forms.

As students prepare to register for their internship experience, they must seek the assistance of the Internship Coordinator for the Area which houses the program in which they will be earning credit. The Internship Coordinator will guide and support students as they prepare for their internship experiences

# Majors and Minors for Undergraduate Students

## Acceptance into the Major

Some majors have accreditation standards that require that students meet acceptance criteria. Students will be advised of this during the admission process. Otherwise, students select their major(s) by informing their academic advisors who then notify the Registrar.

Some majors have accreditation standards that require that students meet acceptance criteria. Students will be advised of this during the admission process. Otherwise, students select their major(s) by informing their academic advisors who then notify the Registrar.

Transfer students in the Women's College, including those pursuing a second degree, apply to the program of their intended major during their first semester at the College; formal action by the program is taken at the completion of that semester.

All other undergraduate students must apply for acceptance into the program of their intended major. Ordinarily, application to and formal acceptance by the major program occur in the second semester of the sophomore year, or for Continuing Studies students at approximately 48 credits. Declaration/ Change of Curriculum forms are available in the Registrar's Office or on the Registrar's web page at www.steu.edu. Students should declare and/or change their major prior to registration for an upcoming semester.

## Double Major

All elementary education majors must complete a double major. These students complete a major in elementary education and a second major chosen from an area of the liberal arts and sciences. Other students in good academic standing may also pursue a double major. Students must work with an advisor in each major to develop a plan of study. The dual degree plan must be approved by the appropriate Dean(s) and retained by both advisors. The plan must identify the primary major. After the approval, students are expected to complete the major requirements of both programs and to continue to work with an advisor in each major. All drop/add forms, withdrawal forms, and approval for study forms must be signed by an advisor from each major. When students register online for upcoming terms, the primary advisor will have access to approve or deny courses; however, both advisors must be consulted to ensure that the correct curricula are followed. The College cannot guarantee that students can complete a double major within a four-year time period

## Independent Study

Independent study is defined as a plan of academic study provided by an individual faculty member for a single student. An independent study enables the student to pursue an advanced topic or area of study not addressed in existing courses. The independent study should encourage student initiative and depth of critical thinking and/or creativity. An Independent Study form must be completed by the student, and all required signatures must be secured before the registration can be processed.

Ordinarily, independent study is limited to junior and senior students who are not on academic probation. A maximum of six credits of independent study may be applied toward graduation.

## Majors

A major consists of a concentration of courses in a given subject area of at least 28 credits. Students completing a degree must select at least one major, but with approval, they may be able to pursue a double major. All elementary education majors must pursue two majors. Course requirements for each major are listed under each program in the College catalog. Students in some majors are required to select a specific concentration within the major.

Students must follow the major requirements listed in the College catalog in effect when they entered the College, unless programmatic changes preclude doing so. In such cases, changes will require the approval of the program chairperson. Some programs have very specific requirements for acceptance. These are listed under the individual program information.

At least one-half of the major must be completed at the College of Saint Elizabeth. A minimum grade of C is required of all requirements in the major. Related requirements do not require a grade of C.

A student may apply a maximum of two courses to both the major and minor Students must complete a capstone experience for each major.

Students are responsible for understanding all major and degree requirements, and they must regularly consult with their academic advisors to ensure progress toward their degrees.

## Minors

A minor consists of a concentration of courses in a given subject area, usually 18 to 24 credits. Students often complete a minor because it complements their major field of study. Others choose a minor simply because of their interest in a particular field of study. Minors are available in most academic programs. Students may complete a maximum of two minors.

To declare a minor, the student must complete and submit the Declaration/Change of Major/Minor form to the Registrar's Office. This form will serve to notify a program of the student's intent. Interested students should declare a minor as early as possible. However, minors must be declared no later than the end of the drop/add period of the junior year, thus ensuring enough time to complete the requirements for the minor.

Students must adhere to the minor requirements in effect during the catalog year in which they declare a minor unless programmatic changes preclude the completion of that set of requirements. In such cases, the change(s) made will require the approval of the Chairperson of the minor Program(s).

At least one half of the minor must be completed in residence at the College of Saint Elizabeth. A minimum grade of C is required in all courses applied to the minor. A student may apply a maximum of two courses to both her major and minor in cases where this is possible. Related courses required by the student's major may be counted toward the minor.

Academic advisors in major programs will serve as advisors for the minor as well. However, advisors and/or students should feel free to call upon the minor program(s) for informal advising.

Students should be aware that their choice of a minor may be limited by the requirements of their major area of study, limited space availability in certain courses, and/or complexities in scheduling.

# Student Records and Transcripts

## Change of Student Name/Address

- Name changes require legal documentation (e.g., copy of marriage certificate, etc.).
- Individuals will be notified via CSE e-mail when the name has been changed in the system.
- A change of Data Form is available at www.steu.edu on the Registrar's homepage.

## Educational Records / FERPA Family Educational Rights and Privacy Act (FERPA, 1974)

In compliance with the Family Educational Rights and Privacy Act (FERPA, 1974) the College of Saint Elizabeth lists the following categories of information, which are considered directory information: student's name, address, telephone, e-mail address, enrollment status, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. The College of Saint Elizabeth may release this information to inquirers ( e.g., prospective employers, graduate schools, or in news releases). Students who do not wish to release any or all of the above information must submit a request in writing to the Registrar's Office (a Request to Prevent Disclosure Form can be found on the Registrar's home page at www.steu.edu). This request will be in effect until the student separates from the College.

## Records Retention Schedule

- Records Retention Schedule

## Request for Transcripts

- Transcript requests must be made in writing to the Registrar's Office. A request form can be found on the Registrar's home page at www.steu.edu.
- There is a $5.00 fee per transcript. There is a $10.00 fee per transcript for 24 hour turn-around service.
- Transcripts cannot be issued to students whose financial obligations to the College of Saint Elizabeth have not been met.
- Transcripts submitted to the College from other institutions are not permitted to be released to a third a party.
- Unofficial transcripts are available via Self Service

## Solomon Amendment

The Solomon Amendment became effective on October 23, 1998. Under the Solomon Amendment institutions are required to fulfill military requests for student recruiting information. Failure to comply may result in the loss of various forms of federal funding and Federal Student Aid. Student recruiting information includes, but is not limited to student name, address, telephone number, date of birth, place of birth, class, major, degree(s) received, and educational institutions attended. Under FERPA, students may request that directory information be withheld. This protection will be honored under the Solomon Amendment. Any student who wishes to have directory information withheld should request a "no release" as described above.

# Academic Services

## Conklin Academic Success Center

The Conklin Academic Success Center, an academic resource for students, offers a variety of services to help students achieve academic success. Trained tutors and academic specialists empower students to become life-long, independent learners.

Located on the second floor of Mahoney Library, the Center offers one-on-one and small group tutoring in a wide range of subject areas and supplemental instruction study sessions for targeted courses. Drop-in tutoring is also available on a limited basis for math and writing.

The staff conducts free workshops every semester on such study skills as test-taking and time-management strategies. The state-of-the-art computer lab offers self-paced software programs for practicing basic skills, and for preparing for GRE and MCAT exams. There is also a Study Behavior Inventory available for students who want to assess their study habits.

Get more information on the Center here.

## Disability Services

Disability Services

The College of Saint Elizabeth, in accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, provides eligible students with documented disabilities equal educational opportunities and participation. The College is committed to insuring that no qualified person be excluded from participation in any College program or activity, be denied the benefits of any College program or activity, or otherwise be subjected to discrimination with regard to any College program or employment, access to facilities, student programs, activities and services.

While all students are expected to meet the College's academic standards and requirements, the College encourages students with documented disabilities who want accommodations to submit the documentation early in the application process so that documentation may be assessed, interpreted and services arranged in a timely manner. Please contact the Coordinator of Disability Services for more detailed information about disabilities services.

Disability Services-Grievance Procedures

For complaints or appeals related specifically to services/accommodations for students with disabilities provided through the Office of Disability Services, as required under the American's with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, the following procedures will be followed:

**Grievances-Internal (CSE) Complaints**

1. The complaint should be submitted in writing and contain the name and address of the person(s) filing it, and briefly describe the alleged violation of the regulations. It should be filed with the Coordinator of Disability Services within ten (10) working days from the date of the alleged complaint.
2. An investigation conducted by the Coordinator, as may be appropriate, shall follow the filing of a complaint. The investigation shall be informal but thorough, and it should afford all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
3. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Coordinator and forwarded to the complainant no later than ten (10) working days after the filing of the complaint.
4. The complainant can request an appeal in the instance of dissatisfaction with the resolution. The request for reconsideration should be made in writing to the Vice President for Student Life and Dean of Students within ten (10) working days of the resolution of the complaint.
5. If a grievance is against the Coordinator of Disability Services the above procedures will be followed with the exception that the initial complaint will be made to the Coordinator's

immediate supervisor, the Vice President for Student Life and Dean of Students. In this instance, if a satisfactory resolution is not reached (following the same process listed above), appeals can be directed to the President of the College.

6. The right of a person to a prompt and equitable resolution of the complaint filed shall not be impaired by nor shall the use of this procedure be a prerequisite to the pursuit of other remedies.
7. These rules shall be construed to protect the substantive rights of interested persons, to provide a fair and reasonable hearing of the complaint, to assure that the College complies with the ADA and Section 504 of the Rehabilitation Act.
8. The Coordinator shall maintain files and records relating to the complaint for a period of three (3) years.

**Grievances-External (OCR) Complaints**

CSE Student Complaint Procedure

Although the student is encouraged to attempt to resolve a grievance within the College process, the student has the right to file any grievance directly to the Office of Civil Rights (OCR) at any time.

The statute of limitations for filing with OCR is 180 days from the time the incident occurred. Forms may be obtained from the Office of Civil Rights.

Office for Civil Rights

U.S. Department of Health & Human Services
Paterson Office

Jacob Javits Federal Building

26 Federal Plaza-Suite 3312

New York, NY 10278

Phone: (212) 264-3313

Fax: (212) 264-3039

TDD: (212) 264-2355

Division of Civil Rights

100 Hamilton Plaza

8th Floor

Paterson, NJ 07505-2109

Phone: (973) 977-4500

Fax: (973) 977-4511

TTY: (973) 977-1955

## Educational Opportunity Fund Program

The Educational Opportunity Fund (EOF) supports talented and motivated low-income New Jersey residents.

EOF provides supplemental financial assistance for full-time enrolled undergraduate students who demonstrate exceptional financial need. To qualify, recipients must be admitted into the program at the College and complete both the EOF questionnaire and Free Application for Federal Student Aid (FAFSA).

Applicants to the program are evaluated for admission on the basis of financial eligibility, demonstrated commitment to education, and motivation. An interview with the Director of the EOF Program is required.

During the summer prior to the first year, all new EOF students attend a five-week residential Summer Academic Enrichment Program that provides an introduction to college life. Students develop academic skills, take courses for college credit, and participate in cultural, social, and recreational activities. During the fall and spring semesters, a program of support services in tutoring and personal counseling is offered.

For more information, contact the Admission Office or Carolina Gonzalez, director of the Educational Opportunity Fund Program (973) 290-4345.

## Honors Program

The Honors Program is designed for a highly select group of students whose high school record, rank in class and SAT scores indicate superior scholastic aptitude or who in their college work demonstrate unusual proficiency and scholarly interests through a superior grade point average. Open to matriculated Women's College students, the Program provides a broad-base of knowledge in

the liberal arts, while also challenging and enhancing students' special interests and abilities.

Get more information on the Honors Program here.

## Media Services

Media Services is located on the lower level of Mahoney Library. This department provides a variety of services and workshops in the areas of traditional audio visual (A/V), television and synchronous distance education. Media Services provides instruction in the use of A/V equipment, document cameras, and digital media technologies for both individuals and groups. The department oversees video recording services for events and presentations, multimedia encoding services, and DVD and CD duplication services.

TVs/VCRs/DVD players and overhead projectors or document cameras are installed in classrooms on campus. Eighteen SMART-enabled classrooms have been established throughout campus. Services and equipment needs can be obtained either by submitting a request form to Media Services or by phone request at least 24 hours in advance.

Click here for more information.

## NJEDge.net

The College of Saint Elizabeth is a participating member of NJEDge.net, the statewide higher education network connecting the institutions of higher education in New Jersey with a broadband data and video network. Inter-institutional data, Internet and Internet2 connectivity at the College are all accessed through NJEDge.net.

There are collaborative opportunities with K-12 institutions, colleges and universities in New Jersey and other states. Programs encouraging and demonstrating the integration of technology into the curriculum enrich the academic environment for undergraduate and graduate students.

## Seton Colleges Exchange

The affiliation of Seton Colleges, those institutions that trace their origins to the founding work of Saint Elizabeth Ann Seton, provides an opportunity for students matriculated in the Women's College to arrange an educational experience in another part of the United States or in Canada. An exchange can take place for a semester or a year (exclusive of first year and the second term of senior year). Applications must be filed in the Office of the Dean of the Women's College and Undergraduate Studies by April 15 for the fall term, and by November 15 for the spring term.

Exchanges can be arranged with the following Seton Colleges:

- College of Mount Saint Joseph – Cincinnati, Ohio
- College of Mount Saint Vincent – Riverdale, New York
- Seton Hill University – Greensburg, Pennsylvania

## Study Away

The College of Saint Elizabeth encourages students to explore Study Away opportunities and provides assistance in identifying appropriate programs, applying to them, and preparing for a study abroad experience.

The Study Away program is recommended in particular to students pursuing studies in Foreign Languages and International Studies. Click here to learn more about Study Away opportunities at CSE.

# Academic Programs II

## Programs A-Z

All programs (p. )

## Undergraduate

Majors/Concentrations

- Art (p. )
- Biochemistry (p. )
- Concentration in Forensic Science (p. )
- Biology (B.S. or B.A.) (p. )
- Business Administration (p. )
- Concentration in Accounting (p. ) (AS/AA to BS completion only)
- Chemistry (p. )
- Concentration in Environmental Science (p. )
- Concentration in Forensic Science (p. ) (p. )
- Clinical Laboratory Science (p. )
- Communication (p. )
- English (p. )
- Foods and Nutrition (p. )
- Concentration in Nutrition and Dietetics
- Concentration in General Studies in Foods and Nutrition
- Individualized/Self-Designed Major (p. )
- Health Administration (p. )
- Justice Studies (Criminal Justice) (p. )
- Concentration in Victim Services (p. )
- Medical Imaging Sciences (p. )
- Nursing (RN to BSN completion only) (p. )
- Mathematics (p. )
- Psychology (p. )
- Sociology (p. )
- Concentration in Social Work
- Teacher Education (p. )
- Track in Elementary/Early Childhood Education
- Track in Elementary/Middle School Math or Science Education
- Track in Teacher of Students with Disabilities
- Theology (Religious Studies) (p. )

Minors

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- Art (p. )
- Studio Art (p. )
- Graphic Design (p. )
- Biology (p. )
- Business Administration (p. )
- Chemistry (p. )
- Communication (p. )
- Computer Science (p. )
- Dance (p. )
- English (p. )
- Literary Studies (p. )
- Writing Studies (p. )
- Ethics Studies (p. )
- Bioethics (p. )
- Foods and Nutrition (p. )
- Foods & Nutrition (p. )
- Foods & Nutrition & Community Education (p. )
- Medical Nutrition Therapy for Health Professionals (p. )
- Nutritional Science (p. )
- Personal Fitness Training (p. )
- Forensic Science (p. )
- French (p. )
- Global Studies (p. )
- History (p. )
- Justice Studies (Criminal Justice) (p. )
- Leadership

- Mathematics (p. )
- Music (p. )
- Philosophy (p. )
- Political Science (p. )
- Psychology (p. )
- Theology (Religious Studies) (p. )
- Secondary Education (p. )
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## Graduate Programs

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- M.A. in Counseling Psychology (p. )
- Specialization in Counseling Psychology
- Specialization in Mental Health Counseling
- Specialization in School Counseling
- M.A. in Education (p. )
- M.A. in Educational Leadership (p. )
- M.A. in Forensic Psychology and Counseling (p. )
- M.A. in Justice Administration and Public Service (p. )
- M.A. in Theology (p. )
- M.S. in Health Administration (p. )
- M.S. in Management
- M.S. in Nursing (p. )
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## Doctoral Programs

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- Psy.D. in Counseling Psychology (p. )

## Pre-Professional Programs

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- Pre-Law
- Pre-Medicine
- Pre-Veterinary

## Combined Degree Programs

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- B.A. Justice Studies (Criminal Justice)/M.A. Justice Administration and Public Service (p. )
- B.A. Psychology/M.A. Counseling Psychology (p. )
- B.A. in Theology (Religious Studies)/M.A. in Theology (p. )
- B.S. Foods and Nutrition/M.S. Nutrition (p. )
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## Dual Degree Programs

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- B.S. in Biology/Doctor of Pharmacy (Pharm.D.) (Saint Joseph College) (p. )
- B.S. in Biology/Doctor of Medicine (AUA College of Medicine) (p. )

## General Education

The CSE Essentials General Education Program provides a unique curriculum composed of four Elements. Courses in Element I use an integrated learning community format designed to provide foundational academic skills essential for student success in college, career, and life. Building on Element I, courses in Element II are team-taught in order to provide students with inter/multi-disciplinary perspectives on different ways of knowing.

Courses in Element III engage students in a meaningful service-learning activity that is core to the Vincentian mission of the College. Service-learning is a course-based educational process combining engagement in the community and

guided reflection designed to raise awareness of social problems and their root causes. Courses in Element III emphasize faith, spirituality, and ethics. Element IV is a Capstone Seminar course designed to provide students with the opportunity to reflect on, and integrate their whole CSE Essentials learning experience.

Learn more about the College's General Education requirements.

# Cost & Financial Aid

Your potential in life isn't determined by your income level, and at the College of Saint Elizabeth, we believe that access to a quality college education shouldn't be either. "Access" is what our financial aid program is all about, and we're committed to working with students and families to help make a CSE education affordable.

**More than 90 percent of full-time CSE undergraduates receive some form of financial assistance.** CSE provides not only need-based funding but also merit awards for academic achievement, leadership potential, and community service. Graduate students and part-time undergraduates are also eligible for aid.

A college education is one of the most important investments you'll ever make, but paying for it can be a big challenge for many. Contact us to find out how our financial aid program can help bring a CSE education within your financial reach.

### Annual Tuition and Fees

The cost of attending college includes a number of elements. Learn what they are and how we can make your educational opportunity affordable. Read More.

### Philosophy and Policies

1. The College of Saint Elizabeth will assist all students in their efforts to meet their financial need in accordance with federal, state, and college regulations. Students' financial need is determined by subtracting the parents' and students' EFC (estimated family contribution as determined on the FAFSA) from the total estimated cost of attendance. Any funds received from other sources such as civic organizations, foundations, or other benefits must be reported to the Financial Aid Office.

   Federal regulations require that these awards be treated as educational resources for determining the applicant's eligibility. If a student receives no-need based financial assistance, then the combination of all merit and outside resources may not exceed the cost of attendance. Students demonstrating financial need are packaged first with federal grants, then with state grants, then with institutional need-based grants, then with loans. Financial aid award letters are sent on a rolling basis as soon as all the required documentation is received by the Financial Aid Office.
2. A student may become ineligible for financial aid if he/she fails to maintain good standing or satisfactory academic progress. (See section on Eligibility.)
3. Financial aid will be re-evaluated if and when inconsistent information is revealed on the FAFSA or the Student Aid Report.
4. If a student is not permitted to return to the College of Saint Elizabeth, either because of grades, disciplinary reasons, or an outstanding balance on his/her account, the student's financial aid award will be withdrawn.
5. All incoming first-year students in the Women's College are required to submit their final high school transcripts prior to the beginning of their first semester of classes. If the final high school transcript is not received in the Office of Admission, the student's financial aid award will be withdrawn.

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