Saint Elizabeth University

ACADEMIC CATALOG

2026–2027

SAINT ELIZABETH UNIVERSITY

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Saint Elizabeth University
2026-2027 Academic Catalog

Welcome to the 2026-2027 online academic catalog for Saint Elizabeth University. 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 Saint Elizabeth University. 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 expands 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.

Applied Behavior Analysis

Until further notice, the Applied Behavioral Analysis Department is no longer accepting students.

The purpose of the Applied Behavior Analysis program is to train educators to utilize scientific tools to bridge the educational gap and accelerate learning for all children.

Students in this program are taught until they master the science of applied behavior analysis and its application with individuals with and without disabilities. The students' graduate study is also based on scientifically-tested procedures from seminal research as well as the current literature.

In this program, students use scientific procedures in the process of matching the strategic tactic to individual students' learning and language developmental needs. As part of the program, there is a specific focus on Principles of Behavior Analysis, Ethics, Research Methods, Assessment & Intervention, and Systems Management.

M.A. in Applied Behavior Analysis

Program Overview

Saint Elizabeth University's (SEU) M.A. in Applied Behavior Analysis extends the student's knowledge beyond basic behavioral principles and procedures to more advanced concepts.

While retaining a practitioner focus, this program gives students in-depth knowledge of topics such as conditioned reinforcement, motivational influences on behavior, and error-less teaching procedures. With this background, program graduates are prepared to address the most complex behavior problems and learning challenges.

Course content is based on the BACB Fifth Edition Task List and prepares students to take the BCBA exam. Students complete six (6) core courses, plus an additional six (6) courses (35 credits) that extend the student's familiarity with clinical procedures and with the research supporting their use.

Completers of the Master's program can be contracted with a BCBA supervisor to begin supervision accruing hours (1500) toward the BACB Experience requirement.

Completion of these courses and the required field experience of 1500 hours is needed to qualify for the BCBA certification examination.

Degree Requirements

The program requires the successful completion of 36 credit hours. All students must take the following courses:

Required Courses (36 Credits)

ABA600	Foundations in Applied Behavior Analysis	3
ABA601	Behavior Analysis & Learning	3
ABA602	Research Methods and Measurement	3
ABA603	Research Methods and Experimental Design	3

ABA604	Interventions & Evidence-Based Practice	3
ABA605	Assessment & Strategic Design	3
ABA606	Applied Ethics	4
ABA607	Writing for Publication and Presentation	3
ABA608	Analysis for Verbal Behavior	3
ABA609	Behavior Change Systems	3
ABA610	Supervision & Management	3
ABA611	Culminating Requirement	2

Admission Criteria

Applicants must follow all of the admission criteria for graduate programs including but not limited to:

- Official undergraduate/graduate transcripts
- Two letters of recommendation
- Personal Statement: An assessment of applicant's strengths and areas of development as they relate to this selected field of study; and applicant's educational objectives and career goals and how they relate to this area of study. For example: What is it that attracted you to this program? Use specific examples when possible.
- Personal Interview Online
- Completed Application

Certificate in Applied Behavior Analysis

Program Overview

Saint Elizabeth University's Certificate Program in Applied Behavior Analysis is designed for the student who is seeking to become a Board-Certified Behavior Analyst (BCBA). Course content is based on the BACB Fifth Edition Task List and prepares students to take the BCBA exam. The Certificate Program consists of 6 core courses (19 credits).

Certificate Requirements

Required Courses (19 Credits)

ABA600	Foundations in Applied Behavior Analysis	3
ABA601	Behavior Analysis & Learning	3
ABA602	Research Methods and Measurement	3
ABA604	Interventions & Evidence-Based Practice	3
ABA605	Assessment & Strategic Design	3
ABA606	Applied Ethics	4

Admission Criteria

- Applicants must follow all of the admission criteria for graduate programs including but not limited to:
- Official undergraduate/graduate transcripts
- Two letters of recommendation for graduate study
- Personal Statement: An assessment of applicant's strengths and areas of development as they relate to your selected field of study; and applicant's educational objectives and career goals and how they relate to this area of study. For example: What is it that attracted you to this program? Use specific examples when possible.
- Personal Interview
- Completed Application

Biology

Program Offerings

The Saint Elizabeth University (SEU) Biology Program offers both a Bachelor of Arts and a Bachelor of Science 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 industry are considered to be among the highest employment growth areas for the next

10 to 15 years, and many of these careers require advanced degrees beyond a bachelor's degree.

The Biology Program 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 the American University of Antigua (AUA) College of Medicine, the St. George's University School of Medicine, the University of Saint Joseph School of Pharmacy, Methodist University, and the New York College of Podiatric Medicine. County college students enjoy seamless transfers.

Overview & Mission

The Biology Program provides a rigorous and solid foundation of 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 and 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. SEU is a member of Beta Beta Beta, the national biological honor society.

Students fulfilling the requirements for a Bachelor of Science in biology are prepared for professional or graduate school. A Bachelor of Arts in biology 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 and health reporting.

Compatible with the mission and values of SEU, the mission of the Biology Program is to provide students with a rigorous and comprehensive introduction to the principles of biology. Our program emphasizes the application of the scientific process and the practical skills necessary to access different career choices, and provides students with the ability to communicate the impact and significance of biology to society. The Biology program's goal is to create a teaching and learning environment that:

- Provides students with a 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 providing them with the ability to be competitive in the science industry 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 Biology 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 and as well as oral presentations. Students will also be proficient in the use of modern technologies that facilitate communication.
- Demonstrate the integration of biology and the impact of science and the role of biologists in society.

*For the 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 and B.S. program.

Graduates

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

Other students have been accepted into medical schools, such as Robert Wood Johnson Medical School and the AUA College of Medicine. Some have entered doctoral programs in various areas of science or have entered physician assistant programs. Recent graduates are attending programs at Rutgers University and Seton Hall University.

Some 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---	300/400-Level Elective (3-4)	3/4
BIO---	300/400-Level Elective	3-4
BIO---	400-Level Elective	4

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

CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
MATH119	Elementary Statistics	3

Capstone Requirement

For the capstone experience, students will participate in article discussions, classroom presentations, and a final independent article dissection in their senior year.

B.A. in Biology/SLP Minor

Students enrolled in the B.A. in Biology/SLP Minor are eligible to apply for admission in the M.S. SLP graduate program. Requirements (44-45 credits)

Core Requirements (33 credits)The following 10 credits of SLP courses will be counted towards the BIO 300/400 Level Electives

SLP250	Speech and Hearing Science	3
SLP320	Anatomy & Phys of Speech and Hearing	3
SLP401	Audiology and Aural Rehab	4

The following additional SLP courses are required to receive the SLP Minor:

SLP304	Phonetics	4
SLP306	Speech and Language Devel.	3

A grade of B- or better is required for SLP courses to be counted towards graduate study.

Related Requirements

CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
MATH119	Elementary Statistics	3

Capstone Requirement

For the capstone experience, students in the B.A. in Biology/MS-SLP track will have their Capstone Requirement tailored to topics related to communication sciences and disorders.

B.S. in Biology

Requirements (67-69 credits)

Core Requirements (35-37 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---	300/400-Level Elective	3-4
BIO---	300/400-Level Elective	3-4

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 credits)

CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM211	Organic Chemistry I	4
CHEM213	Organic Chemistry II	4
MATH151	Calculus I	4
MATH153	Calculus II	4
	or	
MATH119	Elementary Statistics	3
PHYS149	General Physics I	4
PHYS153	General Physics II	4

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

Capstone Requirement

For the capstone experience, students will participate in article discussions, classroom presentations, and a final independent article dissection in their senior year.

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. in 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

Students can obtain a Bachelor of Science in clinical laboratory science, with a concentration in medical technology, by completing three years of coursework in the Biology Program at SEU followed by 15 months at Rutgers University and its affiliated laboratory facilities. 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 https://shp.rutgers.edu/clinical-

lab-and-imaging-sciences/bachelor-of-science-medical-laboratory-sciences/.

During the first three years at SEU, a student must fulfill all of the general education requirements of the University. 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 (65 credits)

BIO111	Fundamentals of Biology I	4
BIO113	Fundamentals of Biology II	4
BIO121	Human Anatomy & Physiology I	4
BIO123	Human Anatomy & Physiology II	4
BIO209	Microbiology	4
BIO251	Cellular Biology	4
BIO303	Genetics	4
BIO---	300/400-Level Elective	3-4
BIO415	Immunology	4
BIO431	Senior Seminar	1
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM211	Organic Chemistry I	4
CHEM213	Organic Chemistry II	4
CHEM323	Biochemistry I	4
CHEM323L	Lab:Biochemistry I	0
MATH119	Elementary Statistics	3
MATH149	Pre-Calculus Math	3

An overall grade point average of 2.85 (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	3

B.S. in Medical Imaging Science

A Bachelor of Science in medical imaging sciences is a joint degree conferred by SEU and the Rutgers University School of Health Professions after completion of three years at SEU followed by 15 months at Rutgers University. Students have two programs of study to choose from: cardiac sonography and diagnostic medical sonography. A complete description of the programs at Rutgers can be found at https://shp.rutgers.edu/clinical-lab-and-imaging-sciences/.

Cardiovascular Program Diagnostic Medical Sonography Program

During the first three years at SEU, a student must fulfill all of the general education requirements of the University. 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	Human Anatomy & Physiology II	4
BIO209	Microbiology	4
BIO303	Genetics	4
BIO431	Senior Seminar	1
	Two additional upper-level biology electives	8
AHS103	Medical Terminology	3
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM211	Organic Chemistry I	4
CHEM213	Organic Chemistry II	4
MATH119	Elementary Statistics	3
MATH149	Pre-Calculus Math	3

PHYS149	General Physics I	4
PHYS153	General Physics II	4

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

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 Saint Elizabeth University, Morristown, N.J./Doctoral level degree in Pharmacy (Pharm.D.) at University of Saint Joseph School of Pharmacy, Hartford, Connecticut. University of Saint Joseph School of Pharmacy will give priority admission to dual degree program applicants from Saint Elizabeth University 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.

Saint Elizabeth University (SEU) and University of Saint Joseph School of Pharmacy have developed a joint program for qualified students interested in pursuing a B.S./Pharm.D degree. Students attend Saint Elizabeth University 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 SEU, students will then attend University of Saint Joseph School of Pharmacy for three years and complete training in pharmacy. Students receive their B.S. in Biology after completing the first year of the program at University of Saint Joseph School of Pharmacy and their Pharm.D at the completion of the program at University of Saint Joseph School of Pharmacy.

While enrolled at SEU 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 the health profession.
- Demonstrated integrity.

Qualifying for enrollment at University of Saint Joseph 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 University of Saint Joseph School of Pharmacy.
- Required G.P.A as described under SEU requirements.
- Satisfactory scores on the PCAT (Pharmacy College Admission Test).
- A timely and satisfactory formal application.
- Satisfactory evaluation in a personal interview by University of Saint Joseph School of Pharmacy interviewer and recommendation for admission

by University of Saint Joseph School of Pharmacy Admission Officer who has interviewed the applicant in person.

A complete description of the Pharm.D program at University of Saint Joseph School of Pharmacy can be found at https://www.usj.edu/academics/sppas/pharmacy/.

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	Human Anatomy & Physiology II	4
BIO209	Microbiology	4
BIO251	Cellular Biology	4
BIO303	Genetics	4
BIO---	300/400 Level Course	8
MATH149	Pre-Calculus Math	3
MATH151	Calculus I	4
MATH119	Elementary Statistics	3
	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.

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

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

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

Visit www.methodist.edu/dpt or www.methodist.edu/otd for a complete description of their three-year DPT and OTD programs.

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 Saint Elizabeth University/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.

Saint Elizabeth University (SEU) and the New York College of Podiatric Medicine (NYCPM) have developed a 3+4 program for qualified students. SEU has four seats available for each entering class at NYCPM. Students attend Saint Elizabeth University 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 SEU, a student will then attend the New York College of Podiatric Medicine for four years and complete training in podiatric medicine. A student receives his/her B.S. in Biology after completing the first year of the program at NYCPM and his/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 SEU, 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 SEU 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.

A complete description of the New York College of Podiatric Medicine program can be found at https://nycpm.touro.edu/about/.

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	Human 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 I	4
CHEM213	Organic Chemistry II	4
MATH149	Pre-Calculus Math	3
MATH151	Calculus I	4
MATH119	Elementary Statistics	3
	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.

B.S. in Biology/M.D. Dual Degree Program with AUA

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 Saint Elizabeth University. Saint Elizabeth University (SEU) and the American University of Antigua College of Medicine (AUA) have developed a B.S. / M.D. program for qualified students. Students attend Saint Elizabeth University 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 SEU, 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 their M.D. at the completion of the program at AUA.

SEU 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 SEU, 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 SEU requirements.
- 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.
- A complete description of AUA's medical program can be found at https://www.auamed.org/.

B.S. in Biology/M.D. Dual Degree Program with SGU

Qualified students will be able to receive simultaneous admission to Saint Elizabeth University and St. George's University School of Medicine. If they maintain certain minimum academic standards as undergraduates, they'll be eligible to continue on to SGU to pursue postgraduate medical degrees. Students interested in the new program must declare their intention when they apply to Saint Elizabeth University. The two institutions will conduct interviews with qualified applicants to determine whether to offer admission to the combined degree program.

Undergraduate students must maintain a cumulative grade point average of at least 3.4 and achieve an MCAT score within five points of the average for students who enrolled at St. George's the previous term to achieve full admission.

After students complete the agreed upon premedical curriculum and meet other standard requirements for admission to SGU, they will be eligible to spend their first two years of medical school in Grenada. Students will complete the next two years of clinical training at hospitals in the United Kingdom or the United States. They will be encouraged to return to New Jersey for their clinical rotations and residencies.

For more information, visit SGU School of Medicine | Accredited MD Program.

Rutgers-Robert Wood Johnson Medical School Early Assurance Program

The Rutgers Robert Wood Johnson Medical School Early Assurance program is a special admissions program with the goal to support qualified students whose backgrounds are underrepresented in medicine in obtaining their doctorate of medicine. The program works in collaboration with undergraduate universities and offers mentoring and summer enrichment programs.

This program provides students with an **early assurance of acceptance to medical school** contingent on successfully meeting requirements, mentoring and support from students and faculty at the medical school, and academic and mentoring support at their undergraduate university.

Program components:

- Participation in a summer enrichment program run by the medical school between the junior and senior year*
- Participation in the Pre-matriculation summer program prior to starting medical school
- Investment on students' part in a growth mindset and passion for medicine
- Development of mentoring relationships with students and faculty of the medical school

Requirements:

1. Sponsorship by the consortium member leader at each undergraduate university
2. Strong letter of recommendation from at least one faculty member not affiliated with the consortium (more letters are recommended)
3. Cumulative undergraduate GPA of 3.2 at the time of application*
4. An application that demonstrates exploration of the medical profession, commitment to service, and evidence of building a foundation in the pre-professional competencies identified by AAMC (https://students-residents.aamc.org/applying-medical-school/article/core-competencies/)
5. Success in the Multiple Mini Interview
6. Graduating with a bachelor' s degree within a four-year period
7. Sophomore, junior and senior years at Rutgers University or Seton Hall University and later years need to have occurred at the university you are applying from
8. Taking and achieving a B or higher in a number of upper level science courses. Course selection is optional but we encourage applicants to consider a course that covers physiology content.
9. Meeting the pre-requisites for Rutgers Robert Wood Johnson Medical School (1 year of biology with labs or AP credit, 1 year of general chemistry with labs or AP Credit, 1 year of physics with labs or AP credit, 1 year of intensive writing coursework, 1 year of math (or AP credit), 1 semester of organic chemistry, 1 semester of biochemistry) at a C or higher.
10. An MCAT score of 494 with a minimum of a 123 in each of the subsections
11. Meeting the essential functions required by the medical school as well as successfully passing the criminal background check

12. Graduating cumulative GPA of a 3.4 with a minimum threshold science GPA of a 3.0*
13. Self-describes as Black and/or Hispanic (RWJMS definition of under-represented in medicine)
14. Must be a US citizen or have permanent residency.

**Consortium leaders may present alternative evidence in support of students that fall below the requested GPAs but are at or above a cumulative GPA of 3.0*

Application

Meeting with administrators of the program at Rutgers University or at Seton Hall University to review the program and ensure sponsorship of application.

- Submission of undergraduate transcripts
- Submission of letters of recommendation directly to the Offices.
- Completion of the following questions.
    - Background:
        - Full legal name
        - Preferred name
        - Sex
        - Gender Identity
        - Race and Ethnicity
        - Major or planned course of study
        - University your will receive your bachelor's from
        - Are you a US citizen yes/no, Are you a permanent resident yes/no
- In 5,300 characters (spaces are counted as characters) or less please answer the question: Why have you selected the field of medicine for your profession?
- Provide a list of meaningful experiences you participated in during the last three years. Be sure to title the experience, specify the time spent, and briefly outline your roles and responsibilities and what you gained from the experience. You may provide a maximum of 5 experiences. Your descriptions for each experience need to fit within 120 words.
- Please let us know if there is anything you would like the admissions committee to consider when reviewing your application.

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 Saint Elizabeth University (SEU) B.S. in Business Administration Program is designed to prepare students for careers in various business environments. The focus of the program is on building the skills needed for employment in a variety of settings, including public, private, and nonprofit.

The program offers a Bachelor of Science or a minor in business administration, a minor in sport management and marketing, a minor in accounting, a continuing studies accounting concentration, and a Combined Bachelor of Science or Bachelor of Arts/Master of Science in management. Courses are offered in hybrid, online and in-person formats.

Mission

The mission of the Business Program is to promote a community of learning in which our students grow to become individuals who can effectively work in a variety of business environments, and who are prepared to handle challenging ethical situations with understanding and respect. The department seeks to engage in teaching that supports an environment that is interactive and collaborative and promotes problem-solving and critical thinking skills. Rooted in the mission of the institution, the department graduates students who are prepared for leadership roles in the complex and ever-changing business world.

Unique Elements of the Program

- Students enrolled in small classes receive individual attention from highly credentialed faculty on real-world applications of academic concepts.
- Students benefit from required internships, capstones, business simulations, and other experiential learning.
- Students can apply for the combined degree option for SEU undergraduates, resulting in early matriculation into graduate courses and programs.
- Students can also pair the Bachelor's in Business Administration coursework with a minor in various disciplines and liberal arts areas, including health sciences, sport management, accounting, communication, psychology, and global studies.

Outcomes

Bachelor of Science in Business Administration

- Demonstrate mastery of the business content necessary to compete successfully in today's global environment
- Apply ethics in decision making
- Demonstrate critical problem solving to inform business decisions
- Understand the dynamics of teamwork
- Communicate effectively to all relevant audiences
- Support ideas and theories with data using appropriate methodologies
- Evaluate the opportunities and challenges of globalization
- Describe the social responsibilities in business

Program Guidelines

Major or Minor in Business Administration

Graduates with a Business Administration degree from SEU are equipped with the skills to succeed in a range of environments (corporate, government, nonprofit, business), and fields (financial, manufacturing, telecommunication, insurance, pharmaceutical, information technology). Graduates are also prepared for a variety of graduate programs.

Coursework and internship experiences will prepare them for such areas as:

- Accounting
- Advertising and promotion
- Corporate administration
- Human resources
- Marketing
- Organizational and project management
- Sales

Accounting Concentration

The accounting Concentration is a 24-consecutive-month program (including winter and summer sessions) with a pathway to CPA certification. The concentration is primarily designed for Combined Degree Program students. However, an "alternate path" is available to non-associate degree continuing studies students who complete the prerequisites. Courses will be offered in hybrid, online and in-person formats.

Per state of New Jersey requirements, students in the accounting concentration who are seeking to become CPAs have options in pathways to completion; both require a minimum of 24 semester hours in accounting and 24 semester hours in business courses plus 1-2 years of relevant work experience. Students should check certification requirements and plan accordingly. One option is for eligible students to join the Combined Degree Program: B.S. or B.A./M.S. in Management.

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

The Combined Degree Program enables highly motivated undergraduate students working towards a BS or BA degree to transition into the graduate master's program(Master of Science in Management- MS Mgmt)while still completing the University's baccalaureate program. It is open to all SEU undergraduates who meet the academic criteria, and no GRE or GMAT exam is required. To be eligible for the combined degree, 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 of Science in management. This may enable the student to complete their master's degree in fewer 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 three specializations: human resource management , healthcare management or organizational change management.

B.S. in Business Administration

Requirements (46 credits)

Required Courses

BUS100	Introduction to Business: Domestic & Global Dimensions	3
BUS200	Principles of Management & Management Skills	3
BUS215	Principles of Marketing & Consumer Behavior	3
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	3
BUS412	Project Management	3
BUS490	Senior Capstone Seminar	4
BUS495	Internship	3
BUS	Business Administration Elective Courses	9

Elective Courses: All students are encouraged to take BUS320 Human Resource Management, COMM224 Public Speaking and Presentation Skills, and ENG204 Writing for the Workplace.

Related Requirement:

MATH119	Elementary Statistics	3

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

Program Overview

The Accounting Concentration is a 24 consecutive month program (including winter and summer sessions) with a pathway to CPA certification. The concentration is primarily designed for Associates Degree students. However, an "alternate path" is available to non-Associate Degree Adult Learner students who complete the prerequisites. Courses will be offered in hybrid, online 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.

Outcomes

- 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.

Students are expected to enter the SEU 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
BUS236	Business Law II	3
BUS247	Intermediate Accounting I	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

Minor in Accounting

A minor in Accounting provides students with a concentrated study in Accounting. The minor allows students to obtain knowledge and practical skills in the accounting field that will provide them an opportunity to improve career prospects by developing a broad overview of different accounting topics including financial, managerial, taxation, auditing and more. Additionally, the minor provides a strong foundation for students preparing to enter graduate programs in accounting, business and law. This minor must be completed simultaneously with a major degree program at the University.

Requirements (18 credits)

BUS242	Accounting I	3
BUS243	Accounting II	3
BUS247	Intermediate Accounting I	3
BUS249	Intermediate Accounting II	3
BUS313	Auditing	3
BUS408	Tax Accounting	3

Minor in Business Administration

A minor in Business Administration provides students with a general study of business. The minor allows students to obtain knowledge and practical skills in business that will provide them an opportunity to improve career prospects by developing a broad overview of different business topics including management, accounting, economics and more. Additionally, the minor provides a strong foundation for students preparing to enter graduate programs in business such as Masters of Science and Masters of Business Administration Programs. This minor must be completed simultaneously with a major degree program at the University.

Requirements (18 credits)

BUS100	Introduction to Business: Domestic & Global Dimensions	3
BUS200	Principles of Management & Management Skills	3
BUS227	Theories of Micro Economics	3
BUS242	Accounting I	3
BUS3/4XX	Business Administration Elective Courses	6

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

Program prerequisites:

Students must have completed 72 credits with a minimum GPA of 3.0 and successfully complete the following prerequisite courses:

Majors in Business Administration must have completed:

BUS242	Accounting I	3
BUS215	Principles of Marketing & Consumer Behavior	3
BUS200	Principles of Management & Management Skills	3
BUS320	Human Resource Management	4

Minors in Business Administration must have completed:

BUS200	Principles of Management & Management Skills	3
BUSXXX	At least two other 200/300 level Business courses	

Other academic majors must have completed:

BUS200	Principles of Management & Management Skills	3
BUSXXX	At least two other 200/300 level Business courses	

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.

There are three choices of specialization that students will choose from in the MS Program: Human Resource Management, Healthcare Management or Organizational Change Management.

Graduate level courses open for combined degree students:

BUS601	Human Resource Management	3
BUS602	Foundations of Management	3
BUS604	Regulatory Compliance in the US Healthcare System	3
BUS619	Organizational Theory	3
BUS623	Research Methods	3
BUS634	Organizational Behavior	3

Admission

Those 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. Once accepted, students may take up to four designated graduate courses (12 credits), that will double count toward the Bachelor's and Master's degree requirements and 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). BUS690 Seminar in Change Management must be taken at Saint Elizabeth University.

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.

Application Procedure

The application to apply into the M.S. in Management program can be found here:

https://apply.steu.edu/register/combined

The application submission should include the following:

- Completed application form
- Personal statement and resume

- Students should submit a personal statement clearly articulating their choice of specialization, career goals and how the 30-credit M.S. program will help them meet these goals
- Official transcripts from all colleges/universities attended (prior to Saint Elizabeth University)

M.S. in Management: Specialization in Healthcare Management

Program Overview

The Saint Elizabeth University (SEU) M.S. in Management Program consists of 10 courses with a total of 30 credits and is offered in an accelerated, asynchronous online format. The program offers a choice of specialization in either human resource management, organizational change management, or healthcare 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 program are equipped to succeed and lead in a variety of career opportunities in corporate, government, nonprofit, and private organizations.

Current SEU 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 SEU undergraduates who meet the academic criteria, and no GRE or GMAT exam is required. Undergraduate students may take up to four graduate courses that count as general electives, which may enable them (upon completion of their undergraduate degree) to complete their master's degree in fewer than 12-15 months.

Outcomes

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

- Analyze a current business challenge
- Use business analytics and other emerging technologies to facilitate decision-making
- Evaluate management decisions in light of external legal and ethical factors
- Demonstrate advanced knowledge of the business environment
- Demonstrate executive business communication

Unique Elements of This Program

- Small classes, individual attention, and real-world application of academic concepts
- Highly credentialed and experienced faculty members
- Compatibility with diverse undergraduate backgrounds

Applicants for Master's Programs must have a baccalaureate degree.

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. Academic achievement, letters of reference, personal statement and relevant experiences will be considered.

Required Courses

BUS602	Foundations of Management	3
BUS604	Regulatory Compliance in the US Healthcare System	3
BUS614	Healthcare Law, Governance and Ethics	3
BUS616	Healthcare Technology and Innovation	3
BUS618	Healthcare Quality and Project Management	3
BUS623	Research Methods	3
BUS634	Organizational Behavior	3
BUS671	Financial Planning for Managers	3
BUS690	Seminar in Change Management	3
EDAS747	Management and Leadership	3

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 point average on a 4.0 scale. A maximum of 9 credits can be accepted for transfer.

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

Program Overview

The Saint Elizabeth University (SEU) M.S. in Management Program 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 program are equipped to succeed and lead in a variety of career opportunities in corporate, government, nonprofit, and private organizations.

Current SEU 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 SEU undergraduates who meet the academic criteria, and no GRE or GMAT exam is required. Undergraduate students may take up to four graduate courses that count as general electives, which may enable them (upon completion of their undergraduate degree) to complete their master's degree in fewer than 12-15 months.

Outcomes

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

- Analyze a current business challenge
- Use business analytics and other emerging technologies to facilitate decision-making
- Evaluate management decisions in light of external legal and ethical factors
- Demonstrate advanced knowledge of the business environment
- Demonstrate executive business communication

Unique Elements of This Program

- Small classes, individual attention, and real-world application of academic concepts
- Highly credentialed and experienced faculty members
- Compatibility with diverse undergraduate backgrounds

Applicants for Master's Programs must have a baccalaureate degree.

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. Academic achievement, letters of reference, personal statement and relevant experiences will be considered.

Required Courses

BUS601	Human Resource Management	3
BUS602	Foundations of 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
EDAS747	Management and Leadership	3

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 point average on a 4.0 scale. A maximum of 9 credits can be accepted for transfer.

M.S. in Management: Specialization in Organizational Change

Program Overview

The Saint Elizabeth University (SEU) M.S. in Management Program 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 program are equipped to succeed and lead in a variety of career opportunities in corporate, government, nonprofit, and private organizations.

Current SEU 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 SEU undergraduates who meet the academic criteria, and no GRE or GMAT exam is required. Undergraduate students may take up to four graduate courses that count as general electives, which may enable them (upon completion of their undergraduate degree) to complete their master's degree in fewer than 12-15 months.

Outcomes

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

- Analyze a current business challenge and provide options for addressing it
- Use business analytics and other emerging technologies to facilitate decision-making
- Evaluate management decisions in light of external legal and ethical factors
- Demonstrate advanced knowledge of the business environment
- Demonstrate professional business communication

Unique Elements of This Program

- Small classes, individual attention, and real-world application of academic concepts
- Highly credentialed and experienced faculty members
- Compatibility with diverse undergraduate backgrounds

Applicants for Master's Programs must have a baccalaureate degree.

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. Academic achievement, letters of reference, personal statement and relevant experiences will be considered.

Required Courses

BUS602	Foundations of Management	3
BUS611	Strategic Management	3
BUS617	Managing Information for More Effective Decision Making	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
EDAS747	Management and Leadership	3

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 point average on a 4.0 scale. A maximum of 9 credits can be accepted for transfer.

B.A. or B.S. in Business Administration/M.B.A. Dual Degree Program

Program Overview

The combined B.A. or B.S./M.B.A. program consists of both SEU undergraduate courses and FDU graduate courses. SEU students who earn an average grade of B or better in pre-determined Business Administration courses would be eligible for a waiver of up to 12 credits of coursework in the FDU M.B.A. program.

Students admitted into the 4+1 program will be required to take 6 specified credits of FDU graduate courses during their senior undergraduate year, which will count towards satisfying the degree requirements of both their SEU B.S. degree and their FDU M.B.A. degree.

The M.B.A. coursework typically takes one extra school year. This structure will provide students who enroll in the Program on a full-time basis the ability to complete the B.A. or B.S./M.B.A. program in five years.

Program Admission

FDU, in consultation with the Associate Vice President and Dean of Academic Affairs at SEU, shall make decisions concerning admission of students to the Program based on the criteria noted below, which were established by the Silberman College of Business. SEU shall make determinations concerning student eligibility for financial aid and the allocation of financial aid to students for the undergraduate portion of the Program, including the final undergraduate semester when students will be taking FDU graduate courses at FDU's Florham Campus.

- Any student in the undergraduate degree program at SEU is eligible to apply to the Program. Students enrolled in the B.S. in Business Administration or those earning a minor in Business Administration will be considered for the waiver of the Foundation courses in the M.B.A. program.
- By the end of their first semester junior year and having earned a cumulative grade point average of 3.0 or higher (out of 4.0 students must apply for admission to the five-year B.A. or B.S./M.B.A. program by submitting a completed FDU application (application fee is waived).
- The senior undergraduate year of study in the Program is a qualifying year. Students must maintain an SEU cumulative GPA of 3.0 or better in order to qualify for the graduate year. Failure to maintain the required GPA of 3.0 or better means that the student will not be allowed to continue into the graduate year without providing additional documentation as dictated by FDU.

Tuition and Fees

Undergraduate students enrolled in the program will be registered and billed at the SEU for the term. Once matriculated as graduate students at FDU, students will be responsible for making payments directly to FDU.

B.A. or B.S. in Business Administration/M.S. in Accounting Dual Degree Program

Program Overview

The combined B.A. or B.S./M.S. in Accounting program consists of both SEU undergraduate courses and FDU graduate courses. SEU students admitted into the 4+1 program will be required to take 6 specified credits of FDU graduate courses during their senior undergraduate year, which will count towards satisfying the degree

requirements of both their SEU B.A. or B.S. degree and their FDU M.S. degree.

The M.S. coursework typically takes one extra school year. This structure will provide students who enroll in the Program on a full-time basis the ability to complete the B.A. or B.S./M.S. program in five years.

Program Admission

FDU, in consultation with the Associate Vice President and Dean of Academic Affairs at SEU, shall make decisions concerning admission of students to the Program based on the criteria noted below, which were established by the Silberman College of Business. SEU shall make determinations concerning student eligibility for financial aid and the allocation of financial aid to students for the undergraduate portion of the Program, including the final undergraduate semester when students will be taking FDU graduate courses at FDU's Florham Campus.

- Any student in the undergraduate degree program at SEU enrolled in the B.S. in Business Administration or those earning a minor in Business Administration will be considered for the 4+1 Program.
- By the end of their first semester junior year and having earned a cumulative grade point average of 3.0 or higher (out of 4.0), students must apply for admission to the five-year B.A. or B.S./M.B.A. program by submitting a completed FDU application (application fee is waived).
- The senior undergraduate year of study in the Program is a qualifying year. Students must maintain an SEU cumulative GPA of 3.0 or better in order to qualify for the graduate year. Failure to maintain the required GPA of 3.0 or better means that the student will not be allowed to continue into the graduate year without providing additional documentation as dictated by FDU.

Tuition and Fees

Undergraduate students enrolled in the program will be registered and billed at SEU for the term. Once matriculated as graduate students at FDU, students will be responsible for making payments directly to FDU.

Biochemistry

Program Overview

Flowing from the mission of Saint Elizabeth University, the Biochemistry Program is committed to providing basic knowledge of this liberal art to many students and a thorough undergraduate 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 biochemistry, the program strives to discipline students' minds, and by 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 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 forms
- 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 of matter 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 the 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 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 Doctors of Philosophy and Doctors of Medicine from major graduate and medical schools, such as:

- Cornell University
- Fordham University
- Georgetown University
- The Mayo Institute
- New York University
- Purdue University
- Rutgers University
- State University of New York
- University of Toronto
- Virginia Commonwealth University
- Yale University

Graduates in biochemistry from SEU work in a variety of careers:

- Attorneys
- Physicians
- Research Scientists
- Teachers

Some examples of industrial positions held by SEU graduates include analytical chemists, biochemists, medicinal chemists, and research chemists in the pharmaceutical, environmental, and personal care industries. They work at companies such as:

- 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 I	4
CHEM213	Organic Chemistry II	4
CHEM323	Biochemistry I	4
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

Elective

BIO Elective Choose one: BIO 303, BIO 415, or BIO 417

BIO303	Genetics	4
	or	
BIO415	Immunology	4
	or	
BIO417	Physiology	4

Subtotal: 4

Capstone Requirement

Students will fulfill the capstone requirement by the successful completion of a literature based presentation that highlights mastery of student learning outcomes. Preparation for the capstone will be offered through CHEM433.

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

Requirements

Required Courses (53 credits)

CHEM113	Introduction to Forensic Science	3
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM211	Organic Chemistry I	4
CHEM213	Organic Chemistry II	4
CHEM323	Biochemistry I	4
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 Criminal Justice	3
JUS231	Criminal Procedure	3

Related Requirements (16 credits)

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

Elective

BIO Elective Choose one: BIO 303, BIO 415, or BIO 417

BIO303	Genetics	4
	or	
BIO415	Immunology	4
	or	
BIO417	Physiology	4

Subtotal: 4

Capstone Requirement

Students will fulfill the capstone requirement by the successful completion of a literature based presentation that highlights mastery of student learning outcomes. Preparation for the capstone will be offered through CHEM433.

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

Requirements (64 credits)

Required Courses (48 credits)

CHEM113	Introduction to Forensic Science	3
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM211	Organic Chemistry I	4
CHEM213	Organic Chemistry II	4
CHEM301	Physical Chemistry I	3
CHEM303	Physical Chemistry II	4
CHEM317	Theory of Analytical Chemistry	3
CHEM323	Biochemistry I	4
CHEM337	Senior Research	4
CHEM433	Coordinating Seminar: Senior	1
JUS101	Introduction to Criminal Justice	3

JUS231	Criminal Procedure	3

Related Requirements (16 credits)

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

Capstone Requirement

Students will fulfill the capstone requirement by the successful completion of a literature based presentation that highlights mastery of student learning outcomes. Preparation for the capstone 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	Introduction to Chemistry	4
	or	
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM123	Introduction to Organic Chemistry	3
	or	
CHEM211	Organic Chemistry I	4
ES101	Environmental Science	4
CHEM317	Theory of Analytical Chemistry	3
CHEM323	Biochemistry I	4
	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	3
REL200	Bioethics	4

THEO200 or equivalent approved by the program chair

Capstone Requirement

Students will fulfill the capstone requirement by the successful completion of a literature based presentation that highlights mastery of student learning outcomes. Preparation for the capstone will be offered through CHEM433.

Minor in Chemistry

Required Courses (16 credits)

CHEM121	Introduction to Chemistry	4
CHEM121L	Lab:Intro General Chemistry	0

	or	
CHEM151	General Chemistry I	4
CHEM123	Introduction to Organic Chemistry	3
CHEM123L	Lab: Introduction to Organic Chemistry	1
	or	
CHEM211	Organic Chemistry I	4
CHEM323	Biochemistry I	4
	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	Introduction to Forensic Science	3
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM317	Theory of Analytical Chemistry	3
JUS101	Introduction to Criminal Justice	3

CHEM113, CHEM151 or equivalent approved by the program chairperson

Criminal Justice

Program Overview

In keeping with the mission and values of Saint Elizabeth University (SEU), 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 Program is a multidisciplinary program that draws on the strong liberal arts tradition of the University. 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

- Students will demonstrate a proficiency in critical reading, thinking, and listening skills.
- Students will demonstrate an understanding of, and be able to apply, fundamental United States Constitutional principles of law.
- Students will be able to describe the complex nature of law and the criminal justice system.
- Students will be able to describe and evaluate the relationship between philosophy, theory, policy, and practice in the criminal justice system.
- 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.
- Students will demonstrate an understanding of the roles, functions, and limitations of corrections in the criminal justice system.
- Students will demonstrate an understanding of the ethical concerns in the field of criminal justice.

- Students will be able to evaluate the validity of theories of victimization and recognize the impact of crime.
- Students will demonstrate an understanding of theories of leadership and supervision in the criminal justice profession.

Graduates From These Programs

Students graduating with a degree in criminal justice are furnished with the ability and the capacity to succeed in all aspects of the criminal justice system. Students are prepared for advanced educational pursuits in graduate and professional institutions. Graduates of the Criminal Justice Program work in a variety of fields. These include:

- All levels of law enforcement
- Business security
- Corrections
- Courts
- Parole/Probation
- Victim and child advocacy

B.A. in Criminal Justice

In keeping with the mission and values of Saint Elizabeth University (SEU), 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, and to pursue advanced study in these areas.

The Criminal Justice Program is a multidisciplinary program that draws on the strong liberal arts tradition of the University. 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 intentionally designed to meet the needs and expectations of both full-time students as well as professionals working in the criminal justice field who want to continue and/or update their studies.

Outcomes

- Students will demonstrate a proficiency in critical reading, thinking, and listening skills.
- Students will demonstrate an understanding of, and be able to apply, fundamental United States Constitutional principles of law.
- Students will be able to describe the complex nature of law and the criminal justice system.
- Students will be able to describe and evaluate the relationship between philosophy, theory, policy, and practice in the criminal justice system.
- 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.
- Students will demonstrate an understanding of the roles, functions, and limitations of corrections in the criminal justice system.
- Students will demonstrate an understanding of the ethical concerns in the field of criminal justice.
- Students will be able to evaluate the validity of theories of victimization and recognize the impact of crime.
- Students will demonstrate an understanding of theories of leadership and supervision in the criminal justice profession.

Requirements (36 credits)

Required Courses (24 credits)

JUS101	Introduction to Criminal Justice	3
JUS211	The Corrections System	3
JUS215	Judicial Processes	3
JUS251	Law Enforcement	3
JUS325	Victimology	3
JUS405	Research Methods for Justice Studies Professionals	3
JUS425	Senior Seminar	3
JUS495	Internship	3

Elective Courses (12 credits)

Students must select 4 elective courses Two (2) of which must be 300-level or above.

JUS201	Women & the Criminal Justice System	3
JUS205	Criminal Investigation	3
JUS210	Legal Research Writing	3
JUS221	Criminal Law	3
JUS231	Criminal Procedure	3
JUS241	Public Policy & Administration	3
JUS301	Juvenile Law & Justice	3
JUS305	Public Safety Leadership and Supervision	3
JUS311	Intimate Violence	3
JUS325	Victimology	3
JUS327	Victim Law & Services	3
JUS341	Women & the Law	3
JUS490	Special Topics in Justice Studies	3
JUS491	Independent Study	3

It is highly recommended that students take JUS405 if they intend to apply to graduate school.

Prerequisites for Combined B.A./M.A.
Students who wish to apply to the B.A./M.A. Combined Program will need to complete two of the following prerequisite undergraduate courses:

JUS241	Public Policy & Administration	3
JUS305	Public Safety Leadership and Supervision	3
JUS325	Victimology	3
JUS405	Research Methods for Justice Studies Professionals	3

Law Enforcement and Public Safety Accelerated Bachelors Degree Program Criminal Justice

In keeping with the mission and values of Saint Elizabeth University (SEU), 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, and to pursue advanced study in these areas.

The Criminal Justice Program is a multidisciplinary program that draws on the strong liberal arts tradition of the University. 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 intentionally designed to meet the needs and expectations of both full-time students as well as professionals working in the criminal justice field who want to continue and/or update their studies.

Outcomes

- Students will demonstrate a proficiency in critical reading, thinking, and listening skills.
- Students will demonstrate an understanding of, and be able to apply, fundamental United States Constitutional principles of law.
- Students will be able to describe the complex nature of law and the criminal justice system.
- Students will be able to describe and evaluate the relationship between philosophy, theory, policy, and practice in the criminal justice system.
- 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.
- Students will demonstrate an understanding of the roles, functions, and limitations of corrections in the criminal justice system.
- Students will demonstrate an understanding of the ethical concerns in the field of criminal justice.

- Students will be able to evaluate the validity of theories of victimization and recognize the impact of crime.
- Students will demonstrate an understanding of theories of leadership and supervision in the criminal justice profession.

Requirements (36 credits)

Required Courses (24 credits)

JUS101	Introduction to Criminal Justice	3
JUS211	The Corrections System	3
JUS215	Judicial Processes	3
JUS251	Law Enforcement	3
JUS325	Victimology	3
JUS405	Research Methods for Justice Studies Professionals	3
JUS425	Senior Seminar	3
JUS495	Internship	3

Elective Courses (12 credits)

Students must select 4 elective courses Two (2) of which must be 300-level or above.

JUS201	Women & the Criminal Justice System	3
JUS205	Criminal Investigation	3
JUS210	Legal Research Writing	3
JUS221	Criminal Law	3
JUS231	Criminal Procedure	3
JUS241	Public Policy & Administration	3
JUS301	Juvenile Law & Justice	3
JUS305	Public Safety Leadership and Supervision	3
JUS311	Intimate Violence	3
JUS325	Victimology	3
JUS327	Victim Law & Services	3
JUS341	Women & the Law	3
JUS490	Special Topics in Justice Studies	3
JUS491	Independent Study	3

It is highly recommended that students take JUS405 if they intend to apply to graduate school.

Prerequisites for Combined B.A./M.A.

Students who wish to apply to the B.A./M.A. Combined Program will need to complete two of the following prerequisite undergraduate courses:

JUS241	Public Policy & Administration	3
JUS305	Public Safety Leadership and Supervision	3
JUS325	Victimology	3
JUS405	Research Methods for Justice Studies Professionals	3

Minor in Criminal Justice

Requirements (18 credits)

Required Courses (9 credits)

JUS101	Introduction to Criminal Justice	3
JUS325	Victimology	3
JUS405	Research Methods for Justice Studies Professionals	3

Three (3) Elective Courses. One (1) must be in the 300-level or above. (9 credits)

JUS	Elective	3
JUS	Elective	3
JUS	300-level Elective	3

Elective Courses

JUS201	Women & the Criminal Justice System	3
JUS205	Criminal Investigation	3
JUS210	Legal Research Writing	3
JUS215	Judicial Processes	3

JUS221	Criminal Law	3
JUS231	Criminal Procedure	3
JUS241	Public Policy & Administration	3
JUS301	Juvenile Law & Justice	3
JUS305	Public Safety Leadership and Supervision	3
JUS311	Intimate Violence	3
JUS325	Victimology	3
JUS327	Victim Law & Services	3
JUS341	Women & the Law	3
JUS490	Special Topics in Justice Studies	3
JUS491	Independent Study	3

Minor/Concentration in Victim Services

Requirements (15 credits)

Required Courses (15 credits)

JUS325	Victimology	3
JUS327	Victim Law & Services	3
JUS405	Research Methods for Justice Studies Professionals	3
JUS495	Internship	3

One (1) Elective Course from the following:

JUS215	Judicial Processes	3
JUS311	Intimate Violence	3
SOC201	Social Problems	3
SOC221	Cultural Diversity	3

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 SEU's baccalaureate program. The Program requires candidates to complete, as prerequisites, three 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

Students who wish to apply to the B.A./M.A. combined program will need to complete the following prerequisite undergraduate courses:

JUS305	Public Safety Leadership and Supervision	3
JUS325	Victimology	3
JUS405	Research Methods for Justice Studies Professionals	3

Graduate Courses

MC626	Ethical Issues	3

JUS650	Justice Administration	3
JUS655	Justice Policy & Planning	3
JUS665	Legal and Critical Issues	3

M.A. in Justice Administration and Public Service

Program Overview

Saint Elizabeth University (SEU) developed the M.A. in Justice Administration and Public Service Program 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 crime victim counseling.

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.

Outcomes

A graduate of the M.A. in Justice Administration and Public Service Program 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.

Program Requirements (30 Credits)

The M.A. in Justice Administration and Public Service Program 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 (12 Credits)

JUS620	Law and Legal System	3
JUS625	Homeland Security	3

JUS630	Community Policing	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 Program is subject to evaluation and approval by the program director. All graduate transfer credits must carry a minimum 3.0 grade point average on a 4.0 scale. A maximum of nine credits can be accepted for transfer.

Certificate in Cybersecurity in Counter Terrorism Operations

Program Overview

This 12-credit Certificate Program is designed for law enforcement professionals, equipping students with expertise in both counter terrorism and cyber security investigation. The program will cover critical areas of homeland security, cybercrime, digital evidence, and national security intelligence.

Students will learn from experienced professionals in the field and develop practical skills to address modern threats, including domestic and international terrorism, as well as cyber-related crimes and investigations.

The Program may be taken alone or as part of the Bachelor of Arts in Criminal Justice or Master of Arts in Justice Administration and Public Service Programs.

Requirements

Required Courses (12 credits)

1. **JUS625 Homeland Security –** 3 credits This course involves a study of the foundations of domestic terrorism with an examination of its history and case studies.
2. **JUS675 Cyber Crime, Security, and the Law** – 3 credits Examination of legal frameworks and investigative techniques related to cybercrime and security threats, and an in-depth look at the operations and challenges of homeland security, with a focus on counter terrorism strategies.
3. **JUS680 Investigation & Digital Evidence –** 3 credits Focuses on investigative methods, digital forensics, and the handling of digital evidence in cyber security and criminal investigations.
4. **JUS683 Special Topic: National Security Intelligence and Terrorism –** 3 credits This course offers specialized knowledge in understanding domestic terrorism threats and analyzes intelligence related to national security.

JUS625	Homeland Security	3
JUS675	Cyber Crime, Security and the Law	3
JUS680	Investigation & Digital Evidence	3
JUS683	Special Topics	3

Certificate in Leadership in Community Policing

Program Overview

This 12-credit Certificate Program is designed for criminal justice professionals and will prepare students to gain expertise in leadership in community policing.

The Program may be taken alone or as part of the Bachelor of Arts in Criminal Justice or Master of Arts in Justice Administration and Public Service Programs.

All courses are taught by experienced professionals in the field.

Requirements

Required Courses (12 credits)

JUS630	Community Policing	3
JUS650	Justice Administration	3
JUS665	Legal and Critical Issues	3
JUS683	Special Topic: Law Enforcement Organizations	3

Digital and Performing Arts and Media

Program Overview

The Mission of the Digital and Performing Arts and Media program is to empower students to become ethical storytellers and creative leaders who use the convergence of stage, screen, and digital platforms to advocate for social justice and the common good. Rooted in the Catholic liberal arts tradition and the values of the Sisters of Charity, the program fosters technical mastery, critical inquiry, and compassionate expression, preparing diverse graduates to transform culture and serve their communities through the power of the arts.

In a world saturated with content, the ability to create isn't enough—you need the wisdom to connect. At Saint Elizabeth University, the Digital and Performing Arts and Media program invites you to master the tools of the modern storyteller while grounding your art in a deeper purpose.

This is not a traditional conservatory. It is a laboratory for the "citizen-artist." Whether you are coding an immersive website, directing a stage play, or producing a documentary on social issues, you will learn to harness media as a force for integrity and social responsibility.

Outcomes

- **Technical & Artistic Proficiency:** Students will demonstrate professional-level competence in the creation and production of digital media and performance arts, utilizing industry-standard technology, design principles, and performance techniques.
- **Critical Media Literacy:** Students will analyze media and performance texts through the lens of critical inquiry, identifying how cultural narratives shape societal views on race, class, gender, and dignity.
- **Ethical Storytelling & Social Responsibility:** Students will create original works that reflect the values of social justice and service to the poor, demonstrating an understanding of the artist's ethical obligation to their community.
- **Collaborative Leadership:** Students will demonstrate the ability to lead diverse teams in creative production environments (theater, film sets, design studios), fostering a climate of mutual respect, transparency, and integrity.
- **Adaptive Innovation:** Students will apply interdisciplinary skills to solve complex communication problems, effectively bridging the gap between traditional performing arts and emerging digital platforms.

Graduates

Graduates of this program are equipped for the **Creator Economy** and corporate communications sectors.

- **Digital Content Producer:** Creating video, audio, and graphic content for non-profits or brands.
- **Community Arts Director:** Managing theater or arts programs for community centers (aligned with SEU's service mission).
- **Video Editor / Motion Graphics Artist:** Post-production for film, TV, and web.
- **Hybrid/Corporate Roles:**
- **Social Media Manager:** Using performance and writing skills to manage brand voice.
- **UX (User Experience) Storyteller:** Designing website flows based on narrative arcs.
- **Communications Coordinator:** Managing internal and external media for educational or religious institutions.

Event Technologist: Managing the A/V and streaming components of live conferences and performances.

BA in Digital and Performing Arts and Media

Course Requirements (59-63 credits)

DPAM100	Introduction to Professional Communication	2
DPAM130	The Digital Canvas	3
DPAM/ENG20	Creative Writing Non-fiction	3
	or	
DPAM/ENG203	Creative Writing	3
DPAM/ENG210	Theatre and Studio Production	3
DPAM224	Presentation Skills	2
DPAM2XX	Cinematography/Video Production	3
DPAM2XX	Sound Design and Production	3
DPAM2XX	Digital Editing and Motion Graphics	3
DPAM/ENG202	Performance Fundamentals	2
DPAM2XX	Intro to Entertainment/Film Studies	1-2
DPAM/ENG2XX	Film Classes (Two – e.g., American, International)	6
DPAM270	Digital Storytelling	4
DPAM300	Content Creation	3
DPAM3XX	Sports Media & Broadcasting I&II	3-6
DPAM/ENG355	Writing for Digital Media	3
DPAM402	Advanced Video Production	3
DPAM495	Internship	3
DPAM4XX	Senior Capstone	3
Culminating Project		3
Electives/Special Topics		6

Multiple course topic options below

- Creative Producing
- Podcasting
- Freelancing
- Entertainment Law/Business of Entertainment
- International TV and Film (contemporary)
- Film and TV History
- Feature Screenwriting: Adaptation
- Wildlife Content Creation
- Video Game Industry
- Documentary Production
- History of Animation(gaming)
- Musicals: Stage and Screen
- Advanced Audio Design

Education

Program Overview

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

SEU 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 SEU 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 Council for the Accreditation of Educator Preparation (CAEP).

Flowing from the institutional mission of Saint Elizabeth University, 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 SEU 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 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 SEU undergraduate and graduate teacher education programs can earn a New Jersey Certificate of Eligibility with Advanced Standing in the following areas: P-3, K-6, Teacher of Students with Disabilities, and K-12 Subject Area in Art, Biology, Chemistry, English, Mathematics and Social Studies. The New Jersey State Department of Education awards permanent certification to all provisional teachers who successfully complete the state-required induction period 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 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 study. SEU alumni teach and lead in schools throughout New Jersey and the nation.

B.A. in Education

Students must double major in education and in another discipline per SEU policy.

- Early Childhood Education Concentration (P-3)
- Elementary Education Concentration (K-6)
- Elementary and Middle School Math OR Science Education Concentration (K-6 and 5-8 Math OR Science)

Minor in Secondary Education

(The students major in an approved discipline which will lead to K-12 certification in that discipline. NJ DOE approved disciplines are Art, English, Mathematics, Biological Science, Chemistry, Social Studies)

Teacher of Students with Disabilities Certification

(This is not a stand alone program. The program is three additional special education courses which when added to one of the concentrations and/or minors allows the student to be eligible for the additional TOSD endorsement (Teacher of Students with Disabilities).

Requirements for Admission to the Major/Minor

- An overall GPA of 3.00 or above.
- Passing score on the appropriate Praxis Core Academic Skills for Education exam recognized by the New Jersey Department of Education (www.ets.org)

Core Courses for all Education Majors and Minors (32 credits)

ED101 / SEU220	Introduction to Education	3
ED105	Nature & Needs of Exceptional Learners	3
ED250	Integration of Curriculum Instruction & Behavior Management	3
ED309	Intro to Curriculum Design & Instruction	3
ED330	Literacy in Content Areas, Curricula K -12	3
ED465	Clinical Practice I & Seminar	3
ED469	Clinical Practice II	8
ED477	Clinical Practice II Seminar	4
SEU105/ MATH100	Modern Math	2
PSY251	Educational Psychology	4

ED105, ED250 and PSY251 are required for TOSD certification. ED309, ED310 and ED330 require a 20-hour field placement in a school setting.

Early Childhood Education Concentration (12 credits plus Core)

ED252	Early Childhood Education	3
ED309	Intro to Curriculum Design & Instruction	3
ED310	Emergent Literacy in Inclusive Elementary and Early Childhood Education	3
ED330	Literacy in Content Areas, Curricula K -12	3

ED330 requires a 20-hour field placement in a school setting.

Elementary Education Concentration (9 credits plus Core)

ED309	Intro to Curriculum Design & Instruction	3
ED310	Emergent Literacy in Inclusive Elementary and Early Childhood Education	3
ED330	Literacy in Content Areas, Curricula K -12	3

ED330 requires a 20-hour field placement in a school setting.

Elementary, Middle School Math or Science Education Concentration (7 credits plus Core)

ED305	Math & Science Curriculum in Elementary Education & Middle School	4
ED330	Literacy in Content Areas, Curricula K -12	3

ED330 requires a 20-hour field placement in a school setting.

Secondary Education Minor (K-12, Subject Area) (6 credits plus Core)

ED309	Intro to Curriculum Design & Instruction	3
ED330	Literacy in Content Areas, Curricula K -12	3

ED330 requires a 20-hour field placement in a school setting.

Teacher of Students with Disabilities (TOSD) Concentration

Optional concentration: 9 credits added to courses in the Education Programs Core for a total of 21 credits. It is added to an Education Major/Minor and is not a stand-alone certification.

ED300	Technology in Inclusive Special Education	3
ED325	Curriculum, Instruction, & Spec Material	3
ED451	Resources & Services for Individuals with Disabilities	3

Capstone Requirement

Students fulfill the capstone requirement by successfully completing Clinical Practice I & Seminar, Clinical Practice II, and Clinical Practice II Seminar.

Minor in Secondary Education

Required Courses (6 credits plus Core)

ED309	Intro to Curriculum Design & Instruction	3
ED330	Literacy in Content Areas, Curricula K -12	3

M.A. in Educational Leadership

The M.A. in Educational Leadership program is a 36-credits, online cohort-based program that is completed over two years. 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 and provide evidence that a fourth and fifth year will be completed during the course of studies. The work includes an administrative internship experience and an action research project.

This program is offered off-site in schools in or partner districts. Students must maintain a 3.25 GPA 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, skill, and dispositions necessary for growth and development as school leaders based upon the Professional Standards for Education Leaders and AAQEP 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

- Completed application
- Official Transcripts
- Current Resume
- 500-word personal statement (1-2 pages) as to why you are interested in obtaining a graduate degree, what are your long-term goals and how a graduate degree will help you achieve them.
- One letter of recommendation from a college/university professor attesting to a candidate's ability to perform a high level of academic achievement, or from a professional reference.
- Applicants must be certified professional educators.

**Unofficial transcripts, resume, letters of recommendation and the essay can be submitted as part of the online application. The application fee is waived if you apply online.*

Course Sequence (36 credits)

Year One

Fall

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

Spring

EDAS615	The Culturally Proficient Leader: Building Diverse, Inclusive Learning Communities	3
EDAS681	Supervision of Instruction	3

Summer 1

EDAS685	Leadership Internship I	2
PSY629	Social Emotional Learning and Educational Leadership	3

Summer 3

EDAS688	Leadership Development Institute on Evidence Based Decision Making for Curriculum and Instruction	3

Year Two

Fall

EDAS609	Managing the School Community I	3
EDAS612	Leadership for Curriculum Change	3
EDAS687	Leadership Internship II	2

Spring

EDAS610	Managing the School Community II	3
EDAS611	Action Research: Final Project	3
EDAS689	Leadership Internship III	2

Ed.D. in Educational Leadership: Pre-K to 12th Grade Concentration

The doctoral program in Educational Leadership at Saint Elizabeth University is designed to prepare globally conscious and morally purposeful servant leaders. The Ed.D. program offers two concentrations: Pre-K to 12th Grade and Higher Education.

The Ed.D. concentration in education leadership combines theoretical knowledge with practical application in an authentic higher education setting, leveraging the candidate's professional experience. It is a sequenced, 50-credit program to be completed during a three-year time frame.

Student Learning Outcomes

- Commit to and act upon the principles of servant leadership
- Demonstrate their role in preparing themselves and the learning community to build a just society.
- Identify, promote, and sustain high-performance learning communities.
- Apply research methodologies for systemic improvement of schools and other educational communities and institutions.

Unique Elements of This Program

- Students will complete all online courses together as a cohort and will progress through the program by taking all of their classes together.
- 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 University to a larger community.
- The foundation of the program is aligned with the New Jersey Professional Standards for School Leaders (NJPSSL).

- Students will receive personal attention and service from university departments 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.

Admission Requirements:

- Resume
- Evidence of scholarly work (Master's Thesis, Action Research, Publication(s). 500-word personal statement (1-2 pages) as to why you are interested in obtaining a graduate degree, what your long-term goals are, and how a graduate degree will help you achieve them.
- Two letters of recommendation from a college/university professor, or from a professional reference attesting to your ability to perform at a high level of academic achievement.
- Completed application

The final step in the admission process will be a successful interview with the Program Director or designee.

Course Sequence

Year One

Fall Semester

EDAS705	Servant Leadership: Ethical and Moral Leadership	3
EDAS701	Essential Competencies for Doctoral Studies	2
EDAS723	Contemporary Issues Higher Education	3
	or	
EDAS715	Emerging Perspective District Level Leadership	3

Winter Intersession

EDAS709	Leadership Management of K-12 Schools and Systems	3
EDAS708	Student Affairs	3

Spring Semester

EDAS718	Leadership/School Improvement	3
	or	
EDAS707	Strategic Planning & Institutional Improvement	3
EDAS722	Dissertation Research & Scholarly Writing	2
EDAS725	Education Public Policy Development & Advocacy	3
	or	
EDAS768	Policy Making & Leadership in Higher Education	3

Summer Semester

EDAS743	Fundamentals of Research	6

Year Two

Fall Semester

EDAS730	Educational Leadership in a Global & Multicultural Society	3
EDAS750	Action Research Dissertation	2
EDAS719	Enrollment Management in Higher Education	3
EDAS745	Educational Finance & Strategic Thinking	3
	or	
EDAS744	Resource Allocation & Deployment	3

Spring Semester

EDAS757	Ethical Leadership in School Law & Labor Relations	3
	or	
EDAS759	Legal Environment in Higher Education	3
EDAS775	Dissertation Proposal Seminar	2
EDAS765	Governance and Community Relations	3

	or	
EDAS732	Diverse Learners and At Risk Learners	3

Year Three

Fall Semester

EDAS783	Data Analysis & Interpretation	3
EDAS785	Dissertation Advisement I	3

Spring Semester

EDAS790	Dissertation Advisement II	3

Ed.D. in Educational Leadership: Higher Education Concentration

The online doctoral program in Educational Leadership at Saint Elizabeth University is designed to prepare globally conscious and morally purposeful servant leaders.

The Ed.D. in Higher Educational Leadership concentration combines theoretical knowledge and practical application in authentic settings, utilizing the candidate's professional experience. It is a sequenced, 50-credit program to be completed over three years.

Student Learning Outcomes

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

- Commit to, and act upon, the principles of servant leadership.
- Demonstrate their role in preparing themselves and the learning community to build a just society.
- Identify, promote, and sustain high-performing learning communities.
- Apply research methodologies to systemic improvement of higher education institutions.

Program Requirements

- Maintain a minimum of a 3.25 grade point average throughout the program.
- Complete and successfully defend an action research dissertation.

Admissions Requirements:

An earned master's degree from a regionally accredited institution.

- Resumé.
- Evidence of 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, Action Research, Publication(s)).
- 500-word personal statement (1-2 pages) as to why you are interested in obtaining this doctoral degree, your long-term goals, and how this doctoral degree will help you achieve them.
- Completed application
- The final step in the admission process will be a successful interview with the Program Director or designee.* Unofficial transcripts, resume, essay, and two letters of recommendation can be submitted as part of the online application. The application fee is waived if you apply online.

Course Sequence

Year One

Fall Semester

EDAS705	Servant Leadership: Ethical and Moral Leadership	3
EDAS701	Essential Competencies for Doctoral Studies	2
EDAS723	Contemporary Issues Higher Education	3
	or	
EDAS715	Emerging Perspective District	3

	Level Leadership	

Winter Intersession

EDAS709	Leadership Management of K-12 Schools and Systems	3
EDAS708	Student Affairs	3

Spring Semester

EDAS718	Leadership/School Improvement	3
	or	
EDAS707	Strategic Planning & Institutional Improvement	3
EDAS722	Dissertation Research & Scholarly Writing	2
EDAS725	Education Public Policy Development & Advocacy	3
	or	
EDAS768	Policy Making & Leadership in Higher Education	3

Summer Semester

EDAS743	Fundamentals of Research	6

Year Two

Fall Semester

EDAS730	Educational Leadership in a Global & Multicultural Society	3
EDAS750	Action Research Dissertation	2
EDAS719	Enrollment Management in Higher Education	3
EDAS745	Educational Finance & Strategic Thinking	3
	or	
EDAS744	Resource Allocation & Deployment	3

Spring Semester

EDAS757	Ethical Leadership in School Law & Labor Relations	3
	or	
EDAS759	Legal Environment in Higher Education	3
EDAS775	Dissertation Proposal Seminar	2
EDAS765	Governance and Community Relations	3
	or	
EDAS732	Diverse Learners and At Risk Learners	3

Year Three

Fall Semester

EDAS783	Data Analysis & Interpretation	3
EDAS790	Dissertation Advisement II	3

Spring Semester

EDAS790	Dissertation Advisement II	3

Graduate Certification: Supervisor

The supervisor certification is a 12-credit stand-alone online program that prepares teachers to take on leadership roles in their districts. The program meets requirements of the New Jersey State Department of Education for the supervisor certification, which can be earned in seven months.

To be eligible for certification as a supervisor, you must have a Master's degree and completed three years of successful full-time teaching or educational service experience.

The 12 credits earned in this program may also be applied towards a N.J. principal certification and the M.A. in Educational Leadership Program. The certificate covers four areas to prepare graduates for leadership roles:

Requirements (12 credits)

Core Requirements

EDAS603	Curriculum Theory & Practice	3

EDAS612	Leadership for Curriculum Change	3
EDAS681	Supervision of Instruction	3
EDAS688	Leadership Development Institute on Evidence Based Decision Making for Curriculum and Instruction	3

All courses are offered online. EDAS688 takes place during the second full week of July over a five day period.

Undergraduate Certification: Teacher of Students with Disabilities

Until further notice, this certificate is no longer accepting students.

The New Jersey Department of Education and Saint Elizabeth University 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 an initial certification program, Early Childhood, Elementary, Elementary/Middle School Math OR Science, or the minor in Secondary Education. The TOSD is not a stand-alone certification. It is added on to an initial certification
- Must pass initial certification PRAXIS Exam(s) prior to clinical practice.
- Must complete the coherent sequence of courses listed below for a total of 20 credits.

Core Requirements

ED105	Nature & Needs of Exceptional Learners	3
ED250	Integration of Curriculum Instruction & Behavior Management	3
ED300	Technology in Inclusive Special Education	3
ED325	Curriculum, Instruction, & Spec Material	3
ED451	Resources & Services for Individuals with Disabilities	3
PSY251	Educational Psychology	4

Graduate Certification in ESL

English as a Second Language (ESL) Certification/Endorsement is for candidates who currently hold a standard teaching certificate. English as a Second Language (ESL) Certification/Endorsement for Teachers is designed to address the need for instruction in ESL in response to both the growing number of English language learners (ELL) in the state and to the mandate inherent in the *Every Student Succeeds Act* (ESSA; 2015) to nurture the achievement of students with limited proficiency in English.

Students who wish to obtain ESL Certification:

- Have a passing score on the Oral Proficiency Interview (OPI) and the Written Proficiency (WPT)
- Have completed one course (3 credits) in world language at the graduate or undergraduate level
- Must complete the coherent sequence of courses listed below for a total of 16 credits.
- Have a passing score on ETS Praxis Exam #5361 – The English to Speakers of Other Languages (ESOL requiring a passing score of 220.

Course Requirements (16 credits)

Required Courses (16 credits)

ESL600	Studies in Cross Cultural Communication	3
ESL601	Basic Theory & Practice Teaching	3

	ESL	
ESL602	Phonology & Structure of American English	3
ESL603	General Linguistic/Language Acquisition	3
ESL604	Systematic Observation & Field Experience in a Bilingual/Multicultural School	3
ESL605	Introduction to ESL Assessment	1

** Transfer credits will not be accepted for the ESL Certification/Endorsement Program.*

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 in Modern History	3
ED645	Teaching the Holocaust & Genocide	3
ED650	Theology, Philosophy, & Ethics of Holocaust	3
ED660	Holocaust & Genocide in Culture	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 or film and place it in conversation with other literary texts and films.
- To write effectively in a variety of genres and in a variety of different communication styles, including creatively, professionally and/or conversationally.
- To think critically about language, literature, film, and writing.

- To place literary texts into larger social, cultural, historical, and theoretical contexts.
- To communicate effectively orally in intellectual, professional, and/or social settings.
- To possess the beginnings of intellectual and/or artistic independence and apply the skills acquired from the English Program to post-graduate endeavors, including advanced degree work and/or employment and service opportunities.
- To find and effectively use information relevant to literature and writing studies.
- To critically analyze and interpret literary and cultural texts from diverse perspectives, examining how issues of race, culture, gender, sexuality, class, age, body image, and ability are represented, and how these representations relate to broader social and historical contexts of power, privilege, and inequality.

Graduates

Because our graduates have learned to read closely, analyze critically, and express themselves clearly, they are prepared to enter a career and to pursue advanced degrees. The English major is excellent preparation for most career opportunities. Some work in health care, insurance, and in the field of law and government. Others teach in K - 12 classrooms in private and public school systems, and some teach on college faculties. Many of our graduates work in corporate communication and advertising, and some work in financial services companies. Recent graduates work at major publishing houses, as well as magazines and newspapers. Our graduates have earned advanced degrees as librarians, lawyers, creative writers, and in educational leadership, non-profits and politics.

In recent years, these are just some of the schools our graduates have attended: Rutgers University, University of Buffalo, New York University, Sarah Lawrence College, Drew University, Fordham University, Columbia University, Montclair State University, Kennesaw State University.

B.A. in English

Requirements (43 credits)

Required Courses

ENG120	The Reading Life	3
ENG201	Writing Creative Nonfiction	3
	or	
ENG203	Creative Writing	3
ENG228	American Film	3
	or	
ENG229	International Film	3
	or	
HIS230	History with Film	3
ENG247	Critical Reading	3
ENG269	Conversations in Literature, Writing, and Film	3
	Any 200-level or higher communication courses	3
ENG300	Seminar in Major Literary Figures	3
ENG310	Seminar in Literary Tradition	3
ENG315	Seminar in Literature and Cultural Context	3
ENG411	Senior Seminar/Capstone	3
ENG495	Internship	3
	One of the following	
COMM100	Intro to Communication	3
COMM224	Presentation Skills	3
COMM243	Cross Cultural Communication	3
COMM270	Digital Storytelling	4

*Note: A maximum of two approved History courses will count toward the B.A. in English.

*Note: Other Communication courses will meet the requirement upon approval by Dept. Chair.

Minor in Literary Studies

Requirements (18 credits)

Required Courses

ENG120	The Reading Life	3
ENG247	Critical Reading	3
ENG269	Conversations in Literature & Writing	3
	Any 200-level English course	3
	Any 2-300-levelEnglish, History or Communication course	3
	Any 300-level English course	3

Minor in Writing Studies

Requirements (18 credits)

Required Courses

*With departmental approval, students may choose a maximum of 6 cr. of writing intensive courses from other disciplines

ENG120	The Reading Life	3
ENG201	Writing Creative Nonfiction	3
	Twelve or more credits from the following	
ENG203	Creative Writing	3
ENG204	Business Writing	3
ENG205	Journalistic Writing	3
ENG269	Conversations in Literature, Writing, and Film	3
ENG273	Guided Writing	3
ENG320	Advanced Seminar Writing	3

Foods and Nutrition

Department Overview

The Saint Elizabeth University Department of Foods and Nutrition offers an innovative, interdisciplinary approach to student learning that integrates the sciences and liberal arts while emphasizing the connections among food, nutrition, exercise, and health. Undergraduate students develop the knowledge, skills, and professional values needed to promote health and wellness across diverse populations while preparing for graduate education and a variety of health-related careers.

Our graduate program provides the advanced academic coursework and supervised practice experiences required to prepare graduates for eligibility to become Registered Dietitian Nutritionists(RDNs), in accordance with accreditation standards.

Nutrition, Exercise and Health

The Bachelor of Science in Nutrition, Exercise and Health program is an interdisciplinary undergraduate degree that integrates nutrition, exercise science and lifestyle wellness to prepare students for careers and graduate study in health, wellness, fitness, and allied health fields. Grounded in scientific inquiry and a holistic approach to human health, the program emphasizes nutrition, metabolism, anatomy and physiology, exercise science, physical activity, and health promotion across the lifespan. Students engage in experiential and community-based learning while developing ethical, leadership, and communication skills informed by a Catholic liberal arts foundation. The design of the curriculum supports exercise science and wellness-focused county-college transfer students, and offers flexibility for pre-professional pathways, including preparation for graduate programs in nutrition and dietetics, physical therapy, physician assistant studies, and related health professions.

Pathway to Nutrition and Dietetics

The Department of Foods and Nutrition continues its long-standing commitment to preparing future Registered Dietitian Nutritionists (RDNs). Students may complete the prerequisite competencies required for admission to the Saint Elizabeth University Graduate Program in Entrepreneurial Nutrition Practice (GP), consistent with the ACEND 2027 Standards. These prerequisite competencies may be achieved through undergraduate coursework and, when appropriate, prior learning assessment.

The Graduate Program in Entrepreneurial Nutrition Practice (GP) is an ACEND-accredited graduate program that integrates graduate coursework with supervised experiential learning to prepare graduates for eligibility to take the national Registration Examination for Dietitians and Nutritionist (RDN).

Students who select the Nutrition and Dietetics pathway will be guided through a course plan designed to meet the prerequisite competencies outlined in the ACEND 2027 Standards. Students interested in pursuing graduate study in nutrition and dietetics are strongly encouraged to maintain a cumulative GPA of 3.0 or higher to remain competitive for admission.

Licensure: Licensure to practice is determined by state regulations. New Jersey state is in the process of establishing licensure. Applicants to the GP should carefully consider national state practice regulations and licensure requirements.

Mission and Goals of the Nutrition, Exercise and Health Program

The mission of the Nutrition, Exercise and Health (NEH) program is to provide an interdisciplinary pre-professional program grounded in scientific inquiry, ethical responsibility, and the holistic development of the student through a Catholic liberal arts foundation.

Students are equipped for professional practice, service-oriented careers, and advanced graduate study through a rigorous curriculum that applies an integration of lifestyle health-related disciplines, experiential learning, leadership development and reflective engagement with social and cultural determinants of health to support the needs of New Jersey residents and the greater community.

Program Goal 1: Prepare graduates for professional practice or advanced degree studies.

Program Goal 2: Prepare graduates with applied and interdisciplinary skills for workforce readiness.

Program Goal 3: Prepare graduates with a foundation in ethical practice, leadership, cultural humility, and social responsibility.

Program Learning Outcomes for BS in Nutrition, Exercise and Health

- **Knowledge & Application**: Explain and apply foundational principles of nutrition, exercise science and health to support human performance, wellness, and disease prevention across the lifespan.
- **Research & Critical Inquiry**: Evaluate and apply scientific inquiry and evidence-informed reasoning to evaluate research, inform decision-making, and address contemporary health and wellness challenges.
- **Communication & Leadership**:Communicate health-related information effectively and demonstrate leadership and collaboration in professional contexts.
- **Ethical Reasoning & Professional Responsibility:** Demonstrate ethical reasoning and professional responsibility in health-related contexts, informed by Catholic intellectual tradition and principles of human dignity, justice, and the common good.
- **Applied Skills & Experiential Learning**: Apply technical and behavioral skills in nutrition, exercise and health through experiential learning, internships, laboratory experiences, or community-engaged practice.
- **Social, Cultural, & Community Health Awareness**: Analyze social, cultural, economic and environmental determinants of health and design or recommend inclusive strategies that promote health equity within diverse communities.

Required Courses (63 credits)

Core Requirements (45 credits)

FN100	Professional Preparation:	1

	Nutrition, Exercise and Health	
FN109	Introduction to Nutrition, Exercise and Lifestyle Wellness	3
EXS2XX	Foundations in Fitness, Strength and Conditioning	3
EXS2XX	Exercise Physiology I	3
EXS2XX	Kinesiology	3
FN200	Introduction to Science of Food with Lab	3
FN210	Basic Human Nutrition	3
FN3XX	Methods of Education, Counseling and Health Coaching	3
FN3XX	Principles of Assessment for the Fitness, Exercise and the Nutrition Professional	3
FN320	Nutritional Biochemistry	3
FN323	Nutrition and Lifestyle Wellness Across the Lifespan	3
EXS3XX	Assessment and Program Design for Diverse Populations	2
EXS4XX /FN4XX	Exercise & Sports Nutrition	3
EXS4XX	Exercise Physiology II*	3
FN463	Nutrition and Exercise Research Communication Seminar	3
EXS4XX /FN4XX	Capstone in Nutrition, Exercise and Health	1
EXS4XX /FN4XX	Internship/Experiential Learning in Nutrition, Exercise and Health	3

*Note: Students pursuing the Nutrition and Dietetics pathway should substitute with the following courses: FN501 Medical Nutrition Therapy (3) and FN502 Medical Nutrition Practice (1).

Related Requirement (18 credits)

BIO121	Human Anatomy & Physiology I	4
BIO123	Human Anatomy & Physiology II	4
CHEM115	Introductory General, Organic and Biological Chemistry with Lab	4
MATH119	Elementary Statistics	3
PSY100	Introductory to Psychology	3

A grade of "C" or better is required in all major core courses and in the sciences and related requirements.

Please note: Students who plan to pursue clinical and health professional pathways such as pre-medical, Physician Assistant, Physical Therapy, Occupational Therapy, etc. may wish to to complete an upper-level chemistry and biology core. Your advisor will assist you in this process. Additionally, some ACEND GP programs may hold these requirements.

Recommended Minors

- Business (18 credits)
- Chemistry (16 credits)
- Psychology (22 credits)
- Sport Management and Marketing (21credits)

Career Opportunities

Graduates of the Nutrition, Exercise and Health Program are prepared for careers in community health, corporate wellness, fitness and exercise programming, health coaching, nutrition education, public health, and wellness promotion. The curriculum also provides a strong preparation for graduate study in nutrition and dietetics, physician assistant studies, physical therapy, occupational therapy, exercise physiology, public health, and related health professions.

MS in Nutrition: Graduate Program in Entrepreneurial Nutrition Practice

The Graduate Program in Entrepreneurial Nutrition Practice prepares students to take the national registration exam to become a Registered Dietitian

Nutrition and educates students to develop the critical thinking and scientific skills for clinical dietetics, management, and professional leadership. Built upon the mission and core values of Saint Elizabeth University, this program has a focus on nutrition education and counseling and supports entrepreneurship for today's nutrition and dietetics professionals.

Upon completion of this 22-month program, students earn a Master of Science in Nutrition degree and are eligible to take the Commission on Dietetic Registration's Registration Examination for Dietitians.

This program is a Graduate Program (GP) in Nutrition and Dietetics accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, 312-899-0040 ext. 5400. For more information, visit their website at www.eatright.org.

Mission

The mission of the Graduate Program in Entrepreneurial Nutrition Practice supports the program's intent to prepare students for nutrition and dietetics practice and careers by its commitment to carry out the educational requirements set forth by ACEND. Moreover, it does this by its commitment to prepare students for a lifelong commitment to service, with a focus on the nutrition education and counseling of diverse populations.

Program Goals

Goal 1: Graduates will be prepared for competent entry-level positions in dietetics meeting the Core Competencies for the Registered Dietitian Nutritionist (CRDN) as established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) with an emphasis on acquisition of knowledge and practice skills specific to nutrition education and counseling of diverse populations.

Goal 2: Graduates will demonstrate critical thinking and acquisition of skills specific to Entrepreneurial Nutrition Practice to evaluate and communicate nutrition information through completion of a research capstone experience and contribute to the evidence-based practice of RDNs by promoting health among diverse populations.

Goal 3: Graduates will develop skills and a commitment to service through the exposure to community rotations and professional development coursework.

Competencies and Student Learning Outcomes

Based on the competency units within the Future Education Model of Dietetics, the program-level student learning outcomes represent the competencies expected of a graduate from the Graduate Program in Nutrition and Dietetics (GP):

1. Foundational Knowledge - Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
2. Client/Patient Services - Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
3. Food Systems Management - Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.
4. Community and Population Health Nutrition - Applies community and population nutrition health theories when providing support to community or population nutrition programs.
5. Leadership, Business, Management and Organization - Demonstrates leadership, business and management principles to guide practice and achieve operational goals.
6. Critical Thinking, Research and Evidence-Informed Practice - Integrates evidence-informed practice, research principles and critical thinking into practice.
7. Core Professional Behaviors - Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

Requirements

The MS in Nutrition degree, Graduate Program in Entrepreneurial Nutrition Practice, is a full-time program consisting of a required 38 credits, with 2 additional credits to personalize learning:

FNG625	Health Promotion Across the Lifespan	3
FNG650	Advanced Nutrition and Metabolism	3
FNG655	Research Methods in Nutrition	3
FNG630	Interventions and Strategies for Weight Management	3
FNG677	Program Planning and Design in Community Nutrition	3
FNG628	Fundamentals in Dietetics Management	2
FNG688	Research and Leadership I	1
FNG629	Nutrition Assessment	2
FNG653	Concepts in Nutrition Counseling	2
FNG612	Clinical Nutrition Care	4
FNG608	Experiential Learning in Dietetics Management	2
FNG632	Applied Concepts in Nutrition Education and Counseling	2
FNG602	Advanced Experiential Learning in Clinical Nutrition Care	3
FNG606	Professional Communications in Nutrition and Dietetics Practice	1
FNG683	Special Topics in Dietetics Practice (optional)	1-2
FNG694	Capstone Experiential Learning in Dietetics	1

General Admission Procedures

Apply to this program using the Dietetics Inclusive Centralized Application Service (DICAS). First round applications are due by the first week of January. Students will be notified of acceptance before or by March 1.Students are required to confirm acceptance before or by March 15. If spots remain, there will be rolling admissions through the end of June.

To be eligible to apply, all prerequisite coursework must be completed by June 30th prior to the program start. All cohorts begin the program in the Fall semester.

Application Requirements:

- B.S. degree from a regionally accredited U.S. college or university.
- Resume or CV
- Didactic Program in Dietetics (DPD) verification statement or transcripts demonstrating completion of all prerequisites
- Two letters of recommendation from professors or academic advisors
- Official transcripts from all post-secondary institutions
- Personal statement (up to 750 words) with short and long-term career goals

Following review of the complete application, candidates for admission will be scheduled for an interview. Upon program acceptance, you will be invited to complete the SEU Admissions process.

Master’s Degree Credential

As of January 1, 2024, the Commission on Dietetic Registration changed the requirement from a bachelor's degree to a master's degree in order to be eligible to take the CDR credentialing exam for registered dietitian nutritionists.

The MS in Nutrition degree, in the Graduate Program in Entrepreneurial Nutrition Practice, is a full-time, five-semester, Future Education Model Graduate Program that integrates experiential learning with graduate coursework.

This program is considered a hybrid program, with mostly virtual coursework in the first two semesters, and a combination of virtual and in-person coursework in the

remaining three semesters. Experiential learning in professional work sites (within the vicinity of SEU) is completed in the last two semesters.

Medical and Background Clearance

Final acceptance into the program requires the applicant to meet all SEU admission criteria and health and medical requirements. Prior to in-person experiential learning at professional work sites, the program requires specific health and medical requirements, including proof of immunization of MMR, varicella, Hep B., proof of medical insurance, and other annual vaccines. A student background clearance is also required. All are completed at the student's expense. Graduate students will be advised regarding the proper forms and timeline to complete these requirements.

Health Administration

Program Overview

The Saint Elizabeth University (SEU) B.S. in Health Administration Program is designed to prepare students for a career in health care, an industry that is experiencing increasing demand for clinical and non-clinical professionals. The focus of the program is to build the skills needed for employment in a variety of healthcare settings including provider organizations, as well as research, government, and an array of supporting industries.

Health administrators and professionals make decisions every day that help health care systems operate efficiently and serve businesses and people in the community. They are responsible for planning, directing, and coordinating health services and work closely with all types of health care professionals to positively impact patient care and health care operations. Not only is working in health care rewarding, but it is one of the largest and fastest-growing industries in the country.

Become a leader in health care by earning a Bachelor of Science in Health Administration. Our program will equip you with the knowledge and skills you need to develop your career in all types of health care organizations, such as hospitals, physician offices, pharmaceutical businesses, and long-term care facilities. According to U.S. Department of Labor projections:

- Employment of medical and health services managers is projected to grow 23% from 2024 to 2034, much faster than the average for all occupations.
- About 62,100 openings for medical and health services managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or who exit the labor force, such as to retire.
- Health professionals will be in demand to work with patients, work in public health, organize and manage medical information, and manage health care staff in all areas of the health care industry: https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm

The B.S. in Health Administration Program 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; learn to utilize management, organizational, and communication skills in health care positions; interpret health care related research, and use this information to change and improve health care.

Mission

In keeping with the mission, vision, and values of SEU, the mission of the B.S. in Health Administration Program is to help meet the increasing demand for health care professionals.

The program strives to recruit, educate, and graduate students prepared to assume vital roles due to the evolving needs associated with the expansion of the health care industry and serve the mission of the University by being responsible leaders and advocates for social justice within health care.

Unique Elements of the 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 benefit from required field experience through internship/capstone or other experiential learning.
- Students enrolled in small classes receive individual attention from highly credentialed faculty on real-world applications of academic concepts.
- Students can apply for the combined degree option for SEU undergraduates, resulting in early matriculation and financial savings into graduate courses and programs.

Outcomes

- Demonstrate knowledge, skills, and values related to the missions, management, business principles, and outcomes of complex health care organizations and delivery systems, such as hospitals, ambulatory care networks, long-term care, and insurance companies.
- Demonstrate an understanding of the various components of the U.S. healthcare system and its stakeholders including the comprehensive regulatory structure, standards, and practices.
- Demonstrate skill in analyzing quantitative (including financial) and qualitative data for effective management and administration in the healthcare industry.
- Learn to develop strategic plans for healthcare organizations.
- Learn to effectively communicate and collaborate within healthcare teams.
- Apply decision-making skills to healthcare-related problems, using problem-solving skills and following ethical guidelines

Program Graduates

The program is designed to help meet a growing need for health care personnel as employment in health care occupations are projected to grow much faster than the average for all occupations.

Graduates from the Health Administration 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; and corporate and commercial settings.

Graduates are also prepared for a variety of graduate programs.

Suggested Minors

- Business administration
- Informatics (computer science)
- Communication
- Sociology
- Psychology

Transfer Students

Students may transfer up to 90 credits. The 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 Associate of Applied Science from an institution, transfer credits will be assessed on an individual basis to determine what SEU General Education Requirements are needed. Students transferring into SEU with an Associate of Science or Arts will be required to take REL299 of the University's General Education Program.

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

The Combined Degree Program enables highly motivated undergraduate students working towards a BS or BA degreeto transition into the graduate master’s program(Master of Science in Management- MS

Mgmt)while still completing the University's baccalaureate program. It is open to all SEU undergraduates who meet the academic criteria, and no GRE or GMAT exam is required. To be eligible for the combined degree, 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 of Science in management. This may enable the student to complete their master's degree in fewer 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 three specializations: human resource management , healthcare management or organizational change management.

B.S. in Health Administration

Requirements (63-66 credits)

Core Requirements (39 credits)

AHS103	Medical Terminology	3
AHS200	Global Health and Cultural Perspective	3
AHS207/HA 310	Population Health Planning & Assessment	3
AHS300/HA 215	Health Care Organizations & Delivery Systems	3
AHS302	Healthcare Performance and Quality Improvement	3
AHS303/HA 225	Introduction to Information Systems	3
AHS304	Healthcare Finance	3
AHS306	Intro Health Reg & Compliance	3
AHS310	Health Promotion & Patient Education	3
AHS400/HA 415	Strategic Planning for Health Care Organizations	3
AHS403	Team-based Interpersonal Communication in Healthcare	3
AHS450/HA 490	Senior Seminar/Capstone	3
AHS495	Internship	3

Related Requirements (15 credits)

BUS100	Introduction to Business: Domestic & Global Dimensions	3
BUS200	Principles of Management & Management Skills	3
BUS400	Research Methods & Project Management	3
MATH119	Elementary Statistics	3
PHIL331	Ethics in Health Care	3

Required Electives (9-12 credits)

Student must choose 3 of the following classes

AHS307	Epidemiology: Measuring Health and Disease	3
BIO111	Fundamentals of Biology I	4
BIO121	Human Anatomy & Physiology I	4
CHEM121	Introduction to Chemistry	4
BUS320	Human Resource Management	3
PSY100	Introduction to Psychology	3
BUS399	Special Topics	3
BUS412	Project Management	3

Subtotal: 9-12

The program may be completed on a full- or part-time basis. A criminal background check and medical clearance may be required of students prior to beginning their internship. As per University requirements, a minimum grade of C must be obtained in all major requirements.

Transfer Students

Students may transfer up to 90 credits. The 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 Associate of Applied Science from an institution, transfer credits will be assessed on an individual basis to determine what SEU General Education Requirements are needed. Students transferring into SEU with an Associate of Science or Arts will be required to take REL299 of the University's General Education Program.

Minor in Health Administration

A minor in Health Administration provides students with concentrated study in either Health Administration and is particularly suitable for students majoring in Biological Sciences, Business, Psychology, Sociology, or Communication. This minor must be completed simultaneously with a major degree program at the University.

The student must successfully complete and pass each of the following courses with a C or better:

The student must successfully complete and pass each of the following courses:

Health Administration (24 credits)

AHS103	Medical Terminology	3
AHS200	Global Health and Cultural Perspective	3
AHS207/HA 310	Population Health Planning & Assessment	3
BUS100	Introduction to Business: Domestic & Global Dimensions	3
BUS200	Principles of Management & Management Skills	3
AHS300/HA 215	Health Care Organizations & Delivery Systems	3
AHS303/HA 225	Introduction to Information Systems	3
AHS306	Intro Health Reg & Compliance	3

History

Program Overview

The History Department 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.

Mission

Flowing from the Mission of the University, the SEU History Department'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.

By developing among students the writing, speaking, critical thinking, and research skills developed by the study of history, the Department prepares future graduates for a wide range of occupational callings.

The History Department also strives to underscore, through faculty-student interpretation of many historical examples, the imperative need for individuals and communities alike to act with integrity and a sense of social responsibility, under the auspices of leadership that advances the greater good.

Goals

- To educate students about the most important historical concepts, facts, and interpretations pertinent to a range of regions and time periods.
- To strengthen students' critical-thinking, writing, oral expression, and research skills, in preparation for their future careers.

- To inspire students with a life-long intellectual curiosity that will foster their future personal and professional growth.

Student Learning Outcomes

- Demonstrate a broad-based knowledge of history.
- Demonstrate the analytical-reasoning skills needed to evaluate historical material.
- Demonstrate the writing skills needed to communicate effectively about historical topics.
- Demonstrate the research skills needed to produce 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 who graduate with a History major have obtained skills that make them well-prepared for post-collegiate life. Recent SEU History majors have begun careers in education, library work, government service, and business.

Other recent History graduates have pursued graduate study at such institutions as Rutgers University, Seton Hall University, Drew University, Monmouth University, New York University, and the New School for Social Research. Still other History graduates have attended Seton Hall University School of Law, Thomas M. Cooley Law School, and Quinnipiac University School of Law.

B.A. in History

Requirements (34-35 credits)

Core Requirements (34-35 credits)

HIS100	Survey of American History	3
HIS110	Survey of Global History I	3
	200-level U.S. History Course or ENG Equivalent Identified	3-4
	200-level Global History Course or the ENG Equivalent Identified	3-4
	200-level History Elective or ENG Equivalent Identified	3-4
HIS300	Readings in American History	4
HIS315	Readings in Global History	4
HIS490	History Capstone Seminar	3
	or	
ENG411	Senior Seminar	2
HIS495	Internship	3

Required Elective

	200/300 Level History or Political Science Course	3-4
	or	
COMM270	Digital Storytelling	4

Subtotal: 3-4

Minor in History

Requirements (17-18 credits)

Required Courses (17-18 credits)

HIS100	Survey of American History	3
HIS110	Survey of Global History I	3
	200-level History Elective or ENG Equivalent Identified	3-4
HIS300	Readings in American History	4
HIS315	Readings in Global History	4

Individualized/Self-Designed Major

Although most students choose one of Saint Elizabeth University's established majors, for some students, a

more individualized, self-designed program better meets their specific goals and objectives.

The individualized Bachelor of Arts or Bachelor of Science major affords a highly motivated student the opportunity to create his or her own program of study in conjunction with a faculty advisor and sponsoring programs. Career opportunities vary depending on the focus of the major and students may be 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 University and/or as transfer credits. Self-designed majors are generally created during the sophomore year. The major must be a minimum of 32 credits. Students completing an individualized major must also complete all of the general education requirements.

Procedure

In setting up an Individualized Major, the student engages in thorough research and discussion with a faculty advisor to determine a clear direction for this major. The student then must complete and submit a Proposal for an Individualized Major Form which includes the student's own statement describing the purpose of the major as it relates to the student's academic and career goals, the intended learning outcomes, and the specific courses that make up the major curriculum.

It is assumed that the plan will include course offerings from at least two (2) 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 third to 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 **Proposal for an Individualized Major Form** is complete and approved by the faculty advisor, it should be submitted to the Dean for final approval. If more than one Area is represented, only one Dean's signature is required. Once the plan is approved, any changes must be submitted in writing to the Dean for approval. The student may not pursue the major unless all approvals have been obtained.

Saint Elizabeth University, 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 University is committed to ensuring that no qualified person be excluded from participation in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or employment, access to facilities, student programs, activities and services.

While all students are expected to meet the University's academic standards and requirements, the University 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 Accessibility Services for more detailed information about disabilities services.

Sample Models for the Individualized Major

Based on existing courses and fields of study, there is an almost infinite variety of possible Individualized or Self-designed Majors that can be constructed. Some of the most popular that students are currently pursuing, or have pursued in the past, include:

- Global Leadership and International Relations
- Computer Engineering/Programming
- Legal Studies
- Bioethics
- Political Science and Philosophy
- Cinema and Culture Studies
- Science, Ethics, and Environment
- Community Health and Human Services
- Science and Technology

- Liberal Studies
- Liberal and Historical Studies
- American Studies
- Global Studies
- Environmental Science

Mathematics, Computer Software Engineering, and Information Technology, Machine Learning, and AI

Program Overview

The Saint Elizabeth University (SEU) Mathematics, Computer Software Engineering, and Information Technology, Machine Learning, and AIDepartment offers a Bachelor of Arts in Mathematics, a Bachelor of Science in Computer Software Engineering, a Bachelor of Arts and Master of Arts in Information Technology and AI, a minor in Mathematics, a minor in Computer Science, and certificates in Cybersecurity and Information Technology, Machine Learning, and AI.

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 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 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 SEU's liberal arts environment by providing all students the opportunity to appreciate the beauty of mathematics and computer technology as they apply to the students' 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

Program Overview

The Saint Elizabeth University (SEU) Mathematics Program offers a Bachelor of Arts in mathematics, and a minor in Mathematics.

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 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.

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- 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 SEU's liberal arts environment by providing all students the opportunity to appreciate the beauty of mathematics and computer technology as they apply to the students' 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

Requirements (37 credits)

Core Requirements (25 credits)

CS115	Fundamentals of Computers & Programming	3
MATH151	Calculus I	4
MATH153	Calculus II	4
MATH253	Calculus III	4
MATH255	Linear Algebra	3
MATH403	Abstract Algebra	3
MATH453	Introduction to Real Analysis	3
MATH479	Senior Seminar	1

In addition to the mathematics core courses, students must choose at least four courses from the following list. (12 credits)

MATH301	Mathematical Statistics I	3
MATH305	Geometry	3
MATH309	Differential Equations	3
MATH315	Mathematical Statistics II	3
MATH321	Discrete Math	3
MATH337	Applied Math for Scientists	3

MATH351	Number Theory	3
MATH421/CS 421	Numerical Analysis	3
MATH457	Special Topics	3
MATH491	Independent Study	3
MATH495	Internship	3

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 the MATH479 Senior Seminar course.

Minor in Mathematics

Requirements (minimum 17 credits)

Required Courses (8 credits)

MATH151	Calculus I	4
MATH153	Calculus II	4

Electives (minimum 9 credits)

Three other courses from the following mathematics courses with a grade of C or above:

MATH119	Elementary Statistics	3
MATH253	Calculus III	4
MATH255	Linear Algebra	3
MATH301	Mathematical Statistics I	3
MATH305	Geometry	3
MATH309	Differential Equations	3
MATH315	Mathematical Statistics II	3
MATH321	Discrete Math	3
MATH337	Applied Math for Scientists	3
MATH351	Number Theory	3
MATH403	Abstract Algebra	3
MATH421/CS 421	Numerical Analysis	3
MATH453	Introduction to Real Analysis	3
MATH457	Special Topics	3

B.S. in Computer Software Engineering

Mission

Flowing from SEU's mission, the mission of the Computer Software Engineering Program is to strive for excellence in engaged teaching and learning by promoting the development of mathematical and computer competence and by fostering the ability to apply mathematics and computer technology to related fields.

The program will seek to emphasize the provision of educational opportunities to underrepresented and underserved students in STEM fields. It will endeavor to furnish all of its students with specialized skills and knowledge in the field of computer software engineering that will complement the broad knowledge base and transferable skills afforded to them through the University's liberal arts tradition.

Goals

- To offer a rigorous and diverse set of courses that will enable students to acquire knowledge, skills, and competency in computer software engineering within a liberal arts setting
- To develop students' critical thinking and problem-solving skills as the foundation for continuing education, professional development, and lifelong learning in the field of computing
- To develop students' ability to use current technologies and the tools necessary for the practice of the discipline

Student Learning Outcomes

A student who completes the major requirements for a Bachelor of Science Degree in computer software engineering will:

- Have acquired knowledge, skills, and a high level of competence in computer software engineering
- Have developed the ability to analyze a computer software engineering problem and be able to apply computer software engineering principles, theory, and current technologies in designing an appropriate solution with the understanding of professional, ethical, security, and social issues and responsibilities
- Be equipped to pursue advanced study or a career in computer software engineering or a related field
- Have demonstrated the ability to clearly and effectively communicate ideas and solutions in computer software engineering with a range of audiences

Requirements (54-55 credits)

Core Requirements (21 credits)

CS115	Fundamentals of Computers & Programming	3
CS117	Introduction to Object-Orientated Programming	3
CS217	Data Structures and Algorithms	3
CS235	Computer Architecture and Organization	3
CS301	Introduction to Python	3
CS331	Digital Systems	3
CS495	Internship	3

Elective Courses (12 credits)

Four electives for a minimum of 12 credits can be chosen from the following major electives, at least one of which must be CS307, CS325, CS357, or CS435:

CS307	Database Management	3
CS313	Cryptography	3
CS319	Computer Operating Systems	3
CS325	Web Programming	3
CS345	Principles of Computer Security	3
CS357	Software Engineering	3
CS421/ MATH 421	Numerical Analysis	3
CS425	Fundamentals of Programming Languages	3
CS431	Interactive Computer Graphics	3
CS435	Artificial Intelligence	3
CS437	Computer Networks	3
CS457	Special Topics	3
CS491	Independent Study	3

Related Mathematics Courses (14 credits)

MATH151	Calculus I	4
MATH153	Calculus II	4
MATH255	Linear Algebra	3
MATH321	Discrete Math	3

Natural and Physical Sciences Electives (7-8 credits)

Two science courses must be chosen from the following list of science courses:

BIO111	Fundamentals of Biology I	4
BIO113	Fundamentals of Biology II	4
BIO209	Microbiology	4
CHEM121	Introduction to Chemistry	4
CHEM123	Introduction to Organic Chemistry	3
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
PHYS149	General Physics I	4
PHYS153	General Physics II	4

Capstone Requirement

Students will fulfill the capstone requirement by successful completion of the Computer Comprehensive Experience which includes a written examination, a programming project and an oral presentation.

Program Benefits

- A rigorous and diverse set of courses that will enable students to acquire knowledge, skills and competency in computer software engineering within a liberal arts setting;
- Development of students' critical thinking and problem-solving skills as the foundation for continuing education, professional development and life-long learning in the field of computing;
- Development of students' ability to use current technologies and tools necessary for the practice of the discipline.

Game Development and Design Concentration

The Game Development and Design Concentration in the Bachelor of Science in Computer Software Engineering Program emphasizes the core issues and the skills required to develop games for multiple video game platforms such as PC, consoles, mobile, online and VR. These skills have broader applications in related industries such as entertainment, business, research and training.

Game Development and Design students begin with the programming principles, skills and techniques shared in all programming disciplines, they learn the history of game development and design, and then specifically focus on game-specific features and techniques.

This program features programming, scripting, data handling, gameplay interaction, artificial intelligence, networking and the use of industry standard middleware, game engines and APIs. Students in Game Development and Design will also develop a critical approach to the study of gameplay, interaction and design.

Student Learning Outcomes

A student who completes the requirements for the Game Development and Design Concentration in the Bachelor of Science degree in Computer Software Engineering at Saint Elizabeth University will:

- Implement multiple completed games, including 3D games, using common tools, languages, and software for web, console, PC or mobile platforms.
- Design, develop and implement the architecture and infrastructure needed to support a complete game project.
- Implement and analyze fundamental data structures and algorithms associated with game applications supporting gameplay mechanics.
- Use software development processes to analyze a project problem, and to design, build and test a corresponding software solution.
- Demonstrate development skills using multiple programming languages, development environments, and platforms, including advanced and/or experimental topics in game programming.
- Establish collaboration, mentorship, and professional leadership skills by working with other disciplines to deliver highly polished and completed projects.

Game Development and Design Concentration (15 credits)

GDM100	Introduction to Games	3
GDM150	Content & Systems Design	3
GDM200	Game Engines I -Working with Unity	3
GDM250	C# Programming	3
GDM300	Game Engines II - Advanced Unity	3

B.A. and M.S. in Information Technology, Machine Learning, and AI

Program Overview

The Mission of the Information Technology, Machine Learning, and Artificial Intelligence program is to develop technically proficient and ethically grounded innovators who leverage the power of advanced computing to serve the common good. Rooted in the Catholic liberal arts tradition and the values of Saint Elizabeth University, the program prepares diverse learners to lead with integrity, bridging the gap between cutting-edge technology and social responsibility to solve complex global challenges.

In a world increasingly driven by algorithms, technical skill alone is not enough. At Saint Elizabeth University, we believe the most powerful technology must be guided by the deepest humanity. Our Information Technology, Machine Learning, and AI program goes beyond code—it teaches you to think critically about how technology shapes our world.

Here, you won't just learn Python, neural networks, and data mining; you will learn to apply them to real-world problems in healthcare, sustainability, and social justice. Whether you are designing predictive models to improve patient care or securing networks for non-profits, you will graduate ready to lead.

Outcomes for the B.A. Degree

- **Technical Proficiency:** Students will design, implement, and optimize robust Machine Learning algorithms and IT systems using industry-standard programming languages and frameworks (e.g., Python, TensorFlow, SQL).
- **Ethical Reasoning (Social Responsibility):** Students will evaluate the societal implications of AI, identifying bias in algorithms and proposing technical solutions that uphold human dignity and fairness in accordance with Catholic Social Teaching.
- **Data-Driven Decision Making:** Students will analyze complex datasets to derive actionable insights, demonstrating the ability to communicate technical findings clearly to non-technical stakeholders.
- **Service-Oriented Innovation:** Students will develop a capstone technology solution that addresses a specific need for a community partner or under-served population, demonstrating a commitment to service.
- **Secure Systems Architecture:** Students will construct secure, scalable IT infrastructures that protect data integrity and user privacy, reflecting the core value of professional integrity.

Outcomes for the M.S. Degree

Graduates of the M.S. will:

- Develop an in-depth understanding of mathematics, statistics, and computing of data techniques and technologies, especially machine learning and AI,used to solve crucial problems and assist with data-driven decision-making
- Be able to choose and apply appropriate statistical and computing methods as well as analysis tools, especially machine learning and AI,to manage, process, analyze, and visualize large amounts of data
- Be able to integrate information and computing technology and to maximize the value of outcomes
- Be able to communicate the results clearly and effectively to a variety of audiences

Graduates

Graduates of these programs will be equipped for roles in various sectors, including healthcare (aligning with SEU's strong nursing reputation), finance, and government.
Machine Learning Engineer: Design and build the algorithms that allow computers to learn and make predictions.
AI Ethicist / Compliance Officer: Ensure organizations deploy AI tools that are fair, unbiased, and legally

compliant (a rapidly growing role in corporate governance).
Data Scientist: Analyze large sets of structured and unstructured data to guide business strategy and public policy.
Health Informatics Specialist: Use AI to improve patient outcomes and streamline hospital operations (ideal for collaboration with SEU's healthcare programs).
Information Security Analyst: Protect an organization's computer networks and systems, with a focus on AI-driven security threats.

B.A. in Information Technology, Machine Learning and AI Requirements (53 Credits)

Core Curriculum (41 credits):

CS115	Fundamentals of Computing & Programming	3
CS117	Introduction to Object-Oriented Programming	3
MTH151	Calculus I	4
MTH153	Calculus II	4
MTH119	Elementary Statistics	3
MTH255	Linear Algebra	3
MTH321	Discrete Mathematics	3
CS217	Data Structures and Algorithms	3
CS235	Computer Architecture and Organization	3
CS307 / 603	Database Design and Management	3
CS435	Artificial Intelligence	3
CS437	Computer Networks	3
CS495	Internship	3

Choose 4 Additional Course from this List (12 credits):

??	Generative AI and Prompt Engineering	3
??	AI for All	3
??	Neural Networks and Deep Learning	3
??	Natural Language Processing	3
??	Creating AI-Enabled Systems	3
??	Artificial Intelligence for Cybersecurity	3

These are consortium classes, and we code them based on whatever the code is that the partner schools.

Total:	53

M.S. in Information Technology, Machine Learning and AI Requirements

Degree Requirements

The program requires the successful completion of 34-37 credit hours. All students must take the following courses:

Required Courses (34 Credits)

CS601	Foundations of Analytics	3
CS603	Database Design and Management	3
CS613	Cryptography and Data Security	3
CS617	Data Analysis and Visualization	3
CS625	Data Mining	3
CS631	Statistical Methods	3
CS657	Machine Learning: Principles and Techniques	3
MC626	Ethical Issues	3
CS660	Artificial Intelligence	3
CS661	Machine Learning	3
CS662	AI/Data Ethics	3
CS697	Capstone	1

Optional Open Elective Course (3 Credits)

CS695	Special Topics	3

Minor in Computer Science

Requirements (15 credits)

Required Courses (9 credits)

A student minoring in computer science must complete the following computer science courses with a grade of "C" or better.

CS115	Fundamentals of Computers & Programming	3
CS117	Introduction to Object-Orientated Programming	3
CS217	Data Structures and Algorithms	3

Electives (6 credits)

And two of the following computer science elective courses with a grade of "C" or better:

CS235	Computer Architecture and Organization	3
CS307	Database Management	3
CS313	Cryptography	3
CS319	Computer Operating Systems	3
CS325	Web Programming	3
CS345	Principles of Computer Security	3
CS357	Software Engineering	3
CS421/MATH 421	Numerical Analysis	3
CS425	Fundamentals of Programming Languages	3
CS431	Interactive Computer Graphics	3
CS435	Artificial Intelligence	3
CS437	Computer Networks	3
CS457	Special Topics	3
CS491	Independent Study	3
CS495	Internship	3

Certificate in Cyber Security

The Certificate in Cyber Security program aims to equip students with knowledge and skills for employment in computer security or related fields.

Courses (18 credits)

JUS101	Introduction to Criminal Justice	3
CS115	Fundamentals of Computers & Programming	3
CS117	Introduction to Object-Orientated Programming	3
CS313	Cryptography	3
CS345	Principles of Computer Security	3
CS457	Special Topics	3

Nursing

Program Overview

The Nursing Program is part of the School of Professional Studies at Saint Elizabeth University. Here you begin the journey of obtaining your BSN or MSN. Saint Elizabeth University offers the following nursing programs:

- Pre-Professional or Generic Baccalaureate
- RN to Baccalaureate
- Master of Science in Nursing, with a Leadership or Education track

The overall purpose of the nursing program is to provide students with challenges that expand their thinking and to develop tools to improve nursing practice. The faculty will guide students in the process of developing their

knowledge, competencies and skills as exceptional professional nurses.

Pre-Licensure BSN

Program Overview

Students interested in the Pre-Licensure Bachelor of Science in Nursing (BSN) program may apply during their senior year of high school. Applicants who meet the direct admission criteria will be admitted directly into the nursing program.

Applicants who are not selected for direct admission may be admitted to the University's pre-nursing curriculum. Students in the pre-nursing curriculum who successfully complete the required prerequisite coursework may reapply for admission to the nursing major at the end of their freshman year.

The Pre-Licensure BSN program also accepts qualified transfer students who have successfully completed the required prerequisite coursework at an accredited institution.

Admission for pre-nursing and transfer applicants is competitive and based on a holistic review of each applicant. All applicants seeking admission through the pre-nursing or transfer pathway are required to complete the ATI Test of Essential Academic Skills (ATI TEAS) as part of the application process. Meeting the minimum admission requirements does not guarantee admission to the nursing major.

In addition to classroom coursework, nursing students complete required clinical education experiences in the University's on-site nursing skills laboratory and at affiliated hospitals, medical centers, community agencies, and other approved clinical sites. Clinical experiences are designed to meet course objectives and prepare students for professional nursing practice. See the course listings for prerequisites, corequisites, and required clinical hours.

Nursing Students must earn a grade of C+ or higher in all NURS courses to progress to the next nursing course. A C+ is equivalent to a numerical grade of 77.

Requirements (120 credits)

Gen Ed Requirements (26 credits)

Corequisites to Major in Nursing (11 credits)

BIO209	Microbiology	4
BIO209L	Lab: Microbiology	0
BIO301	Pathophysiology	4
MATH119	Elementary Statistics	3

Prerequisites to Major in Nursing (15 credits)

BIO121	Human Anatomy & Physiology I	4
BIO123	Human Anatomy & Physiology II	4
CHEM115	Introductory General, Organic, and Biological Chemistry	4
CHEM115L	Lab: Introduction to General & Organic Chemistry	
PSY200	Developmental Psychology	3

Nursing Courses (68 credits)

NURS101	Medical Terminology/Calculations	1
NURS200	Concepts & Trends in Prof Nursing	2
NURS201	Physical Assessment across the Lifespan	4
NURS202	Pharmacology for Nursing	3
NURS203	Informatics in Nursing	2
NURS204	Nursing Care Provider I - Fundamentals of Nursing	6
NURS301	Nursing Care Provider II - Adult and Geriatric	6
NURS302	Mental Health Nursing	5
NURS345	Nursing Research and Evidence Based Nursing Practice	3
NURS390	Community Centered Nursing	5
NURS401	Caring for the Pediatric and Adolescent Client	5
NURS402	Caring for the Childbearing	5

	Family	
NURS403	Leadership and Economics in a Healthcare Organization	2
NURS404	Nursing Care Provider III - Acute and Chronic Illness of the Adult	6
NURS405	Nursing Care Provider IV - Complex Health Concepts	3
NURS406	Essentials Capstone Strategic Lead Management Professional Nursing practice	4
NURS408	Senior Synthesis	6

RN to BSN

Program Overview

The RN-BSN Program is designed for licensed Registered Nurses seeking to advance their professional education and expand career opportunities. The program is offered in a **fully online, asynchronous format**, providing the flexibility for working professionals to complete coursework on their own schedule while meeting established course deadlines.

Students may choose either a **full-time** or **part-time** plan of study:

- **Full-Time Option:** Students typically enroll in two 3-credit courses during each seven-week session and two 5-credit courses during a 15-week semester. This option allows students to complete the program in approximately **one year** (Fall, Spring, and Summer semesters), depending on individual academic requirements.
- **Part-Time Option:** Students enroll in fewer courses each term, allowing greater flexibility to balance professional and personal responsibilities. Most courses are offered in seven-week sessions, and students typically complete the program in **four to five semesters**, depending on their pace of study.

The program culminates in an **individual Capstone Project**, which provides the senior nursing student with the opportunity to integrate knowledge and skills acquired throughout the curriculum. Each student independently designs and implements an evidence-based quality improvement or practice change project in a clinical or healthcare setting of their choice, in collaboration with organizational stakeholders and members of the healthcare team. Depending on the selected clinical site, students may be required to complete a clinical clearance process to meet agency requirements.

Admission Requirements

Applicants for the program must submit the following:

- Licensed as a Registered Nurse
- Complete an application to the RN to BSN program
- Original transcripts; GPA 2.5 or greater
- Copy of diploma if associate degree completed

Credit Transfer

- Transcripts will be evaluated for acceptance of general education, lower and upper division requirements. A total of 90 credits may be transferred into Saint Elizabeth University toward the 120 required credits to graduate with a BSN degree.
- In general: All nursing credits are transferred in from Associate Degree Nursing Programs;
- Thirty-four (34) credits are awarded to graduates of diploma programs;
- Provide ACE, CLEP transcripts or any other document pertaining to college credits;
- All International educated nurses must have their education evaluated by World Education Services (WES) or the Commission on Graduates on Foreign Nursing schools (CGFNS) for transfer credits.

Requirements (120 credits)

Requirements for a Bachelor of Science in Nursing for RN to BSN students: (28 credits)

NURS300	Writing for Professional Nursing	3
NURS310	Concepts & Trends of Prof	3

	Nursing Practice	
NURS320	Communication Methods of Professional Nursing Practicum	3
NURS330	Health Assessment Across the Lifespan	3
NURS340	Health Promotion Across the Lifespan	3
NURS350	Evidence Based Research in Professional Nursing Practice for Licensed Nurses	3
NURS400	Population Focused Community Health Nursing	5
NURS420	Strategic Leadership & Management Professional Nursing Practice	5

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 (7 credits)

PHIL331	Ethics in Health Care	3
MATH119	Elementary Statistics	3

Course Sequence for Upper Division Nursing: RN to BSN Accelerated Full-Time

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 SEU. A total of 120 credits is required for the degree and the last 30 credits should be completed at SEU.

Fall Semester (12 credits)

Session A (7 Weeks)

NURS300	Writing for Professional Nursing	3
NURS310	Concepts & Trends of Prof Nursing Practice	3

Session B (7 Weeks)

NURS330	Health Assessment Across the Lifespan	3
NURS350	Evidence Based Research in Professional Nursing Practice for Licensed Nurses	3

Spring Semester (8 credits)

Session A (7 Weeks)

NURS340	Health Promotion Across the Lifespan	3

Full Semester (5 credits)

NURS400	Population Focused Community Health Nursing	5

Summer Semester (8 credits)

Full Semester (8 Credits)

NURS320	Communication Methods of Professional Nursing Practicum	3
NURS420	Strategic Leadership & Management Professional Nursing Practice	5

Session A

Course Sequence for Upper Division Nursing: RN to BSN Part-Time

Semester 1 (6 credits)

NURS300	Writing for Professional Nursing	3
NURS310	Concepts & Trends of Prof Nursing Practice	3

Semester 2 (3 credits)

NURS330	Health Assessment Across the Lifespan	3

Semester 3 (6 credits)

NURS340	Health Promotion Across the Lifespan	3
NURS350	Evidence Based Research in Professional Nursing Practice for Licensed Nurses	3

NURS350 has a prerequisite of MATH119.

Semester 4 (5 credits)

NURS400	Population Focused Community Health Nursing	5

Semester 5 (8 credits)

NURS320	Communication Methods of Professional Nursing Practicum	3
NURS420	Strategic Leadership & Management Professional Nursing Practice	5

Comprehensive Capstone Experience

Satisfactory attainment of the outcomes of each academic program is a degree requirement at Saint Elizabeth University. Nursing students meet this requirement by passing the comprehensive capstone experience and through meeting the requirements for NURS420 Strategic Leadership.

A 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 may need to complete a clinical clearance process depending on agency requirements.

MSN

Program Overview

The Master of Science in Nursing (M.S.N.) program at Saint Elizabeth University is a 33-credit, cohort-based program which was developed in response to the growing need for nurses with advanced degrees who can assume leadership positions and serve in education roles. The program provides nurses with the opportunity to develop the skills, confidence and knowledge necessary to lead in healthcare organizations and in education.

The program features a required core of 15 credits in nursing theory, concepts, research, ethics and leadership. This is followed by 18 credits in a choice of one of the two advanced study program options – Nursing Education and Nursing Leadership. A capstone practicum is required in the last semester. Students may need to complete a clinical clearance process for their capstone experience based on agency requirements.

Requirements (33 credits)

Core Courses (15 credits)

1st Semester

NURS601	Nurse as Scholar	3

2nd Semester

NURS603	Nursing Research – Examining the Evidence	3
NURS604	Nursing Research – Evaluating and Applying Evidence	3

3rd Semester

NURS600	Ethics in Nursing and Health Care	3
NURS605	Leadership in Healthcare	3

Nursing Education Option (18 credits)

4th Semester

NURS607	Curriculum	3
NURS609	Pedagogy	3

5th Semester

NURS611	Simulation	3
NURS613	Assessment Measurement &	3

	Evaluation	

6th Semester

NURS615	Capstone Synthesis	6

Nursing Leadership Option (18 credits)

4th Semester

NURS606	Transformation of Nursing Practice Through Leadership	3
NURS608	Human Factors and the Healthcare Environment	3

5th Semester

NURS610	Health Informatics and Financial Management for Nurses	3
NURS612	Health Policy and Advocacy	3

6th Semester

NURS614	Capstone Synthesis	6

Post Masters Certificate in Nursing Education

This certificate program prepares MSN-prepared nurses to assume leadership roles in both academic and clinical teaching environments. Students develop the expertise to design, implement, and evaluate high-quality, evidence-based nursing education programs. The curriculum integrates advanced concepts from nursing, science, and related disciplines with training in innovative teaching strategies, curriculum development, and student evaluation. Aligned with national nursing education standards, the program also prepares graduates to sit for the Certified Nurse Educator (CNE) exam through the National League for Nursing (NLN). Upon completing the 9-credit program, graduates will be ready to lead nursing education in universities, hospitals, and community health organizations.

Requirements 9 Credits

Required Courses

NURS607	Curriculum	3
NURS609	Pedagogy	3
NURS613	Assessment Measurement & Evaluation	3

Physician Assistant

Accreditation Statement

At its March 2025 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the Saint Elizabeth University Physician Assistant Program sponsored by Saint Elizabeth University on Accreditation-Probation status until its next review in April 2027.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-st-elizabeth-university/

Program Overview

The Master of Science (M.S.) in Physician Assistant degree program (MS PA Program) is designed to educate

physician assistants (PAs) who are committed to excellence in the medical care of all patients; by embracing personal growth and development, servant leadership, and social justice and responsibility. A focus on engaged, active learning in a supportive environment will enable students to obtain the knowledge and skills, and develop the attitudes and behaviors necessary to demonstrate competency as entry-level clinical PAs.

Graduates of the MS PA Program will be eligible to sit for the national certification examination and upon passing, obtain state licensure.

The 28-month, 120-credit, cohort-based graduate program will prepare graduates to use evidence-based principles and critical thinking skills in the provision of responsible and compassionate quality medical care. The first 15 months of the MS PA Program are primarily didactic in nature, providing a solid foundation in the basic sciences, patient interaction and evaluation skills, evidence-based practice, and clinical medicine. First year clinical experiences allow students to practice their learned skills concurrently with actual patients.

The MS PA Program curriculum incorporates a team-based approach to clinical application thus integrating theoretical knowledge, experience with patients, practical skills, and professional behaviors, while preparing students to function as responsible and respectful members of the healthcare team. Seminar-based coursework focused on PA professional practice, leadership skills, social justice, and application to actual clinical scenarios, continues into the clinical portion of the MS PA Program.

During the final 12-month clinical portion of the program, students will complete nine full-time supervised clinical practice experience courses (clinical rotations) where they deliver care to patients in a variety of settings and disciplines, as members of the healthcare team. Under the guidance of clinically practicing PAs and physicians, these experiences provide students with opportunities to develop competency in the areas of medical knowledge, patient care, and clinical skills while refining their interpersonal and communication skills and professional behavior. Each student will be exposed to patients in the disciplines of internal medicine, family medicine, pediatrics, women's health, psychiatry, general surgery and emergency medicine. Two elective five-week clinical rotations provide the student with the opportunity to explore other areas of medicine and surgery.

The concurrent required community service-learning component of the MS PA Program provides the student with the opportunity to examine the impact social determinants have on health. Service learning will take place in environments that expose students to community issues such as literacy, education, housing, and hunger, etc. Students will develop a holistic appreciation for patients; and be better prepared to address the challenges, disparities, and social justice issues that may affect a patient's health, wellness and medical care.

The MS PA Program at Saint Elizabeth University provides a rigorous curriculum within a supportive learning environment that emphasizes student achievement and service that will allow the student to attain the knowledge, skills and attitudes necessary for competent clinical practice. A strong emphasis on personal, academic, and professional growth and development in a spiritually enriched environment supports the students in achieving their goals and prepares them to be life-long learners who strive to do their best in all areas; and provide leadership within their sphere of influence to promote social justice in healthcare and quality medical care for all patients.

Student Learning Outcomes/Competencies

Graduates of the MS PA Program at Saint Elizabeth University will be expected to:

- **Medical Knowledge:** Employ critical thinking skills to incorporate medical knowledge, evidence-based principles, and patient information into the provision of medical care to patients across the lifespan and in a variety of settings.
- **Interpersonal and Communication Skills:** Develop appropriate relationships with the members of the multidisciplinary healthcare team, and patients and their family members;

utilize interpersonal and communication skills appropriate to a given context to effectively exchange information.

- **Patient Care:** Provide patient-centered medical care including assessment, evaluation and management of patients across the lifespan, as a responsible member of the healthcare team. Support patients in the achievement of optimal health and wellness, taking into account their personal situation.
- **Professionalism:** Exhibit exemplary professional and ethical behavior at all times and demonstrate respect and sensitivity to diverse patient populations.
- **Practice Based Learning and Improvement:** Engage in meaningful personal and professional self-assessment and development activities to promote excellence in the practice of medicine and delivery of quality patient care.
- **Systems Based Practice:** Provide quality medical care and promote patient advocacy and social justice within the context of the larger healthcare system; participate in leadership and advocacy opportunities to support the delivery of healthcare to all individuals and advance the PA profession.

M.S. in Physician Assistant

Program Requirements

The MS PA Program curriculum is designed to be completed over 28 months (seven semesters) in a lock step, sequential manner, and students must complete each semester in the sequence before moving to the subsequent semester.

In order to be awarded the M.S. in Physician Assistant degree, the student must remain in good academic* and professional** standing, successfully complete and pass all courses (120 credit hours), complete the community service learning requirement, and complete and pass all components of the summative evaluation.

* MS PA students must demonstrate satisfactory performance in all individual MS PA Program courses and maintain an overall GPA of 3.0 or better.

**MS PA students must demonstrate appropriate professional behavior at all times.

A cumulative GPA of 3.0 is required for the awarding of a M.S. in Physician Assistant degree.

The M.S. in Physician Assistant degree program does not accept transfer students nor will advanced standing be granted.

Admission Criteria

Applicants to the M.S. in Physician Assistant (PA) Program are required to:

Centralized Application Service for Physician Assistants (CASPA) Application

- Submit an online application through CASPA which includes documentation demonstrating having met the admission requirements for the SEU MS PA Program as outlined below.

Applicants are responsible for all CASPA fees; which are non-refundable. In addition to the required CASPA application, applicants must select the SEU PA Program page to submit the additional required documentation. All applications must be submitted through CASPA by the deadline date.

- The application cycle for the SEU MS PA Program opens with the CASPA cycle each year and closes the following spring

Visit the CASPA website to submit your application.

Specific Requirements

Applicants must have:

- Earned a Baccalaureate degree from a regionally accredited institution or equivalent. Applicants whose baccalaureate degree will be conferred by the Spring semester prior to matriculation are eligible to apply.

- Achieved an overall GPA of 3.2 or better (as calculated by CASPA)
- Achieved a prerequisite GPA of 3.2 or better (as calculated by CASPA). The most recent grade will be used in the calculation for any repeated coursework. We will allow one (1) retake per course. All prerequisites are expected to be completed by the Spring semester prior to matriculation and only in-person labs will be accepted.
- Satisfactorily completed each of the following prerequisites with a "B- (2.7)" or better:
    - English Composition (3 credits) Must be taken at a U.S. institution
    - General Psychology (3 credits)
    - Statistics (3 credits)
    - Medical Terminology (1 credit) Must be taken at a U.S. institution
    - General Biology 1 with Lab (4 credits)
    - Genetics (3 credits)
    - Anatomy and Physiology 1 with Lab (4 credits)*
    - Anatomy and Physiology 2 with Lab (4 credits)*
    - Microbiology with Lab (4 credits)*
    - General Chemistry 1 with Lab (4 credits)
    - General Chemistry 2 with Lab (4 credits)
    - Biochemistry (3 credits)
- Completed a minimum of 300 hours of direct patient care experience, 16 hours of PA shadowing experience, and 50 hours of community service.
- Submit three letters of recommendation; one letter must be from a professor attesting to academic capability and at least one must be from a physician or PA attesting to professional capacity
- Submit two personal statements detailing:
- The applicant's fit with the Mission, Vision and Goals of the MS PA Program and Saint Elizabeth University
- A social justice issue they are passionate about and believe they can address as a PA.
- **TOEFL:** International students with non-US or Canadian post-secondary credentials must submit recent scores on the Test of English and Foreign Language, also known as TOEFL.
- The Saint Elizabeth University PA program is requiring their applicant to take EITHER the GRE (Graduate Record Examination) or PA-CAT (Physician Assistant College Admission Test).

Competitive candidates who choose to submit GRE scores are required to have a minimum combined score of 300.

Competitive candidates who choose to submit PA-CAT scores are required to have a minimum overall score of 500.

The GRE code is 2090.

Either course must be taken within five (5) years of matriculation.
*Must be completed within 10 years of matriculation

Applicants with outstanding admissions requirements are eligible to apply but must include a plan for completion of the requirements prior to the deadline date. Each application is considered from a holistic perspective and reviewed by the faculty.

Interview

- Highly qualified applicants will be invited for an interview
- An interview does not guarantee acceptance
- Admissions decisions will be made on a rolling basis once interviews begin.

Special Considerations for Students in Articulated Programs and SEU Students and Alumni

- Saint Elizabeth University and the SEU PA Program have collaborated with several institutions to provide pathways for student enrollment that includes early acceptance decisions (in the student's junior year) to fill guaranteed seats.
- SEU students and alumni who are not accepted through the articulated agreement process and who meet the minimum requirements are guaranteed an interview.

- Unfilled seats reserved for articulated programs will be filled by applicants who apply through the SEU PA Program's standard admission process.

Technical Standards

Applicants accepted for admission to the SEU PA Program will be required to verify that they understand and meet the PA Program's Technical Standards prior to matriculation.

It is expected that students be able to adhere to the technical standards throughout all aspects of the SEU PA Program including the classroom, small group, simulation and clinical rotation courses and in all interactions with faculty, instructors, fellow students, preceptors, members of the healthcare team, patients and their families.

Course Sequence

Didactic: 79 credits

Fall 1 (18 credits)

PA601	Anatomy 1	8
PA603	Physiology and Pathophysiology 1	4
PA621	Patient Evaluation and Clinical Procedures 1	4
PA640	Pharmacology 1	2

Spring 1 (24 credits)

PA602	Anatomy 2	8
PA604	Physiology and Pathophysiology 2	4
PA622	Patient Evaluation and Clinical Procedures 2	4
PA631	Clinical Medicine 1	4
PA641	Pharmacology 2	2
PA671	Clinical Decision Making 1	2

Summer 1 (18 credits)

PA613	Principles of Healthcare Delivery and Patient Advocacy	1
PA612	Ethics in Healthcare	1
PA623	Patient Evaluation and Clinical Procedures 3	4
PA632	Clinical Medicine 2	6
PA642	Pharmacology 3	2
PA661	Epidemiology and Public Health	2
PA673	Clinical Decision Making 2	2

Fall 2 Session (19 credits)

PA614	Professional Growth and Development for PA Practice	1
PA624	Patient Evaluation and Clinical Procedures 4	5
PA633	Clinical Medicine 3	6
PA643	Pharmacology 4	2
PA662	Evidenced Based Seminar 1	2
PA674	Clinical Decision Making 3	2
PA680	Didactic Capstone	1

Clinical Year: 41 credits

Spring (14 credits)

PA663	Evidence Based Medicine Seminar 2	1
PA675	Cost-Effective Patient Care Seminar	1
PA681	SCPE Core Internal Medicine	4
PA682	SCPE Core Family Medicine	4
PA683	SCPE Core Pediatrics	4

Summer (13 credits)

PA676	Patient Safety Seminar	1
PA684	SCPE Core Women's Health	5
PA685	SCPE Core Psychiatry	5
PA686	SCPE Core General Surgery	5

Fall (18 credits)

PA677	Transition to Clinical Practice Seminar	1
PA687	SCPE Core Emergency Medicine	4

PA690	Summative Capstone	1
PA691	SCPE Elective	4
PA692	SCPE Elective Clinical Practicum	4

The order of the Clinical Rotation courses will vary by student placement and availability of clinical rotation sites.

The MS PA Program follows its own academic calendar that may not match that of SEU.

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 Saint Elizabeth University, the Mission of Saint Elizabeth University'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 (15 credits)

Required Courses

PS105	American Politics	3

Two of the following 200-level courses (6)

PS221	Law & Contemporary American Society	3
PS231	International Relations	3
PS251	Comparative Politics	3

Two of the following 300-level courses (6)

PS361	The American Presidency	3
PS371	American Constitutional Law	3
PS381	Political Thought	3

With the approval of the History Program Chairperson, students may take PS 400 Internship and apply it to the minor's 15 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 Saint Elizabeth University 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 University 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)

COMM223	Public Speaking & Presentation Skills I	3
JUS101	Introduction to Criminal Justice	3
JUS210	Legal Research Writing	3
PHIL103	Logic & Rhetoric	4

Any two of the following three courses below (8 credits)

PS221	Law & Contemporary American Society	4
PS231	International Relations	4
PS371	American Constitutional Law	4

Any one of the courses below (4 credits)

PHIL304/PHIL 204	Morality & Good Life	4
PHIL333/PHIL 233	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	3
JUS327	Victim Law & Services	3
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 Criminal Justice	3

JUS210	Legal Research Writing	3
JUS221	Criminal Law	3
PHIL103	Logic & Rhetoric	4
PHIL333 / PHIL 233	Ethics in Business & Society	4

Any one of the courses below (4 credits)

JUS231	Criminal Procedure	3
JUS327	Victim Law & Services	3
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 Saint Elizabeth University 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.

SEU 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 course 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 35-credit undergraduate major leading to the Bachelor of Arts degree, as well as an 19-credit minor. The Psychology Graduate Program offers a Master's in Counseling Psychology with three specialization options, 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, from both the natural and human science points of view, as well as a global awareness of issues affecting psychological knowledge and practice 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 B.A. in Psychology Program* include:

- Demonstrate familiarity with the major concepts, research methodology, theoretical perspectives, empirical findings, and historical trends in psychology.
- Demonstrate research and writing abilities, including scientific reasoning, identification and comprehension of peer-reviewed journals and journal articles, through critical analysis of methodology and content through research paper and essay writing.
- Develop knowledge of the range of specialties and sub-disciplines in the field of psychology, and identify which one(s) students have potential interest in pursuing further beyond the BA degree.
- Successfully complete a career development plan that includes students' professional goals.
- Develop leadership skills through co- and extra-curricular activities in and outside the major.
- Students will consider, and demonstrate comprehension and knowledge of, the orientation/approach/school of psychology with which they most strongly identify and believe to be most useful in understanding human behavior, thought, and emotion, and most applicable to their developing career objectives and goals in psychology and for promoting psychological well-being.

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 Saint Elizabeth University, 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 a variety of private and public graduate institutions.

Many psychology majors choose to double major and/or minor in related disciplines such as business, education, criminal justice, 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 education ,business, or sociology. The minor may also give students the option to apply to graduate programs in psychology.

B.A. in Psychology

Outcomes

Student learning outcomes for the B.A. in Psychology Program* include:

- Demonstrate familiarity with the major concepts, research methodology, theoretical perspectives, empirical findings, and historical trends in psychology.
- Demonstrate research and writing abilities, including scientific reasoning, identification and comprehension of peer-reviewed journals and journal articles, through critical analysis of methodology and content through research paper and essay writing.
- Develop knowledge of the range of specialties and sub-disciplines in the field of psychology, and identify which one(s) students have potential interest in pursuing further beyond the BA degree.
- Successfully complete a career development plan that includes students' professional goals.
- Develop leadership skills through co- and extra-curricular activities in and outside the major.
- Students will consider, and demonstrate comprehension and knowledge of, the orientation/approach/school of psychology with

which they most strongly identify and believe to be most useful in understanding human behavior, thought, and emotion, and most applicable to their developing career objectives and goals in psychology and for promoting psychological well-being.

Requirements (40 credits)

Required Courses (38 credits)

PSY100	Introduction to Psychology	3
PSY200	Developmental Psychology	3
PSY201	Seminar in History & Systems of Psychology	3
PSY230	Research Methods & Statistics	4
PSY230L	Research Methods & Statistics Lab	0
PSY320	Personality Theory	3
PSY331	Biological Basis of Behavior	3
PSY340	Psychopathology	3
PSY490	Senior Research Seminar	3
PSY495	Internship	3

Electives (12 credits)

Students must also choose TWO (2) 200 level, and TWO (2) 300 or 400-level electives from the following (and cross-listed courses with other depts.).

PSY207	Industrial Organizational Psychology	3
PSY209	Understanding Self & Others	3
PSY210	Introduction to Forensic Psychology	3
PSY217	Community Psychology	3
PSY219	Crisis Intervention	2
PSY250	Counseling & Spirituality	2
PSY309	Cognitive Processes	3
PSY400	Seminar in MultiCultural/Gender Studies	3
PSY405	Seminar in International Cultural Issues in Psychology	3
PSY407	Psychology of Racism	3
PSY499	Special Topics	3

Capstone Requirement

Students fulfill Saint Elizabeth University capstone requirement by successfully passing a comprehensive examination based on course material from the required content and research courses in the major. Preparation for the examination is offered in PSY490 Senior Research Seminar.

Post-Master's Professional Mental Health Counseling Certificate

The Saint Elizabeth University (SEU) Post-Master's in Professional Mental Health Certificate Program offers coursework for a total of 30 credits over the course of two academic years for professionals with Master's degrees in counseling psychology or a related field who wish to earn additional graduate credits to meet the educational requirements for the NJ License for Professional Counseling (LPC). The courses will be offered in both traditional classroom and hybrid formats.

The program consists of counseling strategies / techniques, assessment, intervention, and cultural considerations in the domain of counseling psychology for the purpose of having the full 60 credits required to begin the application to become an LPC. Students who graduate from the certificate program will be equipped with the necessary coursework to apply for the LPC through the NJ Division of Consumer Affairs Frequent feedback from course evaluations, fieldwork supervisor feedback and graduation surveys to monitor student and program satisfaction and student performance. Focus for the program is on enhancing students' abilities to be competent clinicians.

Outcomes:

- Learn techniques/approaches to be used in counseling
- Analyze individual cases with a multicultural lens for consultation, documentation, and counseling purposes
- Demonstrate advanced mental health knowledge within a counseling environment
- Demonstrate professional responsibility within ethical, legal, cultural, and personal dimensions for the counseling client

Unique Elements of the Program:

- Small classes, individual attention, and real world application of counseling concepts
- Highly credentialed instructors (LPC, PsyD)
- Format to be completed in two academic years
- Multicultural counseling focus
- Financial Aid Eligible (FAFSA)

Degree Requirements

Required Courses

PSY601	Orientation to the Profession	3
PSY615	Ethical & Legal Standards in Counseling	3
PSY602	Foundations of School Counseling	2
PSY604	Organization, Administration, & Consultation in School Counseling	2
PSY653	Multicultural Counseling	3
MC626	Ethical Issues	3
PSY651	Substance Abuse Counseling	3
PSY659	Counseling Children & Adolescents	3
PSY675	Community Agencies & Resources	3
PSY691	Counseling Theory & Methods IV	3
PSY693	Counseling Theory & Methods V	3

Minor in Psychology

Requirements (22 credits)

PSY100	Introduction to Psychology	3
PSY200	Developmental Psychology	3
PSY201	Seminar in History & Systems of Psychology	3
PSY230	Research Methods & Statistics	4
PSY230L	Research Methods & Statistics Lab	0

Free Electives

Students must choose one 200 level elective and two 300 or 400 level electives:

- Choose one 200 level elective from the list below. (Pre-requisite is PSY100)
- Choose any two 300 or 400 level electives from the list below. (Pre-requisites are PSY100 and PSY200)

PSY207	Industrial Organizational Psychology	3
PSY209	Understanding Self & Others	3
PSY210	Introduction to Forensic Psychology	3
PSY217	Community Psychology	3
PSY250	Counseling & Spirituality	2
PSY309	Cognitive Processes	3
PSY320	Personality Theory	3
BUS320	Human Resource Management	3
PSY331	Biological Basis of Behavior	3
PSY340	Psychopathology	3
PSY400	Seminar in MultiCultural/Gender Studies	3
PSY403/SOC 403/SW 403	Seminar in Social Psychology	3

PSY405	Seminar in International Cultural Issues in Psychology	3
PSY407	Psychology of Racism	3

PSY407 Psychology of Racism (SOC331 may fulfill this requirement)

Certificate in Addiction and Drug Counseling CADC

The Saint Elizabeth University (SEU) Certificate in Addiction and Drug Counseling Program offers 5 courses for a total of 15 credits over the course of one academic school year. These courses cover the 270 hours of alcohol and drug educational requirements for the Certification in Addiction and Drug Counseling (CADC; N.J.A.C. 13:34C 2.3). After completion of the educational requirements, students are required to complete 3,000 hours of supervised experience and to pass the required examinations.

The courses will be offered in both traditional classroom and hybrid formats. The program consists of counseling strategies/techniques, assessment, intervention, and cultural considerations in the domain of addiction and substance use. Taught from a multicultural and social justice lens, students will be prepared to work with individuals with addictions in the counseling field. Students who graduate from the program will be equipped to work with various forms of addiction from drug/alcohol use, shopping, eating disorders, gambling, and video gaming.

Outcomes:

- Demonstrate skill in conducting initial interviewing assessments (biopsychosocial, differential diagnosis, diagnostic summaries)
- Use counseling techniques/approaches for crisis intervention and individual as well as group counseling for various addictions
- Analyze individual cases with a multicultural/social justice lens for consultation, documentation, and counseling purposes
- Demonstrate advanced knowledge in addictions within a counseling environment
- Demonstrate professional responsibility within ethical, legal, cultural, and personal dimensions for the counseling client

Unique Elements of the Program:

- Small classes, individual attention, and real world application of addiction and counseling concepts
- Highly credentialed and experienced instructors
- Accelerated format to be completed in one academic year
- Multicultural/social justice focus on addiction

Requirements

Required Courses

PSY645	Family & Marriage Counseling	3
PSY644	Biopsychosocial Perspective on Drug Use	3
PSY654	Treating Sub Abuse & Co-occur. Dis	3
PSY651	Substance Abuse Counseling	3
PSY652	Clinical Appl.& Techn. in Add. Counsel	3

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 49-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

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)
- Psychopathology (Abnormal Psychology)
- Statistics and Experimental Psychology

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 49-credit school counseling and 60-credit mental health tracks.

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. 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 (30 Credits)

PSY620	Helping Relationship in Counseling	3
PSY631	Research Methods & Program Evaluation	3
PSY633	Counseling Theory & Methods I	3
PSY634	Counseling Theory & Methods II	3
PSY635	Assessment and Evaluation in Counseling	3
PSY637	Group Dynamics & Interpersonal Communication	3
PSY639	Human Growth & Personality Development	3
PSY641	Psychopathology & Diagnosis	3
PSY643	Career Development & Occupational Opportunities	3
PSY671	Counseling Theory & Methods III Practicum	3
PSY697	Culminating Requirement	0

Specialization in School Counseling

The 49-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 49-credit specialization reflects the 49 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 49 credits consist of 36 credit hours in counseling psychology, 4 credit hours in school counseling 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. Fieldwork Experience must be completed in a K-12 setting with a field supervisor who holds a NJ School Counseling 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
PSY620	Helping Relationship in Counseling	3
PSY631	Research Methods & Program Evaluation	3
PSY633	Counseling Theory & Methods I	3
PSY634	Counseling Theory & Methods II	3
PSY635	Psychometrics	3
PSY637	Group Dynamics & Interpersonal Communication	3

PSY639	Human Growth & Personality Development	3
PSY643	Career Development & Occupational Opportunities	3
PSY653	Multicultural Counseling	3
PSY659	Counseling Children & Adolescents	3
PSY675	Community Agencies & Resources	3
PSY697	Culminating Requirement	0

Foundations and Contextual Dimensions of School Counseling: 4 credits

PSY602	Foundations of School Counseling	2
PSY604	Organization, Administration, & Consultation in School Counseling	2

Practicum and Field Experience in a School Setting: 9 credits

PSY671	Counseling Theory & Methods III Practicum	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. Fieldwork must be completed in a clinical setting with a field supervisor who holds a PsyD/PhD, LPC, SW license.

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 Counseling	3
PSY631	Research Methods & Program Evaluation	3
PSY633	Counseling Theory & Methods I	3
PSY634	Counseling Theory & Methods II	3
PSY635	Psychometrics	3
PSY637	Group Dynamics & Interpersonal Communication	3
PSY639	Human Growth & Personality	3

	Development	
PSY641	Psychopathology & Diagnosis	3
PSY642	Treatment Planning	3
PSY643	Career Development & Occupational Opportunities	3
PSY653	Multicultural Counseling	3
PSY697	Culminating Requirement	0

Practicum and Field Experience: 9 credits

PSY671	Counseling Theory & Methods III Practicum	3
PSY691	Counseling Theory & Methods IV	3
PSY693	Counseling Theory & Methods V	3

Elective Courses: 9 credits

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 SEU'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	Introduction to Psychology	3

Spring

PSY217	Community Psychology	3
PSY203	Lifespan Development II Adult & Aging	4

Year Two

Fall

PSY201	History & Systems of Psychology	3
PSY230	Research Methods & Statistics	4
PSY230L	Research Methods & StatisticsLab	0
PSY200	Any PSY200 level elective	

Spring

PSY320	Personality Theory	3
PSY331	Biological Basis of Behavior	3
PSY200	Any PSY200 level elective	

Year Three

Fall

PSY3/400	Any PSY300-400 level elective	3
PSY495	Internship	3

Spring

PSY340	Abnormal Psychology	3
PSY3/400	Any PSY300-400 level elective	3

Year Four

Fall

PSY490	Senior Research Seminar	3
PSY601	Orientation to the Profession	3
PSY620	Helping Relationship in Counseling	3

**Students must pass the Capstone Requirement in the fall of year 4.*

Spring

PSY633	Counseling Theory & Methods I	3
PSY635	Psychometrics	3

Year Five

Fall

PSY631	Research Methods & Program Evaluation	3
PSY641	Psychopathology & Diagnosis	3
PSY639	Human Growth & Personality Development	3

Spring

PSY637	Group Dynamics & Interpersonal Communication	3
PSY643	Career Development & Occupational Opportunities	3
	or	
PSY671	Counseling Theory & Methods III Practicum	3
PSY697	Culminating Requirement	0

PSY671 is for those students who want supervised experience.

Doctor of Psychology (Psy.D.) in Counseling Psychology

Aims and Learning Competencies:

The aims of the program are to produce graduates who are:

***Aim 1.* Proficient in addressing individual and cultural differences while engaged in professional psychological practice, and demonstrating a commitment to social justice.**

Competency 1.a

Students will recognize their own attitudes and biases and demonstrate knowledge, awareness, sensitivity, and skills when working with diverse clients including, but not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

Competency 1.b

Students will develop knowledge, awareness, and skills in providing multiculturally sensitive and ethically-sound supervision and consultation.

Competency 1.c

Students will demonstrate a commitment to social justice as reflected in a range of professional activities.

***Aim 2.* Prepared with the foundational knowledge in psychology which will enable them to continue their training in counseling psychology and the ethical practice of health service psychology as early-career professionals.**

Competency 2.a

Students will acquire and apply knowledge of affective, biological, cognitive, developmental, and social bases of behavior in the ethical practice of health service psychology.

Competency 2.b

Students will acquire and apply knowledge and skills related to legal, professional, and ethical standards in all professional activities.

***Aim 3.* Proficient at providing ethically sound professional services anchored in science and integrating research and practice.**

Competency 3.a
Students will be proficient as science-informed practitioners in conducting professional psychological assessment and intervention services, integrating evidence-based research into practice.

Competency 3.b
Students will be able to evaluate client outcomes in order to improve treatment effectiveness, demonstrate effective communication and interpersonal skills, know their limitations as treatment providers, and seek supervision and consultation as appropriate for the delivery of ethical and effective services.

Competency 3.c
Students will be able to critically evaluate and conduct psychological research with the goal of contributing knowledge to the field of health service psychology.

First Academic Year: 24 credits

Fall 9 credits:

PSY702	Recent and Advanced Theories of Personality	3
PSY708	History and Systems of Psychology	3
PSY720	Techniques in Counseling and Psychotherapy	3

Spring 9 credits:

PSY700	Developmental Aspects of Behavior	3
PSY704	Cognitive and Affective Aspects of Behavior	3
PSY716	Advanced Adult Psychopathology	3

Summer 6 credits:

PSY701	Social Aspects of Behavior	3
PSY706	Physiological Psychology	3
PSY748	Intersession Practicum	0

Second Academic Year: 24 credits

Fall 9 credits:

PSY710	Advanced Psychometrics	3
PSY730	Counseling Research and Program Evaluation Research	3
PSY732	Doctoral Practicum I	3

Spring 9 credits:

PSY712	Advanced Cognitive Assessment	3
PSY728	Advanced Research Methods and Statistical Design	3
PSY733	Doctoral Practicum II	3

Summer 6 credits:

PSY714	Advanced Child and Adolescent Psychopathology	3
PS7713	Advanced Personality Assessment	3
PSY748	Inter-Semester Practicum	0

PSY748 will be taken when: a) Students taking a Spring semester Practicum course continue at their training site for a significant time period past the end of the Spring semester, or b) Students taking a Fall semester Practicum course begin at their training site for a significant time period prior to the start of the Fall semester.

Third Academic Year: 19 credits

Fall 7 credits:

PSY726	Applications of Social Justice in Psychological Treatment	3
PSY734	Doctoral Practicum III	3
PSY740	Dissertation I	1

Spring 12 credits:

PSY731	Supervision and Consultation for Counseling Psychology	3
PSY735	Doctoral Practicum IV	3
PSY722	Theories and Techniques of Career Counseling	3
PSY 742	Dissertation II	3

Summer 0 credits:

PSY748	Inter-Semester Practicum	0

PSY748 will be taken when: a) Students taking a Spring semester Practicum course continue at their training site for a significant time period past the end of the Spring semester, or b) Students taking a Fall semester Practicum course begin at their training site for a significant time period prior to the start of the Fall semester.

Fourth Academic Year: 12 Credits

Fall 6 credits:

PSY736	Doctoral Internship I	3
PSY744	Doctoral Dissertation III	3

Spring 6 credits:

PSY738	Doctoral Internship II	3
PSY746	Doctoral Dissertation IV	3

*Students who do not match with an APA-accredited or APPIC-accredited pre-doctoral internship for their fourth year can opt to take an additional year in order to reapply. Tuition is adjusted in years four and five to be equivalent to the typical four-year completion schedule. Their course schedule for year four will be PSY 721 (Internship Development I for 2 credits) and PSY 744 (Dissertation III for 3 credits) in the fall and PSY 723 (Internship Development II for credits) and PSY 746 (Doctoral Dissertation IV for 3 credits). In their fifth and final year, they will enroll in PSY 736 (Doctoral Internship I for 3 credits) and PSY725 (Professional Development I: Transition to Early Career Practice for 2 credits) in the fall semester and PSY 738 (Doctoral Internship II for 3 credits) and PSY 727 (Professional Development II: Professional Identity & Sustainable Practice for 2 credits) for the spring semester.

Practicum/Internship Requirements

Practica

Students are expected to participate in a minimum of two year-long doctoral level practica for a total of 1,200 semester hours. These advanced clinical experiences, beginning in the fall of the second year, are designed to assist students in moving toward competence as future psychologists and to provide preparation for the doctoral internship. Each practicum semester requires a minimum of 300 hours, 120 of which are spent in the provision of direct client service.

Students participate in weekly individual on-site supervision, as well as receive weekly group supervision on campus through active participation in the practicum seminar, taught by a Psy.D. faculty member who is a licensed psychologist. Typical practicum activities include direct client care, attending case conferences, writing reports and writing clinical notes. Students must have site approval from the Associate Director for Clinical Training prior to confirming placement, and submit all forms that are required.

Internship

During the student's final year in the doctoral program in Counseling Psychology, the student participates in a year long, full-time (or two year, part-time), supervised internship which is a total of 2,000 hours, including client

contact and supervision hours. This pre-doctoral internship affords students the opportunity to employ the knowledge and skills acquired during their doctoral studies under the supervision of experienced practitioners of psychology.

With approval from the Director of the Doctoral Program and the Associate Director for Clinical Training, students apply for internship following successful completion of 1) necessary coursework, 2) comprehensive examinations, and 3) proposal of the Doctoral Dissertation. Students are expected to participate in the Association of Psychology Postdoctoral and Internship Center's (APPIC) match program and to apply to an average of 15-20 APPIC/APA-accredited internship sites.

Religious Studies, Philosophy, and Theology

Department Overview

Through attention to ultimate concerns, reflective thought, critical analysis, reading, and integration of knowledge from diverse fields, the Saint Elizabeth University (SEU) Religious Studies, Theology, and Philosophy Programs advance the mission of SEU by offering distinct degree and nondegree opportunities at both the undergraduate and graduate levels. These opportunities support the development of graduates 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 nondegree undergraduate and graduate students encounter a community of learning nourished by a belief in God the Creator, the Redeemer, and the Sanctifier; by the treasure of human wisdom; and by respect for the dynamics of inquiry and action.

Program Goals:

- Help students acquire an understanding of truth and value that is supportive of their complete development as persons, assist them in obtaining knowledge of some of the core concepts and ideas which have served to shape human civilization, and to guide students in their development of basic principles of reasoning and method.
- Affirm that character development is crucial for excellence in any discipline, and especially for the pursuit of wisdom, which is the focus of theological and philosophical study, as well as critical reflection on religious experience.
- Seek 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.
- Serve the University by providing students with distinct disciplines and unique opportunities to formulate and examine a coherent worldview and to integrate knowledge from diverse areas of study.
- Prepare undergraduates for participation in professional philosophical activity and future academic study, for potential careers in strategic consulting and law, and for participation in professional theological activity and future academic study, and offer academic formation for individuals in ministry.
- Help students examine the core values of truth, justice, and reconciliation in light of the compatibility of Revelation and reason, inculcate interfaith dialogue, and help students better understand and live out their respective religious commitments and traditions in recognition that respect for human dignity extends to the support of religious freedom.

Religious Studies and Philosophy Programs

Degrees and Certificates:

The Religious Studies and Theology Programs provide a variety of degree and non-degree opportunities for undergraduates. These opportunities include:

- B.A. in religious studies
- Minor in ethics studies
- Minor in religious studies
- Minor in philosophy
- 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.

Learning Outcomes for Undergraduate Students in Religious Studies Include:

- Identifying the central Catholic Christian teachings and correlating these with the religious language, concepts, imagery and critical questions central to the Christian study of scripture, doctrine, and morality. This knowledge will be assessed by course examinations.
- Recognizing the role of religious faith in the life of the human person and its impact on humankind and the world in the development of appropriate moral, intellectual, and spiritual awareness through encounters with Catholic Christian teaching and praxis. This knowledge will be assessed by an evaluation of class participation, presentations, and written reflections.
- Demonstrating basic familiarity and appropriate use of scholarly and catechetical resources, which will be assessed through the student producing quality research papers and catechetical projects.
- Recognizing the major events and movements within Christianity and understanding the importance of respect and dialogue between practitioners of Catholic Christianity and other religious traditions and communities.

Learning Outcomes for Ministry Certificate Students Include:

- Conveying a basic understanding of Scripture and Revelation, as well as skills in scriptural literacy and interpretation.
- Exhibiting 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.
- Demonstrating a coherent grasp of ethical theories, principles, and application, as well as an informed capacity for sound decision-making and moral responsibility.
- Developing personal and pastoral awareness and skills, such as familiarity with ecumenical and interfaith interactions, information literacy, organizational leadership, and life-cycle issues.
- Articulating a vision of Catholic faith and demonstrating growth in the understanding of self as a minister and an adult person of faith through formation-driven activities and interactions.

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.

The certificate programs provide opportunities for those interested in preparing for various church ministries. To meet the needs of the students, SEU offers classes on campus, at off-site locations in New Jersey, and through hybrid courses (i.e., a mixture of in-class and online learning). 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. The certificate credits may be transferred into other programs of study leading to baccalaureate degrees.

The Religious Studies and Philosophy Programs offer 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 B.A. in Religious Studies Program provides the theological foundations for active involvement in church life, both professionally and otherwise.

In addition, the emphasis on rigorous and creative thinking in religious studies will enable students 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 SEU religious studies graduates go on to receive graduate degrees.

Theology Program (Graduate)

Degrees and Certificates

The Theology Program provides a variety of degree and nondegree opportunities for graduates. These opportunities include:

- A Master of Arts in theology
- Graduate certificates in Catholic studies, pastoral care, and spirituality

Learning Outcomes for Graduate Students in the Theology Programs (both MA and Certificate) Include:

- Situating and appraising the doctrinal, spiritual, and ethical developments in theology, including Catholic Social Teaching, ecumenical and interfaith dialogue, as evidenced through the Comprehensive Assessment Process.
- Reading and assessing scholarly texts by being able to identify the author's project and thesis relevant arguments and then correlating these with the factors important to various contexts.
- Recognizing and classifying differences in theological thought and applying the methodology appropriate to each of the major areas of theology as specified on syllabi.
- Constructing a theological essay, bringing research to written expression in a coherent, analytical fashion.

B.A. in Religious Studies

Requirements (36 credits)

100 Level Courses

REL101	Introduction to Religious Studies	2
REL113	The Jewish Life of Jesus	4
REL120	Controversial Questions II	3
REL150	World Religions	4

200 Level Course

REL299	Catholic Social Learning	4

Plus any one of the following:

REL235	Exploring the Basics of Judaism, Christianity, and Islam	4
REL260	Religion in America	4
REL267	Women and Religion	4
REL245	Ecology and Faith	4
REL255	Environmental Ethics	4
REL221	Love and the Human Person	4
REL250	Controversial Issues	4
REL263	Spirituality and Ethics	4

300/400 Level Courses

REL320	What Do Christians Believe	4

Plus any one of the following:

REL309	History of Christianity	4
REL313/SEU 220	The Problem of Evil	4
REL400	Special Topics in Theology	4

400 Level Course

REL425	Coordinating Seminar	4
XDPT103	Career Pathways	1
REL491	Internship	0

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/PHIL 304	Morality & Good Life	4
PHIL233/PHIL 333	Ethics in Business & Society	4
PHIL331	Ethics in Health Care	3
REL250	Controversial Issues	4
REL263	Spirituality and Ethics	4
REL200	Bioethics	4
REL239	What is 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 and are available to Philosophy minors for more advanced work (i.e. 300 level).

Minor in Environmental Ethics

Mission

Grounded in the broader framework of Catholic Social Teaching and the specific mission of Saint Elizabeth University, this minor will introduce students to central issues in environmental ethics through engagement with multiple disciplines. The aim of this engagement is to prepare students to address these issues in manners that are informed, creative, and effective.

Program Goals

- To graduate students who have a demonstrable understanding of the nature of the relationship

between humans and the environment on both local and global scales through an interdisciplinary learning experience.
- To graduate students who are able to analyze critically, evaluate, and address current issues pertaining to the relationship between humans and the nonhuman world.

Learning Outcomes

- Articulate the necessity of interdisciplinary study for addressing issues in environmental ethics
- Demonstrate the application of interdisciplinary study to contemporary issues in environmental ethics
- Develop critical thinking skills that permit careful evaluation of theories and perspectives regarding the morally appropriate relationship between humans and the nonhuman world
- Understand the global nature of environmental issues
- Critically consider the role and responsibilities of individuals in a deeply interconnected and globalized world.

Program Requirements

The minor should not exceed 24 credits and should be distributed among the areas necessary to meet the learning outcomes and reflect the vision of the minor. Students will complete a gateway course, two courses in ethics, two courses in the natural sciences, and one course designated to apply student learning to a particular issue in environmental ethics.

Requirements (22-24 credits)

Required Courses

REL115	Living as Nature	3
REL245	Ecology and Faith	4
REL299	Catholic Social Learning	4
ES101	Environmental Science	4
ES102	Ecological Science	4
ES495	Environmental Ethics Capstone	2

Plus choose one of the following:

AHS200	Global Health and Cultural Perspective	3
FN217	World Foods	3
HIS110	Survey of Global History I	3
PHIL331	Ethics in Health Care	3
PS105	American Politics	4
AHS305	Foundations of Public Health	3

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 SEU 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 Program is a 36-credit program that 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 advisors. This may include taking courses at other accredited institutions, but no student may earn more than 12 credits in this fashion.

To receive the Master of Arts in theology, students must accomplish the following:

- Complete 36 credits in theology, with a cumulative grade point average of 3.0. The program is designed as a part-time program of study.
- 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 students' abilities to research and present theological topics in an in-depth, competent, and scholarly manner. Ordinarily, the papers will be 15 typed pages, double-spaced, excluding bibliography. Turabian/Chicago citation style is to be adhered to throughout the program of study.
- With recommendations from the student, 2-3 faculty members (fulltime 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.

Unique Elements of This Program

- Students with baccalaureate degrees in fields other than theology are encouraged to apply.
- Students will have the opportunity to earn credit based on prior professional or ministry experience via credit by exam or portfolio assessment.
- Clergy or those who consistently contribute to the life of the faith community are eligible for a 50% tuition discount.
- Small class sizes maximize learning and interaction with highly credentialed faculty members.
- PThe program provides flexible hours for advisement and registration.
- No GRE or GMAT exams required.

Admission Requirements

- Applicants must have a baccalaureate degree from an accredited institution and a cumulative grade point average (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 GPA on a 4.0 scale.
- If an applicant for the M.A. in Theology Program at Saint Elizabeth University 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 research before full admission into the program.

Program Requirements Per Track

Students entering the program will choose one of four tracks: Catholic Studies, Pastoral Care, Spirituality, or Theological Studies to advance on in the degree.

Catholic Studies

THEO617	Theological Foundations	3
THEO603	History of Christianity	3
PHIL631	Catholic Intellectual Tradition	3
THEO627	Catholic Moral Theology	3
THEO605	Mystery of God	3
THEO609	Scriptural Interpretation	3

Ecclesiology (choose one)

THEO615	Mystery of the Church	3
	or	

15 credit electives

Five Theology courses and zero credit culminating requirement.

Pastoral Care

THEO617	Theological Foundations	3
THEO605	Mystery of God	3
THEO609	Scriptural Interpretation	3
THEO619	Liturgical Theology	3
THEO625	Ministry & Ministries: Theology & Praxis	3
PSY660	Counseling & Spirituality	3

Ethics

THEO627	Catholic Moral Theology	3

15 credit electives

Five Theology courses and zero credit culminating requirement.

Spirituality

THEO617	Theological Foundations	3
THEO605	Mystery of God	3
THEO609	Scriptural 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

Five Theology courses and zero credit culminating requirement.

Theological Studies

THEO617	Theological Foundations	3
THEO609	Scriptural Interpretation	3
THEO605	Mystery of God	3
THEO619	Liturgical Theology	3
THEO603	History of Christianity	3

Ethics

THEO627	Catholic Moral Theology	3

15 credit electives

Five Theology courses and zero credit culminating requirement.

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 12 credits can be accepted in transfer.

Certificate in Bioethics

The four courses from the following list: (15 credits)

REL221	Love and the Human Person	4
PHIL203	The Human Person	4
REL300	Homiletics Art of Preaching	4
PHIL331	Ethics in Health Care	3

Plus one course from this list: (4 credits)

REL250	Controversial Issues	4
PHIL204/PHIL 304	Morality & Good Life	4
	or	
PHIL304/PHIL 204	Morality & Good Life	4

Certificate in Diaconal Ministry

Saint Elizabeth University 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.

SEU 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 SEU.

Requirements (32 credits)

REL105	Pastoral Counseling for Ministry	4
REL110	God and the World Before Jesus	4
REL113	The Jewish Life of Jesus	4
REL143	Liturgy & Spirituality	4
REL220MP	Theological Reflection	4
REL221	Love and the Human Person	4
REL250	Controversial Issues	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/PHIL 304	Morality & Good Life	4
PHIL233/PHIL 333	Ethics in Business & Society	4
PHIL331	Ethics in Health Care	3
REL250	Controversial Issues	4
REL263	Spirituality and Ethics	4
REL200	Bioethics	4
REL239	What is 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 and are available to Philosophy minors for more advanced work (i.e. 300 level).

Certificate in Parish Life Ministries

Requirements (24 credits)

REL110	God and the World Before Jesus	4
	or	
REL113	The Jewish Life of Jesus	4
REL153	Foundations in Lay Ministry	4
REL205	Christian Marriage & Family	4
REL250	Controversial Issues	4
REL280	Pastoral Internship I	2
REL320	What Do Christians Believe	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	God and the World Before Jesus	4
	or	
REL113	The Jewish Life of Jesus	4
REL153	Foundations in Lay Ministry	4
REL240MP	Pastoral Administration	4
REL250	Controversial Issues	4
REL280	Pastoral Internship I	2
REL320	What Do Christians Believe	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	God and the World Before Jesus	4
	or	
REL113	The Jewish Life of Jesus	4

REL153	Foundations in Lay Ministry	4
REL230	Religious Education: Skills and Competancies	4
REL250	Controversial Issues	4
REL280	Pastoral Internship I	2
REL320	What Do Christians Believe	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	God and the World Before Jesus	4
	or	
REL113	The Jewish Life of Jesus	4
REL153	Foundations in Lay Ministry	4
REL137	Youth Ministry: Skills & CoYouth Ministry	4
REL250	Controversial Issues	4
REL280	Pastoral Internship I	2
REL320	What Do Christians Believe	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.

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 Saint Elizabeth University, 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)

REL100MP	Hispanics and the Church in the US	4
REL110MP	Hispanic Spirituality Culture Expression of Faith	4
REL200MP	Leadership Skills & Competencies	4
REL210MP	Challenges in Ministry Today	4
REL215MP	Pastoral Leadership	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.

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. Courses for the Undergraduate Certificates may be taken to earn the Certificate in a specified area. If, after the Certificate is earned, the student wishes to continue on toward earning an M.A. in Theology, the certificate courses may be applied toward the completion of the M.A.

Required Courses

THEO609	Scriptural 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.)

Graduate Certificate in Theological 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	Scriptural Interpretation	3

Ecclesiology (Choose one)

THEO615	Mystery of the Church	3
	or	

Social Justice and Civic Engagement

Program Overview

The Social Justice and Civic Engagement Program at Saint Elizabeth University is an interdisciplinary program with courses taught by faculty across the disciplines. The SJCE Program at SEU is dedicated to fostering a community of compassionate and critical thinkers who are prepared to act for the common good. Students who choose SJCE have options for pursuing a double major or taking a minor.

Program Mission Statement

Grounded in the tradition of Catholic Social Teaching, our mission is to empower students with the knowledge, skills, and ethical framework to identify and address

systemic injustices. We commit to educating a new generation of leaders who will promote human dignity, advocate for the poor and vulnerable, and build a more just and sustainable world through collaborative civic action and servant leadership.

Outcomes

Learning outcomes for the Social Justice and Civic Engagement program at Saint Elizabeth University focus on developing students' critical thinking, ethical reasoning, and practical skills for social action. After completing the Program, students will be able to:

- Critically analyze the historical, social, and political systems that perpetuate injustice, inequality, and poverty. This outcome will be assessed by creative expression, research papers, and presentation of research.
- Explain the core principles of Catholic Social Teaching and apply them to contemporary issues of social justice both verbally and in writing.
- Understand and evaluate different theories and perspectives on social justice from various cultural and academic traditions. This understanding will be assessed by written reflection, and attendance and engagement with various on campus events.
- Conduct research using qualitative and quantitative research methods to investigate social problems and develop evidence-based solutions. This knowledge will be assessed by research papers and slide presentations of research in 200 , 300, and 400 level courses.
- Design, implement, and evaluate community-based projects and advocacy campaigns rooted in ethical principles and a commitment to human dignity. This will be assessed by completion of creative course projects and the required major internship. Students receive intensive mentorship from their internship supervisors and from program faculty.
- Communicate persuasively about social justice issues to diverse audiences using various media and platforms. Students will have opportunities to present their work at conferences hosted by SEU and at annual meetings of national organizations.
- Act with integrity and humility, recognizing the importance of collaboration and empowering marginalized communities in and outside of class. Cultivate a lifelong commitment to reflection, empathy, and active participation in creating a more just and sustainable world. Demonstration of this outcome will be assessed by oral and written group work and by civic engagement outside of class.
- Work effectively and respectfully with people from different backgrounds, cultures, and beliefs to achieve common goals. This outcome will be assessed through oral and written reflective self-assessment.

Graduates

The demand for professionals skilled in advocacy, community organization, and systemic analysis is growing as organizations (both non-profit and corporate) increasingly prioritize social responsibility and equity.

- Employment for Social and Community Service Managers is projected to grow 9-10% (faster than average) over the next decade.
- There is a "critical shortage" of leaders who understand corporate social responsibility (CSR). Companies in the top quartile for diversity are 25% more likely to have above-average profitability, driving demand for graduates who can navigate these landscapes.
- The non-profit sector remains a primary employer for these graduates, with steady demand for program directors and fundraisers. Employers are seeking a blend of "soft" and strategic skills that this degree provides.
- The ability to understand how race, class, and gender intersect is crucial for modern leadership.
- Organizations need leaders who can balance fiscal responsibility with social justice.
- There is a high value placed on "communicative competence" or the ability to negotiate and mobilize diverse teams toward shared goals.

Salary and Job Outlook

Graduates with training in social justice and civic engagement are prepared for roles in a number of primary sectors:

Non-Profit Program Director - Oversee operations for NGOs focused on rights, family services, or education: $65,000 - $85,000

Community Organizer - Mobilize communities for legislative or social change: $50,000 - $70,000

Corporate CSR Specialist -Manage corporate philanthropy and community engagement programs: $70,000 - $90,000

Government Legislative Aide - Research and draft policy recommendations: $55,000 - $75,000

Advocacy Manager - Lead initiatives to create inclusive workplace cultures: $80,000 - $110,000

B.A. in Social Justice and Civic Engagement

Degree Requirements (48 Credits)

Required Core Curriculum (33 credits):

SJ101	Intro to Social JusticeJ & Civic Engagement	3
SOC101	Intro to Sociology	3
PS105	American Politics	3
SW207	Intro to Social Work &Social Welfare	3
ENG228	American Film cross-listed	3
HIS230	History with Film	3
REL299	Catholic Social Teaching	4
HIS310	Struggle for Freedom / ENG Seminar in Literary Tradition	3
PHIL304	Morality and Good Life	3
REL385	Ethics and Justice	3
SJ490	Internship	3
SJ495	Capstone Seminar	2

Note: XDPT103 Career Pathways is a pre-requisite for SJ490 Internship.

Four Concentrations (Choose One):

Political and Legal Advocacy (take at least 15 credit hours w/ 6 hours being at the 300-400 level):

SOC201	Social Problems	3
PS221	Law & Contemporary American Society	3
PS251	Comparative Politics	3
REL255	Environmental Ethics	3
SW305	Social Welfare Programs, Policies, & Issues	3
SW311	Topics in Child Welfare	3
JUS325	Victimology / JUS301 Juvenile Law / or JUS341 Women & the Law	3
PS371	American Constitutional Law	3
PS381	Political Thought	3
HIS425 / COMM	Misinformation, Disinformation	3

Global Engagement (take at least 15 credit hours w/ 6 hours being at the 300-400 level):

GS121	Geography & World Economy *	3
REL150	World Religions	3
ENG229	International Film	3
PS231	International Relations	3
	or	
PS251	Comparative Politics	3
SW250	International Social Work	3
GS253	World Culture Studies	*3
ENG315	Literature in Cultural Context	3
SJ3XX	International Law and Human	3

	Rights	

Culture, and Representation (take at least 15 credit hours w/ 6 hours being at the 300-400 level):

ENG/ART/ MUSIC 200 or 300 level	What happens to the artist when AI is used?	3
ENG200 level	Censorship	3
JUS201	Women & the Criminal Justice System	3
SOC221	Cultural Diversity	3
HIS235	African American History	3
HIS236	African American History II	3
HIS 245	Women's History / (Crosslist with ENG269)	3
HIS250	History through Decades	3
HIS270	History of the Holocaust	3
	or	
ENG269	Conversations in Lit Writ and Film	3
LDSP305	Diversity & Leadership	3
SOC331	Race, Class, and Gender	4
SOC371	Sociological Theory	4

Social Change and Movements (take at least 15 credit hours w/ 6 hours being at the 300-400 level):

PSY217	Community Psychology	3
REL255	Environmental Ethics	3
ENG269	Conversations in Literature and film	3
SOC351	Sociology of Organizations/Bureaucracy	4
SOC361	Social Change	4
HIS425 / COMM	Misinformation, Disinformation	3
	Art and Activism*	3
	Social Movements*	3
	Environmental Justice and Sustainability*	3

*Denotes courses taught via Acadeum Program Share**.**

Minor in Social Justice and Civic Engagement

Degree Requirements (20-21 Credits)

Required Core Curriculum (20-21 credits):

SJ101 Intro to Social JusticeJ & Civic Engagement 3
PS105 American Politics 3
PHIL304 Morality and Good Life 3
LDSP305 Diversity and Leadership 3
HIS310 Struggle for Freedom/ ENG Seminar in Literary Tradition 3
REL385 Ethics and Justice 3
SJ3XX International Law and Human Rights 3

With the approval of the Social Justice and Civic Engagement Director, students may takeSJ490 Internship 3 credits or SJ495 Capstone Seminar 2 credits and apply it to the minor's 20-21 required credits. In such cases the Director will determine which course requirement listed above will be substituted for by SJ490 Internship or SJ495.

Social Work

Mission Statement

The mission of the Saint Elizabeth University (SEU) Bachelor of Social Work Program is to provide undergraduate stu- dents with a strong foundation in the liberal arts and an understanding of the knowledge, values, and skills necessary for generalist practice with individuals, families, groups, organizations, and communities

Goals

The goals of the Social Work Program are to:

- Provide experiences to strengthen students' ability to think critically, use logical reasoning, and consider multiple perspectives to problem solve consistent with what is required for generalist social work practice

- Use ethical reasoning, informed by the National Association of Social Workers (NASW) Code of Ethics
- Communicate effectively both orally and in writing across various modalities (e.g. in- person, via mediated technology such as Skype, email and narrative recordings)
- Equip students with the knowledge, values, and skills to engage in generalist social work practice with diverse groups of people, with emphasis on the strengths-based perspective
- Prepare students to address systemic injustice by evaluating research evidence and using research-informed practice and self-reflection so they can discern effective ways to advocate at the micro, mezzo, and macro levels
- Encourage students to evaluate their practice by using appropriate research methods and self-reflection so they can recognize areas where they should pursue further professional development

Program Benefits

- Faculty members are licensed social workers.
- Students receive intensive mentorship from specially trained social work supervisors at their internships and from program faculty.
- Students have options for pursuing a double major or taking one or two minors.
- Students have opportunities to present their work at conferences hosted by SEU and by the consortium of undergraduate New Jersey social work programs.

Bachelor in Social Work (BSW)

About the BSW

The Saint Elizabeth University (SEU) Bachelor of Social Work Program prepares students who want to serve their communities. Courses prepare students for opportunities in generalist social work practice. Generalist social workers help individuals and families access services and reach their full potential. Equally important, generalist social workers advocate for social justice by using interpersonal and analytical skills so they can be effective change agents.

Courses include hands-on activities so students can apply what they are learning to real-life situations. During their senior year, students have a rigorous internship two days per week at an approved social service agency. This experience provides a strong background so graduates are well prepared for seeking employment.

Because the program is accredited by the Council on Social Work Education (CSWE), graduates are eligible to apply for Advanced Standing to a CSWE-accredited Master of Social Work program. With Advanced Standing, students can complete their master's degree in one year rather than the traditional two years of study.

Program Benefits

- Faculty members are licensed social workers.
- Students receive intensive mentorship from specially trained social work supervisors at their internships and from program faculty.
- Students have options for pursuing a double major or taking one or two minors.
- Students have opportunities to present their work at conferences hosted by SEU and by the consortium of undergraduate New Jersey social work programs.

Admission Requirements

The specific requirements for acceptance into the Bachelor of Social Work Program are:

- A cumulative grade point average of 2.0
- At least a C in PSY100, SOC101, and SOC207 or equivalent from another institution
- Demonstration of a commitment to social work values

Degree Requirements (40 credits)

Required Courses (40 credits)

SW301/ SOC 301	Social Research Methods	4
SW303	Human Behavior and Social Environment 1	3

SW305/ SOC 305	Social Welfare Policies, Programs & Issues	3
SW307/ SOC 307	Methods in Social Work 1:Individuals & Families	3
SW331/ SOC 331	Race, Class and Gender	4
SW403/ PSY 403/ SOC 403	Human Behavior and Social Environment 2	4
SW407	Social Work Methods 2: Individuals, Families, Groups, Organizations and Communities	4
SW489	Field Experience I	6
SW491	Field Experience II	6

Note: *Students may substitute PSY230 and PSY230L for their research methods course, especially when minoring or double-majoring in Psychology.*

The Bachelor of Social Work Program supports students having a strong liberal arts foundation and encourages double majors. The program has developed course plans for students who want to double major in Criminal Justice, Psychology, or Sociology. Students interested in pursuing a double major in other disciplines are encouraged to talk with program faculty to develop a plan.

Transfer credits from other institutions or consortium courses for major requirements will be considered for equivalency on a case-by-case basis, reviewed by the program chairperson.

Students who plan to pursue a Master of Social Work should consider taking MATH119 Elementary Statistics, as many master's programs in New Jersey require successful completion of a statistics course in addition to a research course.

Sociology

Program Overview

The mission of the Saint Elizabeth University (SEU) B.A. in 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 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
- 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.

SEU's 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 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 in education, psychology, justice studies, communication, business, or a foreign language, though double majors with many other areas are possible.

Outcomes

Graduates of the B.A. in Sociology Program 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
- 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 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 topics in a wide variety of disciplines.

Sociologists work in such arenas 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 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 (36 credits)

Required Courses (19 credits)

SOC101/ SEU 220	Introduction to Sociology	3
SOC301/ SW 301	Social Research Methods	4
SOC331/ SW 331	Race, Class, and Gender	4
SOC365	Data Analysis	2
SOC371	Sociological Theory	4
SOC431	Senior Seminar	2

Elective Courses (12 credits)

Two 200-level (or higher), 3-credit courses, selected from among:

SOC201	Social Problems	3
SOC207/ SW 207	Introduction to Social Welfare & Social Work	4
SOC221	Cultural Diversity	3
SOC251	Sociology of the Family	3
SOC281	Sociology of Aging	3

Two 300-level (or higher), 4-credit courses, or combination of courses to equal 8 credits, selected from among:

SOC311	Criminology	4
318318	Community Service and Involvement	2
SOC321	Urban Sociology	4
SOC351	Sociology of Organizations/Bureaucracy	4
SOC361	Social Change	4

SOC399	Special Topics	4
SOC403/ PSY 403/ SW 403	Seminar Social Psychology	4
SOC491	Independent Study	3
SOC495	Internship	3

Social Work Concentration

Optional for Sociology Majors (12 credits)

SOC207/SW 207	Introduction to Social Welfare & Social Work	4
SOC307/ SW 307	Methods in Social Work	4
SOC305/ SW 305	Social Welfare Programs, Policies, & Issues	4
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 (1) the production (in SOC301 and SOC365) and presentation to members of the SEU community (in SOC431) of a paper and poster representing a comprehensive literature review and (2) 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 program.

Sufficient Progress in the Major

Students must achieve C's or better in all sociology courses for them to count toward the degree. Students who receive a grade lower than a C in a course must retake the course to attain a C or higher. Students who receive lower than a C in two or more sociology courses may be dropped from the program.

Minor in Sociology

Requirements (18 credits)

SOC101/ SEU 220	Introduction to Sociology	3
SOC301/ SW 301	Social Research Methods	4
SOC331/ SW 331	Race, Class, and Gender	4
SOC	200 or 300-level elective	4
SOC	300 level elective	2-4

Electives cannot be social work courses

Speech-Language Pathology

M.S. in Speech Language Pathology Two-Year Traditional Track

The Saint Elizabeth University's Master of Science in Speech-Language Pathology (SEU MS-SLP) is a comprehensive and innovative quality program that is designed to prepare graduate students for an exciting career as a speech-language pathologist.

Students will gain the knowledge and skills in the prevention, assessment, and treatment in all aspects of human communication and swallowing disorders. Graduates of the program will be eligible to begin their clinical fellowship experience and qualify for a Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) with the American Speech-Language-Hearing Association (ASHA), state licensure, and teaching certification.

M.S. in Speech Language Pathology Three Year Track Non-CSD Background (77 credits)

The three year track is for students who do not have a bachelor's degree in communication sciences and disorders. This track allows students to apply directly to the graduate program and take 17 credits of prerequisite

courses during their first year and then follow the traditional track for the remaining 2 years.

Degree Requirements (60 credits)

Required Courses (60 credits)

SLP601/611	Clinical Practicum I/II	3
SLP612	Advanced Clinical Practicum	3
SLP615	Hearing Screenings Seminar	2
SLP617	Assessment and Treatment of Multicultural and Multilingual Populations	2
SLP620	Speech Sound Disorders	3
SLP625	Early Childhood Language Development and Disorders	3
SLP626	School-age and Adolescent Language and Literacy Disorders	3
SLP630	Stuttering and Other Fluency Disorders	2
SLP635	Voice and Resonance	3
SLP640	AAC	3
SLP645	Aphasia and Cog Disorders	3
SLP650	Special Topics Seminar	2
SLP651	Contemporary Issues in SLP	1
SLP655	Diagnostic Clinic	2
SLP675	Motor Speech Disorders	3
SLP680	Research Seminar	2
SLP685	Dysphagia	3
SLP690	Professional Issues	1
SLP691/692	Field Practicum I/II	5
SLP698	Comprehensive Seminar	3

Admission Requirements

The specific requirements for acceptance into the Master' of Science in Speech Language Pathology are:

- A cumulative grade point average of 3.0 or better
- At least a B- in SLP prerequisite coursework or equivalent from another institution
- Apply to the MS-SLP Program through CSDCAS

MS-SLP Bilingual Emphasis Course Sequence

The Bilingual Service Provider (BSP) Track course sequence is an optional track for students enrolled in the MS-SLP graduate program at Saint Elizabeth University. The BE is designed to provide focused clinical training for bilingual students who have a special interest in working with bilingual and culturally diverse individuals who have communication disorders.

Our faculty members have experience working with a variety of cultures and many of them are fluent in languages other than English (e.g., French, Haitian Creole, Mandarin Chinese, Russian, and Spanish) and have benefitted from their experience as bilingual practitioners.

Minor in Speech-Language Pathology/Pre-Professional Track

The Saint Elizabeth University Speech-Language Pathology Minor is designed for Saint Elizabeth University students from any major who may be considering a career path in speech-language pathology or audiology. The completion of this coursework will fulfill the application requirements of Saint Elizabeth University's Speech-Language Pathology Master program as well as other graduate programs.

This SLP minor coursework (total 17 credits) can be completed in 2 or 3 semesters and students will earn an SLP minor upon graduation in addition to the student's major degree.

Find out more at our Request for Information Link or contact the Program Director directly at ksabourin@steu.edu.

Requirements (17 credits)

Required Courses 17 credits

SLP250	Speech and Hearing Science	3
SLP304	Phonetics	4
SLP306	Speech and Language Development	3
SLP320	Anatomy and Physiology of SpeechHear	3
SLP401	Audiology and Aural Rehabilitation	4

Electives

Courses

SLP100	Introduction to Communication Disorders	3
SLP330	Introduction to Audiology	2
SLP402	Aural Rehabilitation	2
SLP400	Clinical Methods and Observation	2
SLP499/ PSY499	Language and the Mind	3

Sport Management and Marketing

Program Overview

The Saint Elizabeth University (SEU) B.S. in Sport Management and Marketing Program will prepare students for entry level employment in areas including advertising, promotion, sport marketing, management, administration, and customer engagement in sport and sport-related organizations, as well as high school administration and athletic director positions. The program includes both management and marketing training within the curriculum. There are a variety of career options that will be open to SEU's graduates in retail, education, sport organizations, and community-based programs.

Mission

The mission of the B.S. in Sport Management and Marketing Program is to prepare students for diverse career opportunities in sport management and marketing organizations at the professional, corporate, amateur, and high school and college levels.

The program seeks to promote a learning environment that expands students' ability to effectively address sport business and management issues using critical thinking, creative problem-solving, and innovative decision-making.

With a strong liberal arts foundation, our graduates are prepared for management and marketing roles while having developed into competent, ethical, and responsible sport management professionals.

Unique Elements of the Program

- Students enrolled in small classes receive individual attention from highly credentialed faculty on real-world applications of academic concepts.
- Students benefit from required internships, capstones, and other experiential learning.
- Students can apply for the combined degree option for SEU undergraduates, resulting in early matriculation into graduate courses and programs.
- Students can also pair the bachelor’s degree coursework with a minor in various disciplines and liberal arts areas, including health administration, accounting, communication, psychology, and global studies.

Outcomes

- Exhibit foundational knowledge in sport management and marketing including the management, marketing, financial, economic, legal, and ethical components by demonstrating an understanding of the concepts and theories.
- Communicate effectively to all relevant audiences.
- Apply legal and ethical principles in decision-making.

- Demonstrate critical problem-solving in sport management and marketing business scenarios.
- Demonstrate an understanding of the social responsibilities in various organizations – sport, business, and academia.
- Collaboratively work as a leader or as a team member.
- Plan, organize, staff, market, and implement an athletic event.
- Analyze sport industry data using appropriate methodologies to make informed decisions in sport management settings.

Program Graduates

Students graduating from the sport management & marketing program will be prepared for entry-level positions in a variety of sport, educational, and business organizations. Graduates are also prepared for a variety of graduate programs.

Transfer Students

Students may transfer up to 90 credits. The 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 Associate of Applied Science from an institution, transfer credits will be assessed on an individual basis to determine what SEU General Education Requirements are needed. Students transferring into SEU with an Associate of Science or Arts will be required to take REL299 of the University's General Education Program.

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

The Combined Degree Program enables highly motivated undergraduate students working towards a BS or BA degree to transition into the graduate master's program(Master of Science in Management- MS Mgmt)while still completing the University's baccalaureate program. It is open to all SEU undergraduates who meet the academic criteria, and no GRE or GMAT exam is required. To be eligible for the combined degree, 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 of Science in management. This may enable the student to complete their master's degree in fewer 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 three specializations: human resource management , healthcare management or organizational change management.

B.S. in Sport Management and Marketing

Degree Requirements

The program requires the successful completion of 52-53 credit hours.

Core Requirements (24 Credits)

BUS100	Introduction to Business: Domestic & Global Dimensions	3
BUS200	Principles of Management & Management Skills	3
BUS215	Principles of Marketing & Consumer Behavior	3
BUS227	Theories of Micro Economics	3
BUS242	Accounting I	3
BUS300	Business Finance I	3
BUS400	Research Methods & Project Management	3
BUS412	Project Management	3

Sport Management and Marketing Core Courses (22 Credits)

BUS110	Introduction to Sport Management & Marketing	3
BUS225	Marketing Communication	3
BUS315	Sports Marketing	3
BUS325	Sport Sales and Promotion	3
BUS327	Sport Event Planning & Facilities Management	3
BUS435	Ethics & Law in Sport Management	3
BUS497	Internship Sport Management & Marketing-Capstone	4

Suggested Elective (3-4 Credits)

Choose one from the following:

BUS320	Human Resource Management	3
BUS350	Small Business Planning & Management	3
BUS365	Organizational Behavior & Change	3
BUS405	Organizational Leadership	3
COMM223	Public Speaking & Presentation Skills I	3
COMM224	Presentation Skills	3

Related Requirement:

MATH119	Elementary Statistics	3

Minor in Sport Management and Marketing

A minor in Sport Management and Marketing provides students with a general understanding of the sport industry. The minor allows students to obtain knowledge and practical skills in sport management and marketing that will provide them an opportunity to improve career prospects by developing a broad overview of different sport industry topics including marketing, sport sales and promotion, event planning and more. Additionally, the minor provides a strong foundation for students preparing to enter graduate programs. This minor must be completed simultaneously with a major degree program at the University.

Required Core Courses (24 credits)

BUS100	Introduction to Business: Domestic & Global Dimensions	3
BUS110	Introduction to Sport Management & Marketing	3
BUS200	Principles of Management & Management Skills	3
BUS215	Principles of Marketing & Consumer Behavior	3
BUS225	Marketing Communication	3
BUS315	Sports Marketing	3
BUS325	Sport Sales and Promotion	3
BUS327	Sport Event Planning & Facilities Management	3

Courses

ABA - Applied Behavior Analysis

AHS - Health Sciences

AHS 103 - Medical Terminology (3)

Medical terminology is a specialized language that is used internationally by health care professionals for the purpose of communicating medical data in a precise and accurate manner. This course is designed to give students an in-depth knowledge of medical words, word building, definitions, and word use that is utilized in all areas of medical science. The course will focus on medical words that pertain to body systems, anatomy, physiology, pathophysiology, medical diagnosis and procedures. Students will use problem-solving techniques to assist in developing an understanding of course concepts.

AHS 200 - Global Health and Cultural Perspective (3)

This course is a comparative study of disease ecology and medical systems of other cultures. Students will become familiar with different health care systems around the world, the advantages and disadvantages of each health system, and the history of those systems to better understand the present state and status of health. Through vignettes and cases, students will analyze the roles of culture, cultural humility, and cultural competency including ideas, values, opinions, and beliefs of people of diverse cultures, religions, sexualities, and gender within their geographical and geopolitical contexts.

AHS 203 - Foundations in Project Management for Health Services Organizations (3)

This course focuses on the foundational principles and techniques for planning, executing, and managing complex projects. The project initiation and planning process is covered in-depth including the creation of a project schedule. Topics include workflow analysis, quality control, and performance evaluation.

Crosslisted as: HA230.

AHS 205 - Research and Writing in Healthcare (3)

This course will provide a foundational overview of evidence-based practice (EBP) in health sciences, including the seven steps of the EBP process as well as research supported strategies for implementing EBP in real world settings. Scientific and academic writing will also be a focus of the course.

AHS 207 - Population Health Planning & Assessment (3)

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. The course will also address the distribution and determinants of disease/conditions in populations. Pre-requisite Math 119.

Prerequisite: MATH119. Crosslisted as: HA310.

AHS 215 - Special Topics (2)

This course will permit students to take an elective in Health Sciences that focuses on a different topic each time it is offered. Prerequisites may apply.

AHS 300 - Health Care Organizations & Delivery Systems (3)

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. Prerequisite: Junior or Senior Status

Crosslisted as: HA215.

AHS 301 - Introduction to Gerontology (3)

The purpose of this course is to introduce students to the major concepts and issues related to the aging process and address the special needs faced when caring for older adults. Prerequisite: Junior or Senior Status

AHS 302 - Healthcare Performance and Quality Improvement (3)

This introductory course covers the latest trends in healthcare performance and quality improvement. It provides an overview of the knowledge and skills needed to improve the quality of both clinical and patient service processes. Topics include foundational principles of quality management as well as case studies in quality management, process improvement, patient experience, patient safety, and performance improvement.

Prerequisite: BUS100 / Lecture min credit = 3.00 And BUS200 / Lecture min credit = 3.00 And AHS103 / Lecture min credit = 2.00.

AHS 303 - Introduction to Information Systems (3)

This course covers the basics in information management in health care service organizations. Provides an overview of health information systems for selected administrative functions and clinical care services, including electronic data interchange for billing and claims management, institutional approaches to ensuring data security and privacy, and information management and decision support for managers and clinicians. Prerequisite: junior or senior status.

Crosslisted as: HA225.

AHS 304 - Healthcare Finance (3)

The course focuses on the related topics of planning and financial decision making as applied to healthcare organizations. Financial management practices and principles relevant to financial performance, analysis and the budgeting process will be examined. Students will learn about capital budgets, investment projects, and the impact of capital investments on healthcare organizations. The course will include an overview of various reimbursement methods utilized in the healthcare industry such as Medicare/Medicaid, Commercial insurance, Managed and Ambulatory Care.

Prerequisite: BUS100 / Lecture min credit = 3.00 And BUS200 / Lecture min credit = 3.00 And AHS103 / Lecture min credit = 2.00.

AHS 305 - Foundations of Public Health (3)

This course provides a survey of the areas of focus in the public health profession including biostatistics and epidemiology; study of the factors that influence individual, family and community health; and health policy and advocacy. Particular focus is on health disparities among segments of the US and global populations. Students will learn the professional ethics and standards of professional behavior required of the public health professional. Students will begin the process of developing cultural competency through exploration of cultures, the ethics of cultural competence, and interpersonal skills. Prerequisite: junior or senior status

AHS 306 - Intro Health Reg & Compliance (3)

This introductory course examines how healthcare organizations navigate complex federal and state regulations including New Jersey's highly regulated healthcare industry. The course content includes an overview of statutes and regulatory standards under the Center for Medicare and Medicaid including EMTALA, Stark Law, False Claims Act, Exclusion Authorities, and the Civil Monetary Penalties (CMPL). An overview of The Joint Commission Standard for various healthcare organizations, Office of Civil Rights (HIPAA and HITECH), and state licensing standards for organizations and practitioners will also be provided. The student will gain an understanding of the importance of regulatory compliance in the healthcare industry and how it is integrated in operations.

Pre-Requisites: BUS100, BUS200, AHS103

Prerequisite: BUS100 / Lecture min credit = 3.00 And BUS200 / Lecture min credit = 3.00 And AHS103 / Lecture min credit = 2.00.

AHS 307 - Epidemiology: Measuring Health and Disease (3)

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: junior or senior status

AHS 310 - Health Promotion & Patient Education (3)

The purpose of this course is to provide an overview of the major issues in health promotion and disease prevention. Students will be introduced to the major causes of premature mortality and morbidity and the behavioral and environmental contributions to illness and injury. Strategies for risk reduction and the development and implementation of interventions will be presented. Emphasis will be placed on understanding the economic, political, and ethical considerations that may impact the implementation and effectiveness of interventions. Patient education principles are presented and discussed with a focus on promoting optimal health. Prerequisites: Junior or Senior Status.

AHS 313 - Organizational Behavior in Health Systems (3)

3 Credits - This course provides for the application of concepts of organizational behavior in health care systems to maximize quality patient care. Human behavior at the individual, group and organizational level will be examined. The student will develop problem solving and analytical skills for operational and strategic leadership. Important topic areas in patient safety including the components of quality measures and their construction and evaluation in the current healthcare environment are discussed. Students will review and create quality measures within their chosen field and develop a quality improvement project to improve a process or outcome. Prerequisite: junior or senior status

Crosslisted as: HA410.

AHS 400 - Strategic Planning for Health Care Organizations (3)

3 Credits - This course explores the philosophy and activities of strategic management in health services organizations. The course will cover the nature of strategic management; situational analysis; strategy development, and action plans. Students will use the knowledge they gain in the course to analyze cases and develop a strategic plan for an existing healthcare organization. Prerequisite: junior or senior status

Crosslisted as: HA415.

AHS 403 - Team-based Interpersonal Communication in Healthcare (3)

This course provides a survey of health communication research and theory within the context of interpersonal communication with a focus on a team-based approach to patient care. Students will explore topics such as patient-health provider communication, health-related communication in families and personal relationships, HIPPA, social support and caregiving, and culture and health disparities. The qualities of successful teams, professional identity, ethics, integrity and values, communication and decision making in the interprofessional environment will be addressed. Prerequisite: junior or senior status

AHS 405 - Healthcare Informatics and Database Management (3)

This course provides an overview of health care informatics including basic vocabulary, concepts, technology, uses and practices. The history, background, and development of health care informatics are presented, as well as academic, private, and government influences. This also includes the use of health information management in diverse settings including biomedical research, health care services, public health and insurance services. The design and use of various health and healthcare databases, and provides hands-on experience with database design and use. Reviews database management systems. Examines the application of databases for both clinical and managerial purposes. Students will also be exposed to prevailing and emerging data standards applicable in health information technology as well as standard-making. Prerequisite: junior or senior status

AHS 407 - Social Determinants of Health (3)

This course will explore key social determinants of health, including: socioeconomic status, race/ethnicity, neighborhood environments, social relationships, and economic factors. Mechanisms through which these factors influence health, such as stress and access to health resources and constraints, will be discussed, as well as the ways in which these mechanisms can operate across the lifespan. An overarching theme of the course will be how social factors that adversely affect health are

inequitably distributed, contributing to marked health disparities. Prerequisite: junior or senior status

AHS 410 - Clinical Concepts in Healthcare (3)

This course provides the student with an introduction to clinical procedures used in patient care, including phlebotomy, electrocardiography (EKG), and patient assessment. An introduction to pharmacology and medical record documentation will be provided. Students will further explore healthcare career options. Prerequisite: junior or senior status.

AHS 450 - Senior Seminar/Capstone (3)

3 Credits - This course provides for the culmination and presentation of work undertaken in the internship. Students will engage in reflection and development of themselves as emerging health professionals including developing a resume, cover letter, job search skills, and interviewing skills which will help them learn more about professional opportunities in health care. Prerequisite: junior or senior status

Crosslisted as: HA490.

AHS 491 - Independent Study (0)

Approval from Program Chairperson is required before registration. Students can register 2 or 3 credits based on topic and consultation with faculty.

AHS 495 - Internship (3)

This course is designed to enable students to apply their knowledge of health principles in an organizational setting. A weekly log of the learning experience, a summary report, final written report, and a final presentation will be required. A total of 90 hours of work is required. Prerequisite: Completion of all other program credits including concentration or approval of Advisor and Program Chair.

AMST - American Studies

AMST 100 - America & The World (2)

This course introduces students to a diverse range of information, concepts and perspectives regarding the United States and the other nations of the globe. Using a variety of readings and other source materials, students examine the geography, cultures, forms of governance, religions, economics and historical legacies that constitute the interdependent world in which we live. In the process, students will become acquainted with the value and vitality of using an interdisciplinary approach in the study of national, regional, and global affairs.

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 student's strongest subjects of academic interest. Prerequisites: AMST 101 and junior status.

Prerequisite: AMST101.

AMST 310 - Independent Study (0)

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 CSE'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 student'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 0 - 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 major subjects within his/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 and senior status.

Prerequisite: AMST101.

AMST 490 - 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 major subjects within his/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 and senior status.

Prerequisite: AMST101.

AMST 491 - Independent Study (3)

An in-depth, faculty-supervised investigation of an appropriate interdisciplinary topic of special interest to the student. Variable Credit, students can register 1-4 credits.

AMST 495 - Internship (2)

This course provides an opportunity for students to apply what they learned in the classroom to real life work experiences.

Prerequisite: AMST101.

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 (4)

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 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 121L - (0)

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. Satisfies Outcome 3 of the General Education Curriculum.

Corequisite: BIO111L.

BIO 111L - Lab: Fundamentals of Biology I (0)
Lab:Fund of Bio I

Corequisite: BIO111.

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.

Prerequisite: BIO111. Corequisite: BIO113L.

BIO 113L - Lab: Fundamentals of Biology II (0)
Lab:Fund Bio II

Corequisite: BIO113.

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 - Honors 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.

BIO 201 - Special Topics (2)
An exploration of an area or special topic of current interest in biology. The topic for any given semester will be determined by the department.

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 of a C+ or higher: BIO 111 and 113. Prerequisite of a C or higher: BIO 209 Biology Minors-see Biology Departmental Chair for prerequisites. Pre-corequisite: CHEM 151 and CHEM 153. Lecture: 3 hours; Lab 3 hours.

Prerequisite: BIO111, BIO113, BIO209.

BIO 251L - Lab: Cellular Biology (0)
Lab

BIO 301 - Pathophysiology (4)
This course focuses on the interrelationship between normal physiology and pathophysiology across the lifespan. It is designed to expand students' understanding of the pathophysiology underlying dysfunction in selected diseases that advanced practice nurses may commonly encounter in their patient populations. Using an integrative approach, representative alterations in physiologic function common throughout the lifespan are addressed. Completion of this course will enable the student to analyze and address physiologic challenges of practice.

Prerequisite: BIO121, BIO123.

BIO 302 - Introduction to Communication Disorders (4)
This course provides a basic introduction to the profession of speech-language pathology and audiology, and a broad survey of the myriad of communication disorders within the field. An overview of the biology and typical early communication milestones of speech and language will provide the background necessary for understanding and discussion of communication disorders. General assessment and treatment of communication disorders will be considered within the context of linguistic and cultural diversity and evidence-based practice.

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. Lecture: 4 hours.

Prerequisite: BIO111, BIO113, BIO251.

BIO 304 - Phonetics (3)
This course will provide students with an introduction to phonetic transcription of speech sounds using the International Phonetic Alphabet (IPA) emphasizing articulatory phonetics of American English, its dialects, as well as the phonological patterns observed in typical and disordered speech. Students will be expected to read and transcribe broad and narrow phonetic symbols and become familiar with sociolinguistic factors and organic speech disorders that affect pronunciation.

BIO 305 - Embryology (4)
A study of animal development that addresses how complex multicellular organisms with diverse forms and cell types arise from single cells. Topics covered in this course include but are not limited to the molecular and cellular mechanisms that underlie the early development, the processes of differentiation, morphogenesis and growth. The course will also cover how errors in development lead to disorders and ethical questions related to the field. Lab component of the course will include observing developmental mechanisms in several model organisms.

Prerequisite: BIO111, BIO113, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 305L - Lab: Embryology (0)
Lab

BIO 306 - Speech and Language Development (3)
This is an introductory course on typical speech, language, and communication development from birth through adolescence. Theories of language acquisition and cognitive and social foundations for language and communication will be explored. Biological, neurological, sensory, psychological, developmental, and cultural influences on language development will be discussed. We will also consider other topics in less detail: the nature and extent of individual and cross-linguistic differences in the course of acquisition (including bilingual/second language acquisition), the nature of deficits and delays in language acquisition, and the development of reading.

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. Lecture: 2 hours; Lab 4 hours.

Prerequisite: BIO111, BIO113, BIO251.

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: Environmental 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: Electron Microscopy (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 (3)
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 - Cancer Biology (4)
''This course provides an overview of the molecular and biomedical aspects of malignancy as deviations from the normal biological processes. This course reviews how specific alterations in normal genetic, cellular, and physiological processes are altered in cancer, and how the human systems respond to cancer cells and tumors. The clinical application of these facts and concepts for diagnosis, prognosis, prevention, and therapy are discussed. Topics may include: biology and genetics of cells and organisms, signal transduction, cell cycle control, the nature of cancer, cellular and viral oncogenes, tumor suppressor genes, tumor progression and tumor evolution, invasion and metastasis, cancer treatment. Prerequisites:Junior or Senior status in the Biology program, or approval of the Department Chair Professor. ''

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 - Introduction to Business: Domestic & Global Dimensions (3)
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. Satisfies Outcome 6 of the General Education Curriculum.

BUS 110 - Introduction to Sport Management & Marketing (3)
This course is an introduction to sport management and marketing topics. It emphasizes basic management and marketing principles as they relate to the business of sports. Students are introduced to topics including sport management, sport marketing, sport media and sport ethics and law. Career opportunities in this field are also examined.

Prerequisite: BUS100.

BUS 200 - Principles of Management & Management Skills (3)
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.

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.

BUS 215 - Principles of Marketing & Consumer Behavior (3)
Principles of Marketing and Consumer Behavior introduces the basic concepts and tools of modern marketing practice and appreciates 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.

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.

BUS 225 - Marketing Communication (3)

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: BUS100, BUS215.

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.

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 introduced and described. The determination of interest rates, exchange rates and monetary policy is explained. Fiscal versus monetary policy, balance of payment deficits, growth of an economy 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 study 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 - Principles 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 Introduction to Business

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: 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: BUS100.

BUS 247 - Intermediate Accounting I (3)
This course is an expanded treatment of accounting theory with special emphasis on major financial statements, cash and temporary investments, receivables, cost and valuation of inventories and non-current assets.

Prerequisite: BUS100, BUS242, 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: BUS100, BUS242, BUS243, 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. Student must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS100, BUS227, BUS242, MATH119.

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.Student must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS300.

BUS 308 - Cost Accounting (3)
With an emphasis on planning and control, 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 IIStudent must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS249.

BUS 313 - Auditing (3)
A study of the standards and procedures associated with the independent examination of financial statements and the legal and ethical responsibilities of the auditor is the focus of this course. Student must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS100, BUS243, BUS247, BUS249.

BUS 315 - Sports Marketing (3)
The wide world of sports is a very complex, busy, and exciting industry that is continuously changing from day to day. Sport is an integral part of society worldwide and has a multi-billion dollar industry to follow. Students will learn an overview of the industry in detail, develop a basic knowledge of tools and strategies to be successful in sports marketing/management fields, and better understand the changing landscape of sports as new technology, digital extensions, and social mediums are introduced. Student must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS100, BUS110, BUS215.

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. Student must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS100, BUS200.

BUS 325 - Sport Sales and Promotion (3)

This course examines the key components of sales and promotion in the sport industry. The course will introduce the steps of the sales process and explore fundamental topics including ticket sales, sponsorships, sales training management, branding, advertising, merchandising and distribution, public relations, social media and customer relationship management (CRM). Student must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS100, BUS110, BUS215, BUS315.

BUS 327 - Sport Event Planning & Facilities Management (3)

In this course students will learn to plan and manage a variety of types of sport events. The course will cover financial planning and financial management of events, facility development and management, as well as to recruit and manage staffing for sporting events. Student must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS100, BUS110, BUS215, BUS315.

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 BehaviorStudent must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS215.

BUS 341 - Managing in the Global Economy (3)

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 agreements 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. Students must be junior/senior status, or receive permission from the Director or Chair of the Program. Satisfies Outcome 7 of the General Education Curriculum.

Prerequisite: BUS100, BUS200.

BUS 350 - Small Business Planning & Management (3)

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. Student must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS100, BUS200, BUS242.

BUS 355 - Contemporary Topics in Business Administration (3)

BUS355 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.. Students take this more than once, only under a different topic. Students must be

junior/senior status, or receive permission from the Director or Chair of the Program.

Prerequisite: BUS100, BUS200.

BUS 360 - Employee Benefits & Compensation Management (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 ManagementStudent must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS200, BUS320.

BUS 365 - Organizational Behavior & Change (3)

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. Students must be junior/senior status, or receive permission from the Director or Chair of the Program.

Prerequisite: BUS100, 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 ManagementStudent must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS320.

BUS 399 - Special Topics (3)

An exploration of an area or special topic of current interest in business. The topic for any given semester will be determined by the department.

BUS 400 - Research Methods & Project Management (3)

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. Seniors and juniors only. Prerequisite: BUS 100 Introduction to Business and MATH 119/125 Elementary Statistics Student must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisites:

- BUS100 / Lecture min grade = C min credit = 2.00 or
- BUS100 / Lecture min grade = TR min credit = 2.00 And
- (MATH119 / Lecture min grade = C min credit = 3.00 or
- MATH119 / Lecture min grade = TR min credit = 3.00 or
- MATH125 / Lecture min grade = C min credit = 3.00 or
- MATH125 / Lecture min grade = TR min credit = 3.00)

Prerequisite: BUS100, MATH119, MATH 125.

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 IIStudent must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS249.

BUS 405 - Organizational Leadership (3)

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. Students must be junior/senior status, or receive permission from the Director or Chair of the Program.

Prerequisite: BUS100, BUS200, BUS365.

BUS 408 - Tax Accounting (3)

This course is a study of the principles of the federal 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. Student must be junior/senior status, or receive permission from the Director or Chair of the Program.

Prerequisite: BUS100, BUS242, BUS243, BUS247, BUS249.

BUS 412 - Project Management (3)

This course focuses on the principles and techniques for planning, executing, and managing complex projects. The project initiation and planning process is covered in-depth including the creation of a project schedule. Topics include workflow analysis, quality control, and performance evaluation.

Prerequisites: MATH119, BUS100, BUS200

Prerequisite: MATH119, BUS100, BUS200.

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 320 Human Resource Management and BUS 365 Organizational Behavior and ChangeStudent must be junior/senior status, or receive permission from the Director or Chair of the Program

Prerequisite: BUS200, BUS320, BUS365.

BUS 435 - Ethics & Law in Sport Management (3)

This course will provide students with an understanding of the legislation and legal and ethical issues involved in the supervision, management and business operations in the sport industry. Introduction of the basic legal system, terminology and principles are presented as applicable to the sport management and marketing areas. Topics examined include labor law, risk management, contracts, tort liability, negligence, gender equity, sport labor relations, and selected current issues in the industry. Ethical principles and professionalism in sport management will also be studied. Students must be junior/senior status, or receive permission from the Director or Chair of the Program.

Prerequisite: BUS100, BUS110, BUS215, BUS315.

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 the Program Chairperson is required before registration. Variable Credit, students can register 2 or 3 credits.

BUS 493 - Capstone & Internship in Sport Management & Marketing (4)

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 through an internship experience. Prerequisite: All accounting 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 90 hours of work is required for three credits. Must be a Business Administration major or minor with at least junior status or permission of the Director or Chair of the Program.

BUS 496 - Summer Leadership Internship Experience (2)

Students will be given the experience to apply their knowledge of Business Administration principles in an on campus 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: Students are accepted via an interview process.

BUS 497 - Internship Sport Management & Marketing-Capstone (4)

This is a capstone course for students who have completed all of the Sport Management and Marketing curriculum requirements. The course has an experiential learning component where the student spends a specified amount of time with a sport organization in order to gain experience and understand the application of sport management in a professional environment. Students apply their internship experience and develop a sport marketing and marketing project to show evidence of knowledge, skills, abilities and competencies for the program. A total of 120 hours of experience is required for four credits. Prerequisites: Completion of core Sport Management and Marketing curriculum requirements and must be junior/senior status, or receive permission from the Director or Chair of the Program.

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, policies, 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. Case studies will be utilized. Prerequisite: Must be admitted to the graduate management program or permission of the department Chair/Program Director.

BUS 602 - Foundations of Management (3)

This course provides an overview of the field of management and establishes a foundation and common vocabulary for future course work. It emphasizes the functions of planning, organizing, leading, and controlling. Additionally, this course provides a framework for understanding the factors that influence how organizations evolve, function, and perform. Students will learn about contemporary managerial topics including leadership, motivation, teams, organizational culture, organizational structures, and strategic planning.

BUS 603 - Compensation & Benefits (3)

This course provides an overview of total compensation as applied in contemporary business operations, including the establishment of compensation and benefits policy and the administration of wages and salaries. Students will explore the wide range of financial incentives for employees at all levels that help to relate labor costs to productivity. In addition, there will be an examination of the legally required and voluntarily provided benefit programs designed to cushion financial and other problems as well as the financial accounting for various types of employee benefit plans. Prerequisite: must be admitted to the graduate management program or permission of the department Chair/Program Director

BUS 604 - Regulatory Compliance in the US Healthcare System (3)

This foundation course identifies and explains the essential elements of the current U.S. healthcare system with primary focus given to regulatory compliance in healthcare. The scope of study ranges from hospitals, medical clinics, physician groups, home health services, hospice providers as well as laboratories, pharmaceutical manufacturers, and medical equipment suppliers. Course emphasis will be on the role of health management in meeting the complex regulatory challenges posed by rapid changes in the delivery of health care.

BUS 605 - Human Resource Information Systems (3)

This course presents an application of information systems concepts and procedures to the area of human resources. Topics include systems development, documentation techniques, internal control and application systems. Emphasis is placed on the fundamental objectives of an information system: to support the stewardship and decision-making functions of management and the day-to-day operations of the firm. Prerequisite: BUS 601 or 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 management and 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. Prerequisite: must be admitted to the graduate management program or permission of the department Chair/Program Director

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 and must be admitted to the graduate management program or permission of the department Chair/Program Director

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 are developed to manage that assistance. Discussion will focus on the ethical, economic and political factors that influence business and governmental activities and the subsequent impact of law and regulation 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 class research 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 service companies 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. Prerequisite: must be admitted to the graduate management program or permission of the department Chair/Program Director

BUS 613 - Global Strategic Leadership (3)
This course provides students a special opportunity to learn global leadership and business skills, first-hand and participate in an international institute with business leaders from theCaribbean Islands. Based at the University of the Virgin Islands in Saint Thomas, this course will explore how cultural differences affect management and communication styles; define the many aspects of Globalization and its impact on American Industries and professions; discuss NAFTA & CAFTA;And recognize how small business, technology, and global shifts have impacted political environments.

BUS 614 - Healthcare Law, Governance and Ethics (3)
This course provides an overview of the diverse and complex policy, legal, and regulatory issues relevant to health care management. The course primarily explores the determinants, components, and process of health policymaking, as well as the options and constraints of health policies in the United States. The management perspective is also emphasized with the view of preparing students to develop appropriate policy development skills and to apply an understanding of legal and regulatory issues to management in the healthcare environment.

BUS 615 - External Environment & Corporate Response (3)
This course explores how changes in the organization'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 616 - Healthcare Technology and Innovation (3)
Health care has been characterized as in crisis, or at least in need of innovation to address critical performance issues. This course will use a systems perspective to understand health care delivery today, its stakeholders and problems as well as opportunities. This course will incorporate a multidisciplinary approach that will integrate social and behavioral sciences, research and management, and technology to stimulate new thinking in the practice, processes, and delivery of health care.

BUS 617 - Managing Information for More Effective Decision Making (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 information technology promotes effective management of professional staff groups. The relationship between information channels and organizational structure will also be explored. Prerequisite: must be admitted to the graduate management program or permission of the department Chair/Program Director

BUS 618 - Healthcare Quality and Project Management (3)
This course critically examines concepts, strategies and techniques related to the improvement of quality of

health services delivery and risk management. Topics will include control of quality and costs through market-oriented strategies, professional self-regulation, intra-organizational process improvement approaches, third-party strategies, government regulation; and system reform. The principles and techniques to plan and manage complex projects are emphasized.

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 today's workplace. Prerequisite: must be admitted to the graduate management program or permission of the department Chair/Program Director.

BUS 621 - Marketing Theory (3)
The duties and responsibilities of the marketing manager involve analyzing marketing problems and opportunities; developing marketing strategies; creating the marketing program of product, price, distribution, and promotion; and evaluating and controlling the organization's marketing effort. This course examines theories for designing an organization's marketing plans 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: MATH 119 or equivalent and must be admitted to the graduate management program or permission of the department Chair/Program Director

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 and organizations 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 of promotion, determining promotional budgets, creating messages, selecting the media, and evaluating campaigns. Special emphasis is placed on the role of the advertising agency in the creation of strategies and campaigns.

BUS 629 - International Business (3)
This course describes the factors that a company should consider before 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 and managed. Special emphasis is placed on the cultural, legal, and political environments that firms must operate within when they choose to 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. Prerequisite: must be admitted to the graduate management program or permission of the department Chair/Program Director.

BUS 640 - Social Media & Web 2.0 Management Business & Organization (3)
The course acquaints students with social media applications associated with theWeb 2.0 including social networking sites, Twitter, blogging, etc. Students will also examine and assess the impact of the new social media on the internal and external operations businesses and organizations. Students will also develop strategies, plans

and applications to address challenges and opportunities presented by new social media and technologies.

BUS 645 - Foundation of Coaching Theory, Skills & Practices (3)
This course provides students with a foundation in Coaching theory, skills and practices. Students will also become acquainted with Coaching as a profession and Coaching trends in work place environments. With the instructor, students will also develop and engage in projects that apply the knowledge and practices associated with 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. Prerequisites: must be admitted to the graduate management program or permission of the department Chair/Program Director.

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. Prerequisite: must be admitted to the graduate management program or permission of the department Chair/Program Director

BUS 675 - Social Media Management Project (3)
This course allows students to design a social media project /campaign that relates to their chosen profession or work setting. The project/campaign should address and offer solutions for current management challenges and opportunities posed by new social media, e.g. brand protection, securing new clients/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 current interest 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. The student and faculty advisor develop appropriate goals for the project which is then presented in a formal proposal. This course may 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 master's program coursework. Prerequisite: All programs required graduate courses or permission of director.

BUS 695 - Internship (3)
Internship

BUS 699 - (3)

CHEM - Chemistry

CHEM 113 - Introduction to Forensic Science (3)
Introduction to forensic science that focuses on the application of scientific methods and techniques to crime scene investigation and evidence analysis. Methods specifically relevant to crime detection and analysis will be presented. This may include collection and preservation of evidence, trace analysis (fiber, glass, inks, etc.), blood

and drug testing, identification of fingerprints and arson accelerates, as well as DNA profiling. Laboratory included.

CHEM 115 - Introductory General, Organic, and Biological Chemistry (4)

A one semester course intended for health science majors dealing with some of the basic concepts of general, organic and biological chemistry. This will include topics of dimensional analysis, atomic structure, bonding, solutions, acids and bases, organic functional groups, carbohydrates, lipids, proteins and metabolism. This course meets for 3 hours of lecture and 3 hours of lab.

Corequisite: CHEM115L.

CHEM 115L - Lab: Introduction to General & Organic Chemistry (1)

LAB

Corequisite: CHEM115.

CHEM 121 - Introduction to Chemistry (4)

''This course is designed to introduce non-science majors to the fundamental principles of general chemistry. Students will explore key concepts such atomic theory, bonding, stoichiometry, states of matter, kinetics, thermochemistry, solutions chemistry and acid-base chemistry. Emphasis will be placed on developing problem-solving skills, critical thinking, and understanding the relevance of chemistry in a variety of contexts. In the laboratory component, students will use a variety of experimental techniques to make measurements, perform data analysis and reinforce their understanding of key chemical concepts. Class meets 6 hours per week for lecture/lab in the fall semester. 4crs. Satisfies Outcome 3 of the General Education Curriculum''

Corequisite: CHEM121L.

CHEM 121L - Lab:Intro General Chemistry (0)

Lab

Corequisite: CHEM121.

CHEM 123 - Introduction to Organic Chemistry (3)

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.

Prerequisite: CHEM121. Corequisite: CHEM123L.

CHEM 123L - Lab: Introduction to Organic Chemistry (1)

Experiments illustrating chemical reactions and properties of molecules which are discussed in lectures. Laboratory: 3 hours. (Spring)

Corequisite: CHEM123.

CHEM 125 - Honors Women & Science: History, Health & Hope (4)

See description under BIO 125.

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. 4crs. Satisfies Outcome 3 of the General Education Curriculum.

Corequisite: CHEM151L.

CHEM 151L - Lab:General Chemistry I (0)

Lab

Corequisite: CHEM151.

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.

Prerequisite: CHEM151. Corequisite: CHEM153L.

CHEM 153L - Lab:General Chemistry II (0)

An introduction to the theory and techniques of some common analytical methods. Laboratory: 3 hours. (Spring)

Corequisite: CHEM153.

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, Chemistry 121 or its equivalent recommended. Lecture: 4 hours.

CHEM 207 - Field Experience Emergency Medicine (1)

This course will provide the student with 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 satisfactory 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 registration 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 I (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, recrystallization, 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. Corequisite: CHEM211L.

CHEM 211L - Lab:Organic Chemistry I (0)

An introduction to various types of chemical isolation and purification methods, especially a variety of distillation and chromatographic techniques. Whenever possible, natural product systems are used. Laboratory: 4 hours. (Fall)

Corequisite: CHEM211.

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. Corequisite: CHEM213L.

CHEM 213L - Lab:Organic Chemistry II (0)

A course focusing on the multistep synthesis of organic compounds and qualitative identification of organic unknowns. Instrumentation is used for structure identification. Laboratory:4 hours. (Spring)

Corequisite: CHEM213.

CHEM 225 - HONORS Women & Science:History, Health & Hope (4)

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.

CHEM 301 - Physical Chemistry I (3)

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 317 - Theory of Analytical Chemistry (3)

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 (4)

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; enzymatic 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 (0)

This course integrates the laboratory component of theory and 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.

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 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 capstone experience. 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 the 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.

CHEM 496 - Fld Exp Emergency Medicine (4)
''Students will shadow physicians in the Emergency Department (ED) at Morristown Medical Center(MMC). Successful completion of this course requires attendance at the ED orientation program,volunteering in the emergency department for 60 hours, receiving a satisfactory or better evaluation at the end each 4-hour shift, completing a learning log for the orientation program and each shift. Students are required to prepare and present a 10-15 minute presentation or podcast. At the end of the semester students are required to complete and submit an evaluation of the program to the hospital ED coordinator''

COMM - Communication

COMM 100 - Intro to Communication (3)
General survey of the human connection process, approached from various directions; theoretical, intrapersonal, interpersonal, group, public speaking, conflict resolution, mass media. The course offers knowledge to identify and analyze communication and make choices about how to do it and how to respond to it. (recommended for Fall, Spring) (2 credits). Satisfies Outcome 5 of the General Education Curriculum.

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 & Presentation Skills I (3)
Introduces students to the basic principles of public speaking and the use of presentation software and other visual aids. Instruction includes a review of elementary verbal and nonverbal skills necessary for crafting and delivering a logical, informative 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

listening and speaking skills. Required for Communication majors.

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 Outcome 5 of the General Education Curriculum.

COMM 225 - Marketing Communication (3)
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

COMM 243 - Cross Cultural Communication (3)
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

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: Comm 270 Visual Storytelling or permission of program

COMM 267 - (2)
Crosslisted as: ENG267.

COMM 270 - Digital 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 Communication (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 (4)
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 Outcome 5 of the General Education Curriculum.

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 addresses some of the longer forms of public speaking, advanced work with presentation software, and more advanced cognitive content, such as persuasion and argumentation. 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 résumé 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 303 - Mass Media Systems (4)
A comprehensive overview of mass media which examines its history, evolution, and the laws that regulate communication in the United States and globally. Emphasis is given to the ways in which communications technologies have shaped and are shaped by society including the laws that govern digital media platforms.

COMM 304 - Sports Media (4)
This course examines different forms of sports media, including print, broadcast, live streaming, and social media, and their impact on sports. Students study the history of sports broadcasting and sports media partnerships and analyze industry trends. They will be exposed to the opportunities and constraints posed by the distinct roles of reporters, fans, players, publicists, agents, team, and league officials. Students learn the fundamentals of various components of sports media, such as writing game and feature stories, writing strategies for broadcast, live streaming, shooting on location, anchoring and play-by-play, and production of the various forms of sports media.

COMM 305 - Sports Broadcasting & Production (4)
This course teaches students to produce live sports broadcasts. Students work behind and in front of the camera, in production and on-air roles, which include play-by-play announcer, color analyst, sideline reporter, and show host and analyst. Students do background research and conduct interviews to identify storylines. They write scripts and create rundowns and graphics. They promote the broadcasts on various social media platforms. They research, report, shoot and edit video profiles and enterprise stories.

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 (3)
Digital media differs from print in several key ways, and because of these differences, to use digital media successfully, writers must develop specific skills for its mastery. This course focuses on how to create and edit effective content as a writer, but also how to handle all the graphical, multimedia, hypertext, and interactive elements that are involved in digital platforms. Students are encouraged to practice these skills and develop online professionalism. The course provides multiple opportunities to develop digital literacies, and provides opportunities to become fluent practitioners of new media.

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 résumé 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.

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 (3)

Academic credit for a Media Practicum on campus. It is a forum for student expression and a laboratory for students to learn professional procedures in the mass media. Activities may include decisions on story selection, research, editing, proofreading, videography, graphics, ad sales, and marketing. Specific academic requirements are contracted between instructor and students. Practicum may be repeated to a maximum of 12 credits.

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 400 - Media Ethics (4)

Discussion of ethical dilemmas that confront media professionals. Consideration of ethical practices in the mass media and what interferes with them. Guidance to make ethical decisions in a logical, moral, informed manner. (recommended for Spring) (4 credits)

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

Crosslisted as: ENG201.

COMM 425 - Special Topics (3)

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

Crosslisted as: HIS250.

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)
Independent Study

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 - Introduction to Computers & Internet (3)
The primary focus of this course is the development of students' logical thinking and problem solving skills through the study of fundamentals of computers, the Internet and technologies used on the Internet. Topics include computer hardware components; operating systems; software; representation of information in computers; 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 - Fundamentals of Computers & Programming (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 systems, algorithms and their role in problem solving, flowcharting, program design, coding, debugging, testing and documentation. Satisfies Outcome 2 of the General Education Curriculum.

CS 117 - Introduction to Object-Orientated Programming (3)
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. The course will also introduce students to topics relating to ethical, security, and social issues and responsibilities.

Prerequisite: CS115.

CS 217 - Data Structures and Algorithms (3)
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 algorithm and complexity analysis. Prerequisite: CS 117.

Prerequisite: CS117.

CS 235 - Computer Architecture and Organization (3)
Basic concepts of computer systems and machine architecture, digital logic, data representation and addressing techniques; assembly language programming; organization and structuring of major hardware components of computers; function of and communication between the components; fundamentals of logic design; memory architecture; and processor design and implementation of modern architecture theories. Prerequisite: CS 117 or approval of the program chair.

Prerequisite: CS117.

CS 301 - Introduction to Python (3)
This course introduces an easy-to learn, high-level computer language that is used in many applications. Students will gain a comprehensive and in-depth understanding of the Python language through hand-on exercises. Topics include Python basics, lists, dictionaries, sets, file operations, functions, modules, classes and object-oriented programming.

Prerequisite: CS117.

CS 307 - Database Management (3)
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, translation of requirement to data and query design, relational design theory, file structures, transaction management, entity relationships;

centralized and distributed systems; data dependencies, concurrency, security, and applications in a relational database. Data warehouses, data marts, data lakes and non-relational databases will also be discussed.

Prerequisite: CS117.

CS 313 - Cryptography (3)

This course provides the foundation of computer security including authentication, confidentiality, integrity, and nonrepudiation 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, and related ethical and social issues and responsibilities.

Prerequisite: CS117.

CS 319 - Computer Operating Systems (3)

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 - Web Programming (3)

This course provides an overview of the Internet and World Wide Web history and development, how the web works, a survey of current technologies in developing web sites and web-based applications as well as privacy and security issues. Focus will be on using core web development concepts to develop webpages using HTML5, CCS3, JavaScript and jQuery. Each student will design and implement a web site. Prerequisite: CS 117 or approval of the program chair.

Prerequisite: CS117.

CS 331 - Digital Systems (3)

The course introduces students to digital systems. Topics include basic components of digital systems, data representation, Boolean algebra and combination logic, gates, flip-flops, multiplexers, circuits, counters, and programmable logic devices. Prerequisite: CS117 or approval of the program chair.

Prerequisite: CS117.

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; public key infrastructure and key management; authentication; access control; security models and policies; system and network security; intrusion detection; legal and ethical issues in computer security and risk management.

Prerequisite: CS117.

CS 357 - Software Engineering (3)

Topics includes software engineering concepts including the software life cycle and other software-development process models; specification techniques, design methodologies, performance analysis, and verification techniques; team-oriented software design and development, and project management techniques; use of appropriate design and debugging tools for a modern programming language; and ethical, security, and social issues and responsibilities. This course will follow a modern object-oriented development process such as the Unified Process using UML. Prerequisites: CS 117 or approval of the program chair.

Prerequisite: CS117.

CS 421 - Numerical Analysis (3)

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 will 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. Crosslisted as: MATH421.

CS 425 - Fundamentals of Programming Languages (3)

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 (3)

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 255 or approval of the program chair.

Prerequisite: CS217, MATH255.

CS 435 - Artificial Intelligence (3)

The course serves as an introduction to the fundamental concepts, techniques, and applications of Artificial Intelligence (AI). It begins with the definition of AI and an overview of its 'historical development as well as its impact on society, ethics, and future trends. Through a combination of lectures, hands-on exercises, and discussions, students will explore the core AI concepts and techniques including problem-solving, search algorithms, knowledge representation, reasoning and machine learning basics as well as applications of AI in various fields. Prerequisite: CS 217 and CS301 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 457 - Special Topics (3)

The study of an area in computer science, such as network security, game design or wireless applications, is 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 (3)

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 (3)

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 2-4 credits.

CS - Data Analytics

CS601 Foundations of Analytics (3)

This course provides a broad introduction to the subject of data analysis, focusing on building and expanding the theoretical, statistical and practical background required in the field of data analytics. Different types of data are investigated along with data summarization techniques and plotting. Data populations using discrete, continuous, and multivariate distributions are explored by students working both individually, and in teams. Students will develop proficiency in using various data analysis packages and libraries in programming languages such as Python or R. Students will gain the ability to build regression models and apply them to real business problems.

CS603 Database Design and Management (3)

This course surveys current database systems, design principles and applications of these systems for large amount of structured, semi-structured and unstructured data. Students learn the latest tools and techniques for data and object modeling and management. Topics also include the Structured Query Language (SQL), NoSQL

databases, and design and implementation of databases as well as their applications.

CS613 Cryptography and Data Security (3)

This course focuses on the fundamental concepts, mechanisms and protocols for data security. Topics includes symmetric key and public key cryptography, authentication protocols, various algorithms such as AES, DES and hash algorithms; and protocols built upon and applications that use those fundamental building blocks, such as message authentication, digital signatures and digital certificates. Issues associated with managing and storing data such as privacy and ethics will also be examined.

CS617 Data Analysis and Visualization (3)

This course provides an overview of techniques and algorithms for creating effective visualizations, grounded in principles from graphic design, visual art, perceptual psychology, and cognitive science. Topics include data and image models, visualization as a cognitive process, graphical perception, and the use of shapes, colors, narrative, and text. Students will engage with various tools, packages and libraries, with an emphasis on both the creation of meaningful visualizations and the accurate, insightful interpretation of visual output.

CS625 Data Mining (3)

The course covers fundamental concepts and techniques in data mining, text mining and web mining. Key topics include classification, regression, association rules, cluster analysis, natural language processing, and recommendation systems. Through hands-on experience, students work with current tools, packages, and libraries to navigate the full data mining process from initial data exploration and understanding, preprocessing and wrangling, to exploratory data analysis, data modeling and interpretation of results.

CS631 Statistical Methods (3)

This course focuses on the theory of mathematical statistics for the student who has knowledge of probability theory. Therefore, the main objective of this course is to develop the theory of statistics–while at the same time presenting the concepts behind statistical inference. Most of the time will be spent studying estimation and hypothesis testing. Other topics covered will include the Central Limit Theorem, (linear) regression analysis, and analysis of variance (ANOVA). Students will be assigned computer projects using the appropriate statistical software.

CS637 Time Series and Forecasting (3)

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. This course will also provide an introduction to the wide range of statistical techniques available for making predictions and statistical forecasting including decomposition of time series, regression analysis, and time-series regression models. Students will be assigned computer projects using appropriate statistical software.

CS657 Machine Learning: Principles and Techniques (3)

This course provides a comprehensive foundation in machine learning, covering key principles, algorithms, and techniques used to create predictive models. Topics include data collection and selection, exploratory data analysis, data wrangling, visualization and splitting, supervised and unsupervised learning, model training, tuning and evaluation, and neural networks as well as AI ethics. Students will gain hands-on experience with the use of common packages.

CS695 Special Topics (3)

This course can be taken as an optional open elective during the summer of the first year of the program. It involves a study of specific area in the field of data analytics as determined by student interest and need, and the interest of members of the department.

CS697 Capstone (3)

The Capstone project serves as the culminating and integrative experience of the Data Analytics program. It is an integral part of the Data Analytics curriculum and will consist of the construction of a multifaceted MS in Data Analytics research and applications project that aligns with the learning outcomes of the program of study. Students will submit and present the capstone project when they have completed the program of study.

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 students 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 (3)

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.

Crosslisted as: SEU220.

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. Co-requisite: ED 101.

Prerequisite: ED101.

ED 250 - Integration of Curriculum Instruction & Behavior Management (3)

This seminar integrates the study of classroom behavior management and curriculum instruction using classroom seminars, the evaluation of case studies, and observation in inclusive, general education, and special education early childhood, elementary, middle and high school settings. Appropriate use of materials and teaching techniques will focus on the academic, social and adaptive domains of instruction to effectively enhance collaborative instruction in inclusive settings and to facilitate a co-teaching model. Field Experience is required. Transportation to the field setting is the responsibility of the student. Prerequisites: Ed 101, ED 105, ED251 or special permission of the Education Chairperson.

Prerequisite: ED101, ED105, PSY251.

ED 251 - Educational Psychology (3)

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.

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. Pre-requisites: ED 101 and Sophomore Education Status.

Prerequisite: ED101.

ED 254 - Early Childhood Studies Seminar & Clinical Experience (2)

Application of issues in childhood development, learning assessment, instructional strategies and special needs learners in a field-based seminar. Pre-requisite: ED252. Pre-requisite or co-requisite: PSY 200.

Prerequisite: ED101.

ED 300 - Technology in Inclusive 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 clinical based projects. Pre-requisites: ED101, ED105, and ED250.

Prerequisite: ED101, ED105, ED250.

ED 305 - Math & Science Curriculum in Elementary Education & Middle School (4)

This course introduces 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 Content Standards for math and science in elementary and middle school settings and the application of the edTPA lesson plan format in each discipline. Pre-requisites: ED 101, ED 105, ED 200, and Junior Education Status. A minimum 3.0 GPA is required.

Prerequisite: ED101, ED250.

ED 309 - Intro to Curriculum Design & Instruction (3)

This course will examine the nature and development of curriculum and principles of teaching and learning. This course reinforces the skills of differentiated instructional design and delivery, integration of technology, and adapting lessons to address diverse learners including special needs and ML learners. The essential elements of instruction, assessment, group strategies and effective questioning will be illustrated to effectively plan, deliver, and assess instruction and learning. The curricula will facilitate the integration of standardized and alternative assessment methods to meet the New Jersey Student Learning Standards. Instructional modes will include lecture, discussion, technology, media, research, and field-based projects. Clinical Experience: A minimum of 25 hours of clinical experience in a K-12 setting is required.

ED 310 - Emergent Literacy in Inclusive Elementary and Early Childhood Education (3)

This course explores the design, implementation, and assessment of literacy curriculum in inclusive elementary and early childhood education school settings. Balanced literacy approaches derived from skill-based and constructivist curriculum practices are developed. Ten (10) hours of supervised clinical experience is required. Students are responsible for their own transportation to their clinical setting(s). Pre-requisites: Junior Education Status. A min. 3.0 GPA is required.

ED 315 - Writing across the Curriculum in Inclusive Elementary & Early Childhood Education (3)

This course examines the design, implementation, and assessment of literacy curriculum in inclusive elementary and early childhood education school settings. Balanced literacy approaches derived from skill-based and constructivist curriculum practices are developed. Ten (10) hours of supervised clinical experience is required. Students are responsible for their own transportation to their clinical setting(s). Pre-requisites: ED 101, ED 105, ED 200, and Junior Education Status. A min. 3.0 GPA is required.

Prerequisite: ED101, ED105, ED200.

ED 325 - Curriculum, Instruction, & Spec Material (3)

This course will provide opportunities in the selection of teaching techniques and materials for the design and implementation of curricula for students with educational disabilities. This course will also 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 330 - Literacy in Content Areas, Curricula K -12 (3)

This course supports pre-service teachers in integrating 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. Pre-requisites: ED250 and Junior Education Status. A minimum 3.0 GPA is required.

Prerequisite: ED250.

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 Integrated Language to Improve Learning 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 369 - (3)

ED 451 - Resources & Services for Individuals with Disabilities (3)

Experiences at facilities and agencies serving individuals with diverse developmental disabilities and challenges develop knowledge of resources addressing the multiplicity of special needs across the life span. The course is organized in two ways: visits to resources with follow-up seminars at the College in which key ideas and practices in special education rehabilitation services are considered as well as attendance at relevant lectures. Prerequisites: ED105, ED250, ED300, ED251

Prerequisite: ED105, ED250, ED300, PSY251.

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 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 - Education Internship (For non-certification students only) (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 seminars 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 465 - Clinical Practice I & Seminar (3)

In Clinical Practice I, 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 for a total of 175 hours of clinical practice. Students will have the opportunity to participate in the teaching-learning process in Early Childhood, Elementary, Middle School, Secondary and Special Education settings depending on the certification(s) they are pursuing. Clinical interns will practice teaching in a school setting under the guidance of an effective or highly effective cooperating teacher. Seminars are held to coordinate and evaluate clinical practice. Clinical supervisors will visit for initial observations. Clinical interns are responsible for their own transportation to their field setting. Pre-requisites: Students must have passed the Praxis exams related to their certification programs to be enrolled. Pre-requisites: ED 101, ED 105, and ED 200. Co-requisites: ED 310 or ED 315 or ED 330. Senior Education Status. A minimum 3.0 GPA is required.

Prerequisite: ED101, ED105, ED250.

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. Five (5) hours of clinical practice is required. ED466 is taken concurrently with ED 465. Pre- or co-requisite: ED330. Junior Education Status. A min. 3.0 GPA is required.

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. Five (5) hours of clinical practice is required. ED466 is taken concurrently with ED 465. Pre- or co-requisite: ED330. Junior Education Status. A min. 3.0 GPA is required.

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. Five (5) hours of clinical practice is required. ED466 is taken concurrently with ED 465. Pre- or co-requisite: ED330. Junior Education Status. A min. 3.0 GPA is required.

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. Five (5) hours of clinical practice is required. ED466 is taken concurrently with ED 465. Pre- or co-requisite: ED330. Junior Education Status. A min. 3.0 GPA is required.

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. Five (5) hours of clinical practice is required. ED466 is taken concurrently with ED 465. Pre- or co-requisite: ED330. Junior Education Status. A min. 3.0 GPA is required.

ED 469 - Clinical Practice II (8)

Enrollment in Clinical Practice II must be approved by the Education Department Chair. Clinical Practice II is a continuation of Clinical Practice I. Clinical practice is an opportunity for qualified teacher candidates to devote an entire semester to a full-time clinical internship in an approved school. Candidates will spend a minimum of 525 hours of clinical practice in a setting appropriate for their certification area. Candidates spend time observing, participating, and teaching under the direction of an

effective or highly effective cooperating teacher as well as a clinical supervisor. Approval to enroll will be granted once all requirements are met. Requirements include a cumulative GPA of 3.0 or better; achieving all NJ DoE required Qualifying Scores on each appropriate Praxis exam; successful completion of all course requirements. Please note that all coursework must be completed prior to enrollment in Clinical Practice II.ED469 is taken concurrently with ED477 during the Clinical Practice II semester.

Corequisite: ED477.

ED 477 - Clinical Practice II Seminar (4)

Enrollment in Clinical Practice II Seminar must be approved by the Education Department Chair. This seminar brings clinical interns together as a cohort, providing continuing support for successful completion of the full-time clinical practice experience. ED477 is taken concurrently with ED469 during the Clinical Practice II semester.

Corequisite: ED469.

ED 500 - Resources & Services for Individuals with Disabilities (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 - Linguistics & Second Language Acquisition (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, and cultural roots of education and human services settings, and their bureaucratic/social structures. In addition, an introduction to education as a profession will be included. Instructional modes will include lecture, discussion, and case study-based projects. A minimum of ten hours of clinical experience in a K-12 setting is required. Co-requisite: ED 603.

Corequisite: ED603.

ED 603 - Curriculum Theory & Practice (3)

This course will examine the nature and development of curriculum, assessment procedures, edTPA lesson plan format, strategies, and materials, as well as classroom management techniques. Models for curriculum development 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. A minimum of ten hours of clinical experience in a K-12 setting is required. Co-requisite: ED 601

Corequisite: ED601.

ED 605 - Reading & Language Arts: Theory & Practice (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, children's and young adult literature, and ongoing professional growth. Pre-requisites: ED 601, ED 603.

Prerequisite: ED601, ED603.

ED 607 - Clinical Practice Seminar I (2)

During this seminar, clinical interns will complete one semester of part-time clinical practice in an assigned K-12

school setting for a total of 175 hours under the guidance and supervision of an effective or highly effective cooperating teacher in their licensure area. Clinical interns will deliver a minimum of three formal lessons utilizing the edTPA lesson plan format to be evaluated by an assigned clinical supervisor, as well as their cooperating teacher. The purpose of this seminar is to assist teacher candidates in preparing for their full-time clinical practice the following semester through the discussion of best practices during seminars, as well as guided and authentic teaching opportunities during field work. Interns will be provided with an introduction to the teacher performance assessment that is completed at the end of their full-time clinical practice semester. The instructor will distribute a Disposition Survey for the students. The completion of the Disposition Survey is a mandatory requirement for the course. Submission of the survey will be to the Academic Coordinator. Pre-requisites: ED 601, ED 603, PSY 606 and ED 665. Co-requisites: ED 605 and ED 651 or ED 681 or ED 510.

Prerequisite: ED601, ED603, ED665, PSY606.

ED 608 - Clinical Practice Seminar II (2)

During this seminar, clinical interns will examine and discuss pertinent issues facing educators today, as well as complete a teacher performance assessment known as the edTPA portfolio. Clinical interns will engage in planning and implementing instruction and assessment during their full-time clinical practice semester, as well as reflecting on their own practices and those of other education professionals. Discussion, peer interaction, and responses to presentations by faculty and guest speakers will further enrich learning. Much time is dedicated to constructing and addressing challenges related to the edTPA portfolio. The Director of Field Placement will distribute a Disposition Survey to the Clinical Intern and the Cooperating Teacher. The completion of the Disposition Survey is a mandatory requirement of the course. Submission of the surveys will be to the Director of Field Placement. Pre-requisites: ED 601, ED 603, PSY 606, ED 665, ED 605, ED 651 or ED 681 or ED 510, and ED 607. A minimum of 3.00 GPA is required. Co-requisite: ED 609.

Corequisite: ED609.

ED 609 - Clinical Practice (4)

This is the culminating, full-time clinical practice experience that occurs in teacher candidates' final semester in the ACT 1 program. Clinical interns will complete 525 hours in an assigned K-12 school setting under the guidance and supervision of an effective or highly effective cooperating teacher in their licensure area. Assigned clinical supervisors will meet with teacher candidates in their field settings on a bi-weekly basis to address questions and concerns, as well as to formally evaluate interns' ability to plan for, facilitate, and assess student learning. Pre-requisites: All required ACT 1 coursework must be successfully completed prior to the start of full-time clinical practice. A minimum of 3.00 GPA is required. Co-requisite: ED 608.

Corequisite: ED608.

ED 609AC - Practice Teaching for ACT 1 (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. For A.C.T. I students. Prerequisite: ED 607.

Prerequisite: ED607.

ED 610 - Change Through Action Research (3)

This course focuses on classroom and school-based opportunities for teachers and school leaders to conduct research for the sole purpose of improving one'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 Experience in Early Childhood Setting 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 & Field Experience in Early Childhood Setting 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 – 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 "lessons" of the Holocaust will be considered.

ED 620 - Introduction 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 integration and 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 Technology for Individuals with Multiple Disabilities (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 will learn 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 technology assessments. 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 Practice 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 Educational Technology (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 procurement will be studied. Systems models will be developed that can address these program goals.

ED 633 - Family & Community Resources in Early Childhood (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 in 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 Lemkin'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 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 "upstander" instead of a "bystander". Prerequisite: ED615, ED635

Prerequisite: ED615, ED635.

ED 650 - Theology, Philosophy, & Ethics of Holocaust (3)

The 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 inter-religious 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, computer applications, and the implementation of the edTPA lesson plan format. A particular focus will be on practical applications in educational environments. Instructional modes will include lecture, discussion, research and laboratory-based projects. For K-6 teacher candidates only. Pre-requisites: ED 601, ED 603. A minimum 3.0 GPA is required.

Prerequisite: ED601, ED603.

ED 653 - Emergent Literacy in Early Childhood Setting (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 of curriculum 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 Methods & Program 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 differences 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 - BehavioralManagement of Students with Severe Special Needs (3)

The course will focus on principles of behavior modification and its application to the population of individuals with severe special needs. Students will be exposed to the theoretical constructs underlying classical and operant conditioning, management programs for increasing, decreasing, and maintaining the frequency of behaviors, schedules of reinforcement, and other related topics within the total context of curriculum development. 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 with Educational Disabilities (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. A minimum of ten hours of clinical experience in a K-12 special education setting is required for ACT 1 students.

ED 671 - Curriculum, Instruction & Special Materials (3)

This course will provide opportunities in the selection of teaching techniques and materials for the design and implementation of curricula for students with educational disabilities. This course will also 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 and their families. Instructional modes 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 one'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 Technology (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, curriculum planning and implementation of instruction and also the impact of technology on instructional design. Students will be responsible for developing technology - integrated lessons in their content areas. Evaluation models 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 current interest to graduate students in management. Approval of theProgramDirector is required to register.

ED 685 - Independent Study (0)

Independent project in an area of individual special interest. The student and faculty advisor develop appropriate goals for the project which is then presented in a formal proposal. This course may require the

preparation of a final paper and presentation. Prerequisite: Permission of the Director.

ED 695 - (0)

ED 697 - (0)

EDAS - Educational Leadership

EDAS 601 - Leadership & Learning Communities (3)

This course will provide students with the opportunity to explore the literature and research on models of effective leadership skills and their application in a range of 21st century school settings. Emphasis will be placed on helping students gain the knowledge to refine the skills necessary for success in leading program improvement efforts. The foundational experiences of this course will prepare students to apply leadership skills that are essentially based on the approaches of a Servant Leader. The demonstration of such skills is evidenced by: developing a shared vision for the school community, creating a positive school climate, promoting collegiality, and energizing the involvement and commitment of all stakeholders in the school community.

EDAS 603 - Curriculum Theory & Practice (3)

This course is designed to provide an overview of the foundations, principles, and issues of curriculum development and evaluation of instruction. The course content will focus on both aspects of curriculum: theory and practice. Course includes a study of the concepts of philosophy,history, and sociology with emerging futuristic 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 to conduct and operate school organizations within the boundaries of constitutional, statutory, and case law. Students will study Supreme and State court cases impacting education and propose leadership action plans that model principles of servant leadership, reflective practice, and transparency to resolve legal and ethical dilemmas that take place during the operation of a school. Managing school policy, law, finance and facilities will be studied in an integrative approach along with highlights of major and ethical issues in education affecting teachers, administrators, students, and parents The course curriculum is structured to assist future school leaders in acquiring the knowledge and skills necessary to ensure that the management of the school education program, facility, and its resources produce a safe, efficient, and effective learning environment for the success of all students.

EDAS 610 - Managing the School Community II (3)

The second course of the Management sequence will focus on the impact of earlier studies in the areas of school law, ethical issues, policy, finance, and facilities. The relationships of political, social, and ethical issues and how they impact on leadership and management principles will be the major emphasis of the course. The major emphasis will focus on: the rights of students; the rights of personnel; gender equity and sexual harassment; race; discrimination, religion, and recent developments in school law. It will also provide an overview of laws that mandate the success of students with varying social, emotional and economic needs.

EDAS 611 - Action Research: Final Project (3)

This"Capstone Experience"requires students to produce an ActionResearch project based upon the Internship experience. Students work in small groups to develop and present a meaningful project. An oral presentation as well as a written document must be successfully presented.

EDAS 612 - Leadership for Curriculum Change (3)

Students will explore the current literature and research on organizational change as it relates to the development of curriculum and inclusion as well as the various program improvements and change models. Course emphasis centers on reflection and investigation.

EDAS 681 - Supervision of Instruction (3)

This course will provide opportunities for the educator to become familiar with the following supervisory behaviors in order to improve instruction: approaches utilized in successful supervisory practice, the human elements in supervision and change and the supervisor. Students will demonstrate and apply knowledge other than research that may impact upon supervisory behavior. Utilizing knowledge gained from professional literature and field-based research, students will identify ways in which

knowledge of supervisory behavior can be applied to improve and evaluate instruction.

EDAS 685 - Leadership Internship I (2)

During this semester experience under the mentorship of a practicing school principal, students in EDAS 685 Leadership Internship I will begin to apply their learning in a real school setting. Students will study and participate in all aspects of the mentor's school and community in order to experience the application of theory into practice. Through Leadership Internship, students will reinforce the knowledge gained in their course work and master the performance skills they will need to be successful as school leaders. Each student is expected to spend a minimum of 100 hours in each of the three semesters, participating in activities that meet the Professional Standards for Educational Leaders (PSEL) and the New Jersey Professional Standards for School Leaders.

EDAS 687 - Leadership Internship II (2)

During this semester experience under the mentorship of a practicing school principal, students in EDAS 687 Leadership Internship II will continue to apply their learning in a real school setting. Students will study and participate in all aspects of the mentor's school and community in order to experience the application of theory into practice. Through Leadership Internship, students will reinforce the knowledge gained in their course work and master the performance skills they will need to be successful as school leaders. Each student is expected to spend a minimum of 100 hours in each of the three semesters, participating in activities that meet the Professional Standards for Educational Leaders (PSEL) and the New Jersey Professional Standards for School Leaders.

EDAS 688 - Leadership Development Institute on Evidence Based Decision Making for Curriculum and Instruction (3)

This semester-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 coursework. This course is designed to provide an understanding of accountability systems, and basic data analysis procedures, 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 - Leadership Internship III (2)

During this semester experience under the mentorship of a practicing school principal, students in EDAS 689 Leadership Internship III will continue to apply their learning in a real school setting. Students will study and participate in all aspects of the mentor's school and community in order to experience the application of theory into practice. Through Leadership Internship, students will reinforce the knowledge gained in their course work and master the performance skills they will need to be successful as school leaders. Each student is expected to spend a minimum of 100 hours in each of the three semesters, participating in activities that meet the Professional Standards for Educational Leaders (PSEL) and the New Jersey Professional Standards for School Leaders.

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 Doctoral Studies (2)

This course provides students with the necessary knowledge and skills for successful completion of the Ed. D. Program. These include Institutional Review Board certification, proficiency in academic research, technological expertise, and scholarly writing.

EDAS 705 - Servant Leadership: Ethical and Moral Leadership (3)

This intensive experience provides students with an opportunity for personal and professional renewal. The experience is designed to assist students reflect upon and clarify their moral purpose in their role as educational leaders and understand its importance 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 the successful planning, assessment, and decision-making for district level and school-based educational leaders.

EDAS 711 - Data-Informed Decision Making I (1)
This course provides a review of scientific inquiry and research as necessary and appropriate for the successful planning, assessment, and decision-making for district level and school-based educational leaders.

EDAS 712 - Data-Informed Decision Making II (1)
This course provides a review of techniques of data-collection as necessary and appropriate for the successful planning, assessment, and decision-making for district level and school based educational leaders.

EDAS 713 - Data-Informed Decision Making III (1)
This course provides a review of techniques of observation and analysis as necessary and appropriate for the successful planning, assessment, and decision-making for district level and school-based educational leaders.

EDAS 715 - Emerging Perspective District Level Leadership (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 Learning Communities (3)
This course continues the exploration of leadership at the district level and its relationship to the development and support of the overall district learning community, as well as the learning communities that comprise the school system. Emphasis will be placed on the development of morally purposeful high performing learning communities, committed to social justice, and the importance of leadership for learning and continuous 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 719 - Enrollment Management in Higher Education (3)
This course covers marketing the institution of higher learning, programs to attract applicants, the application process, generating and applying models for predicting enrollment, and assessing outcomes, including ratios such as applicant-to-accept, accept-to-enrollment, and enrollment-to-retention, and graduation rates. Issues of selectivity, financial aid leveraging (merit and need-based scholarships and aid programs), and linkages between academic and student affairs are covered. Ways to attract and retain students, increase selectivity and enrollment, and improve students' academic and social integration and success, are highlighted throughout the course.

EDAS 720 - Internship, Seminar, & Clinical Project 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 project'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 Development & Advocacy (3)

The development of educational policy requires a reflective and thoughtful leader to serve the school district's vision and the common good. This course explores policy development through the lens of school and non-school settings, as well as the role of state and federal government and schooling in a multicultural environment.

EDAS 730 - Educational Leadership in a Global & Multicultural Society (3)

This course examines leadership practices in American and international educational settings. This cross-cultural experience focuses on research and theories of leadership and their application in a multitude of educational settings around the world. It provides the doctoral students with the opportunity to compare and contrast educational philosophies and methodologies of other nations with our American educational system, and serve to expand the students' global perspective.

EDAS 735 - Internship, Seminar, & Clinical Practice II (3)

Students are required to complete a second internship experience on the district-level with a mentor superintendent and complete a second clinical project to be approved by both their advisor and mentor. Students meet in small groups during the semester to report on their clinical project'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 - Fundamentals of Research (6)

This hybrid course will provide an opportunity for students to create and defend a conceptual rationale for their dissertation as well as to synthesize pertinent literature and research applicable to the major concepts and constructs of their study. Emphasis will be placed on important aspects of scholarly writing including proper attribution, synthesizing research, use of active voice, appropriate transitions, and application of the APA Style Manual. Instructional strategies will include presentations on critical attributes of Chapter 2, independent research by doctoral candidates, individual advisement, problem-solving, and student presentations. By the end of the course, students will submit a complete draft of Chapter 2.

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, state and 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 (2)

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 dimensions of professional practice in contemporary American public education. Students examine the ethical dimensions of school law, by researching authentic case studies in order to ensure a reality based experience. This problem-based approach gives the students the opportunity to analyze various situations using the ethic 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, & Clinical Practice III (3)
Students are required to complete a third internship experience on the district-level with a mentor superintendent and complete a third clinical project to be approved by both their advisor and mentor. Students meet in small groups during the semester to report on their clinical project's progress and results, and to debrief 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 sectors of the community are analyzed.

EDAS 775 - Dissertation Proposal Seminar (2)
This seminar provides students the opportunity to finalize the development of their action research dissertation proposals. Working closely with their dissertation advisors students develop and submit dissertation proposals for final review and approval. Once the dissertation proposal is approved by the advisor the student is then scheduled for the proposal defense.

EDAS 780 - Collective Bargaining & Labor Relations (3)
Students develop the necessary knowledge, skills, and strategies designed to facilitate positive and effective collective bargaining and labor relations processes with various organizations and associations. Emphasis is placed on strategies designed to foster win-win solutions to the collective bargaining process.

EDAS 781 - Colloquium in Educational 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 (3)
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 (3)
Students, in collaboration with their advisors, develop and submit action research dissertation proposals for final review and approval.

EDAS 790 - Dissertation Advisement II (3)
Students, in collaboration with their advisors, develop and submit action research dissertation proposals for final review and approval

EDAS - Education

EDOL - Education

EDOL 610 - Introduction to 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 - Introduction to Online Authoring Tools& Management 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 "Quality Matters" 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 - Capstone (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 (3)

Guided practice in writing non-fiction prose, affording students opportunities to develop 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. 3 Credits

ENG 111 - English Composition I (4)

Through various essay styles and types, including argumentative, narrative, and descriptive, this course focuses on the practice of prose writing. Students will learn to write thorough, clear, and convincing essays that are unified by thoughtful and precise claims. Attention is given to methods of invention and arrangement and to the importance of revision as a means of shaping and refining ideas. Students will conference extensively with their instructor. They will also analyze and respond to assigned texts, including the Common Read as a key focus, that will strengthen students' critical reading skills. Students will be introduced to research, reasoning and organizational skills necessary to include quotes and paraphrases from outside sources into their essays. 4 credits Required for all students unless exempt through placement test or transfer credits. Students must earn a C or better in this course, which is a prerequisite for ENG115. General Education Foundational Course

Crosslisted as: COMP I Trnsfr.

ENG 115 - English Composition II (4)

This course is the second part of the first-year writing program. In addition to building on the focused, clear writing and critical reading skills practiced in ENG111, the purpose of this course is to enhance students’ ability to read and think critically, to research and evaluate evidence competently, and to write clearly. It focuses on helping students develop the skills needed to approach a body of material, to analyze it, and to explicate it. Students will learn and use research, reasoning and organizational skills necessary to produce effective academic and research writing. Students will write two interpretive, evaluative, analytical essays that include quotes and paraphrases from an outside source, and an appropriately documented six to seven-page research paper. They will also analyze and respond to assigned texts that will strengthen critical reading skills gained in ENG111. 4 credits. Required for all students unless exempt through transfer credits. Earning a grade of C or higher is required to meet General Education and University requirements. Prerequisite: Successful completion of ENG111 with a grade of C or higher, or exemption from ENG111 based on Honors placement or placement testing score. MEETS GEN. ED. OUTCOME 1

Crosslisted as: COMP II Trnsfr.

ENG 120 - The Reading Life (3)

Educated people through the ages have appreciated the importance of a rich and varied reading life. This course seeks to deepen and broaden students' experiences with texts, across all genres, both classic and contemporary, and through a wide variety of themes, voices, lengths, etc., that will cultivate the skills necessary for complex thought, critical judgment, and a habit of lifelong reading. A major focus will be how reading can help students understand human history for the purpose of understanding our present, and, in turn, their own experience and cultural assumptions. In this course, students will become active and engaged readers by learning how to recognize and examine the ideas, values, opinions, and beliefs of diverse cultures and geographical contexts. Includes required attendance at guest author readings. 3 credits Cross Listed Course: SEU210 MEETS GEN. ED. OUTCOME 7, effective Fall 2023

ENG 200 - American English Grammar (3)

A study of American English grammar, including attention to the structural, transformational, and functional approaches, with emphasis on contemporary usage. Students will explore sentence structure and types, mastering parts of speech, the mechanics of writing, and practical application through exercises, discussions, and real-life examples for academic, professional, and every-day speech application. 3 credits

ENG 201 - Writing Creative Nonfiction (3)

In this workshop-style course students will write 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. 3 credits

Crosslisted as: COMM411.

ENG 202 - Fundamentals of Acting (3)

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. 3 credits

ENG 203 - Creative Writing (3)

An introduction to the practice and pleasure of writing short stories, poems and other creative pieces including blogs, marketing pieces, product development, travel pieces, flash fiction, monologues, etc. Emphasis is placed upon using metaphor and other conventions of the craft, resisting cliché, trusting the reader, and valuing the revision process. Through both class discussions and individual close reading analysis of craft, students will deepen their understanding of literary texts and oral readings / performances (live and recorded) across genres and will then apply these understandings to their own creative writing. Students will create a portfolio / chapbook of their work, submit to the University's literary magazine, and participate in at least one on-campus reading of their work. 3 credits Meets Gen. Ed. Outcome 5, effective Spring 2024

ENG 204 - Business Writing (3)

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. 3 credits

ENG 205 - Journalistic Writing (3)

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. 3 credits

Prerequisite: CSE120, ENG115.

ENG 208 - Reporting Practicum (3)

Academic credit for working on campus newspaper, 'The Station'. Students make all content decisions and design the paper. It is a forum for student expression and a laboratory for students to learn professional procedures in the mass media. These may include story selection, research, editing, proofreading, layout, photography, videography, graphics, ad sales, marketing and distribution. Specific academic requirements are contracted between instructor and students. Newspaper

Practicum may be repeated to a maximum of 12 credits. 3 credits

ENG 209 - Women in Film (3)
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. 3 credits

ENG 210 - Play Production (3)
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 0-3 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 forms will be stressed. Prerequisite: ENG 111.

Prerequisite: ENG111.

ENG 228 - American Film (3)
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. This course seeks to encourage students to think critically as viewers of films that engage with the embodied, social, moral, spiritual, and creative lives of humans, as reflected across intercultural experiences, with a focus on what it means to be an American within a wider global context. 3 credits Cross Listed as SEU400 – Cross-referenced with HIS230 – Satisfies General Education Outcome 9, effective Spring 2024

Crosslisted as: HIS230.

ENG 229 - International Film (3)
Exploration of classic and contemporary films from around the world. Pace, image, and cultural representation will be considered as students gain a foundational understanding of the current global film landscape. This course encourages students to think critically as viewers of films that engage with the embodied, social, moral, spiritual, and creative lives of humans and the natural world around the globe. Students will be invited to recognize and examine the ideas, values, opinions, and beliefs of people of diverse cultures within their geographical and geopolitical contexts. 3 credits Cross Listed as SEU210 – Cross-referenced with HIS230 – Satisfies General Education Requirement Outcome 7, effective Fall 2024

ENG 233 - Modern Drama (3)
The reading and study of significant modern plays, with attention to drama as a reflection of the moral attitudes and social values of our time. Includes a trip to a live performance. 3 credits

ENG 239 - Women's Literature: A Different Voice (3)
An examination of diverse women’s voices as they have created their own literary tradition: its history, styles, themes, and structures of writing, with a particular focus on how women’s lived experiences have influenced their written works. Course reading includes literary selections by women authors from a variety of cultures. 3 credits

ENG 247 - Critical Reading (3)
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 in conversation with class readings across all genres. 3 credits

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 (3)

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 using literature across the genres. 3 credits

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 Literature (3)

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 across race, class, gender, religion, culture, etc.. Students will engage in the analysis of literature as it relates to diverse sociocultural identities within the United States with reading selections from a diverse range of voices. 3 credits

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 Literature & Writing (3)

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 writers' 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/or off-campus cultural event. 3 credits Cross-referenced with HIS2–(any 200-level HIS course except HIS230)

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 (3)

Students will spend time getting to know a single author or a group of authors: (e.g.,Shakespeare, Austen, Faulkner, Morrison, Marilynne Robinson, Isabel Allende, Arundhati Roy, Ocean Vuong, The Beat Poets, Contemporary Memoirists, etc.). 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, along with literary criticism about their work. Reading of critical texts and writing of critical papers will be required. May be repeated for credit. Prerequisite: ENG247. 3 credits

Prerequisite: ENG247.

ENG 310 - Seminar in Literary Tradition (3)

Students will examine how 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 include such areas as magical realism, contemporary poetry, science fiction or fantasy, environmentalism, social justice literature, postmodernism, traditions of race, place, and/or gender, etc. Reading of critical texts and writing of critical papers will be required. May be repeated for credit. Prerequisite: ENG247. 3 credits

Prerequisite: ENG247.

ENG 315 - Seminar in Literature and Cultural Context (3)

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. Prerequisite: ENG247. 3 credits

Prerequisite: ENG247.

ENG 320 - Advanced Seminar Writing (3)

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. Prerequisites: ENG115 and an additional 200-level writing course. 3 credits

Prerequisite: ENG201, ENG270.

ENG 327 - Independent Reading (3)

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: ENG120 and at least one 200 or 300- level literature 3 credits

Prerequisite: ENG201, ENG247, ENG270.

ENG 330 - Technical Writing (3)

Practice in the types of writing most often done in engineering, science, and other technical fields, including manuals, instructions, and technical reports. Prerequisite: ENG 115.

Prerequisite: ENG115.

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 355 - Shakespeare (3)

A study of a representative sampling of Shakespeare's dramatic works viewed both as separate entities and as components of the larger body of work produced by the playwright. Prerequisite: One 200-level literature course. 3 credits

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, human resources, law office, advertising agency or department, classroom experience, and/or translation, and more.. Students work with Career Services for process and procedure. Approval of the department is required. Students who student-teach or have other field experiences for second majors may be exempt. 3 credits

EOF - Extradepartmental

EOF 091 - 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 092 - 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.

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 095 - Writing/Reading Skills for International Students (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.

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 International Students 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 International 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:Writing/Reading International Students II (1)
Lab

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 International+ 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.

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 student'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 Walking (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 - Foundation in Fitness (3)
This introductory course is designed to provide students with specific knowledge of anatomy and physiology as it relates to exercise, strength and conditioning and sport-specific action. Examination of muscle origin, insertion and complete movement will provide the basis for application in exercise.

FIT 205 - Strength & Conditioning (3)
Foundation knowledge of anatomy, physiology and proper muscle action will be used to develop concepts of effective weight training. Weight training skills will be emphasized. Students will design training programs of different levels to meet specific needs. Current trends and topics in weight training will also be discussed.

Prerequisite: FIT200.

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 - Women’s 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 composition assessment, 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.

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. For FN majors. (1 Credit; Prerequisites: None).

FN 109 - Personal Nutrition (2)
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 students with little or no science background. Open to all students

FN 200 - Introduction to Food Science with 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. Requires laboratory session (4 Credits; Grading for lab is Pass/Fail; Offered fall semester; Prerequisites: None).

Corequisite: FN200L.

FN 200L - Lab: Introduction to Food Science (0)
Lab

Corequisite: FN200.

FN 210 - Basic Human Nutrition (3)
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 (3 Credits; Offered fall and spring semesters, and summer as needed; Prerequisites: None).

FN 213 - Principles of Nutritional Assessment (1)
Introduction to the practice of nutrition assessment including food and nutrition history, clinical, physical and biochemical. (1 Credit Practicum)

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. 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: FN210.

FN 300 - Food Production Systems with Lab (4)
Principles and theories of food production, delivery systems, subsystems operations and management of food services are covered; emphasizes Hazardous Analysis and Critical Control Points (HACCP), environmental principles and quality standards. Students complete ServSafe® certification. Includes off-site laboratory/field experience in application of food production systems (4 credits; Offered fall semester; Prerequisites: FN200 Introduction to Food Science and FN 210 Basic Human Nutrition).

Corequisite: FN300L.

FN 300L - Food Products System Lab (0)
lab

Corequisite: FN300.

FN 320 - Nutritional Biochemistry I (4)
An in-depth study of macronutrients and their specific functions in metabolic processes integrating human physiology, biochemistry, genetics, nutrigenomics, and human nutrition (4 Credits; Offered fall semester; Prerequisites: FN 210 Basic Human Nutrition and CHEM 123 Intro to Organic Chemistry).

Prerequisite: CHEM123, FN210.

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. Physiological and environmental factors which 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: BIO123 Anatomy Physiology II.
Prerequisite: FN210.

FN 325 - Nutritional Biochemistry II (4)
An in-depth study of micronutrients and their specific functions in metabolic processes integrating human physiology, biochemistry, genetics, nutrigenomics and human nutrition (4 Credits; Offered spring semester; Prerequisites: FN 320 Nutritional Biochemistry I or CHEM325 Biochemistry II)

Prerequisite: CHEM325, FN320.

FN 399 - Special Topics in Foods and Nutrition (3)
An exploration of a specific topic that is of current interest in foods, nutrition or dietetics (3 credits).

FN 400 - Professional Practice in Dietetics, Foods & 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;Offered fall semester; Senior standing).

FN 405 - Food Science & Experimental Foods with Lab (4)
Advanced concepts of food science, food technology, and recipe development are integrated into laboratory work in experimental design and evaluation. Students complete a research project. Scientific report writing is emphasized (4 Credits; Offered spring semester; Prerequisite: FN 200 Introduction to Food Science, MATH119 Statistics, and CHEM 123 Intro Organic Chemistry).

FN 405L - Lab Food Science and Experimental Foods (0)
Lab

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 and MATH 119 Statistics).

Prerequisite: FN300, MATH119.

FN 463 - Nutrition Research Communication Seminar (2)
Explores 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 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; 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-to-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 Academy's Evidence Analysis Library is required. Taught concurrently with FN 502 (3 Credits; Offered fall semester; Prerequisites: FN323 Nutrition in the Life Cycle and FN 325 Nutritional Biochemistry II;Co-requisite: FN 502 Medical Nutrition Practice I).

Prerequisite: 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 Practicum; Offered fall semester; Prerequisites: FN 323 Nutrition in the Life Cycle and FN 325 Nutritional Biochemistry II; and Co-requisite: FN 501 Medical Nutrition Therapy I).

Prerequisite: FN323, FN325. Corequisite: FN501.

FN 503 - Medical Nutrition 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 Academy's 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 Nutrition 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/Field Experience in Community Nutrition (1)

The overall objective of this course is to help students develop an integrative framework for community nutrition that combines direct practice with a service project. Students learn to apply discipline-related knowledge through a service learning/field experience under the guidance of a community sponsor. Students develop a project proposal leading to a final service-learning portfolio designed to bring together project assessment with an awareness of the context, cultural landscape, and public policy issues impacting community organizations. Requires a minimum of 10 hours field experience in addition to designated class time. Class time focuses on aspects of the student's role in field work, developing supervisory relationships, and expectations of professionalism. (1 to 2 credits; offered fall semester; Co-requisite FN500 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 composition assessment, weight training, stretching, and cardiovascular programs. 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. Prerequisite: FN 510

FNG 602 - Advanced Experiential Learning in Clinical Nutrition Care (3)

Experiential learning in clinical nutrition care in extended and outpatient care. Comprehensive examination of nutrition related clinical diagnoses and the rationale for specific medical nutrition therapies, with an emphasis on the Nutrition Care Process and evidence-based practice Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice*

FNG 606 - Professional Communications in Nutrition and Dietetics Practice (1)

Includes application of theoretical models of behavior change and culturally appropriate nutrition education and counseling strategies for groups and individuals. Students are exposed to elements of nutrition business and private practice in nutrition. Professional communications, applied evidence-based research skills, leadership, and entry-level practice skills are emphasized. Includes an overview of ethical issues related to nutrition communications using social media. Best practices for nutrition communications are emphasized. Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice*

FNG 608 - Experiential Learning in Dietetics Management (2)

Comprehensive examination of applied management practices in food, nutrition and dietetic services, including human resources, staff development, and outcomes management. Includes sustainability initiatives in institutional settings and programs. Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice*

FNG 612 - Clinical Nutrition Care (4)

Didactic, simulated and experiential learning in clinical nutrition care in classroom and acute care settings. Comprehensive examination of nutrition-related clinical diagnoses and the rationale for specific medical nutrition therapies with an emphasis on the Nutrition Care Process and evidence-based practice. Prerequisites: FNG629; *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice*

FNG 613 - Management and Community Nutrition (2)

An examination of community nutrition education and programs. Simulated and experiential assignments in selected areas of community nutrition including Child Nutrition, WIC, SNAP-Ed, and others are included. Emphasis on cultural competence and community service.Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice*

FN 620 - Child and 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 624 - Integrative Nutrition & Health 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, use of 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

FNG 625 - Health Promotion Across the Lifespan (3)

An overview of the nutrition care process and the nutritional needs, dietary recommendations, and health-related issues of individuals throughout the life cycle from pregnancy to the older adult. Examination of the current status of research on key population nutrition issues is included. The incidence, risks, development, and recommendations for prevention of chronic conditions and diseases are discussed. The effectiveness of various treatment modalities including dietary intervention and the use of alternative therapies in the prevention and treatment of these conditions are investigated. Includes fundamental concepts of community nutrition and an overview of major government programs for populations at risk. Case studies are introduced.Current consumer and health professional resources are evaluated. Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.*

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. The incidence, 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 women’s health issues are evaluated.

FNG 628 - Fundamentals in Dietetics Management (2)

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. Principles and theories of food production, delivery systems, subsystems operations, and management of food services are covered; includes Hazard Analysis and Critical Control Points (HACCP), environmental principles, nutrition informatics, and quality standards. Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.*

FNG 629 - Nutrition Assessment (2)

Evaluation of nutrition status utilizing nutritional assessment methods is covered including anthropometrics, biochemistry, and physical assessment techniques for adults and children. Principles of interviewing and nutrition counseling are presented. Includes nutrition-focused physical examination training, relevant concepts in pharmacology, and the diagnosis of malnutrition and other nutrition-related problems.Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice*

FNG 630 - Interventions and Strategies for Weight Management (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. Includes fundamentals of nutrition education and counseling and basic pharmacology. Diagnostic criteria for the major eating disorders are emphasized so that students can distinguish individuals at risk. Etiology, treatment, and prognosis of the disorders will also be addressed. Prerequisites: *FN 650; Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice*

FNG 632 - Applied Concepts in Nutrition Education and Counseling (2)

This course applies key theoretical models of behavior change and evidence-based intervention strategies in a variety of practice settings with diverse clients. Strategies for and skills in counseling the individual client and group are applied. Includes applications utilizing motivational interviewing, health coaching, and cultural competence. The social determinants of health and other behavioral and environmental factors that affect health outcomes are examined. Includes best practices for counseling adults and children with chronic diseases. Prerequisite:

FNG653;Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice

FNG 650 - Advanced Nutrition and Metabolism (3)

This course provides an integration of biochemical, physiological, and hormonal processes involved in 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 water and macronutrient and micronutrient metabolism. The course provides a case-oriented application of human metabolism to understanding health-related conditions. Current issues/literature related to macronutrients and micronutrients in relation to health promotion and disease prevention are presented. Examines the etiology, pathophysiology, risk factors and clinical findings of several disease/disorder states.Application to the practice of medical nutrition therapy is covered using practice standards, evidence-based practice, and case studies to foster critical thinking in clinical care. Includes metabolism of nutrients of public health concern and principles of pharmacology. Students develop insights into genetics, epigenetics, and the nutritional complexities of major diet-related diseases. Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with permission from Program Director*.

FNG 653 - Concepts in Nutrition Counseling (2)

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 are explored, including motivational interviewing and health coaching techniques. 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 and health education models; and cultural competence. Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.*

FNG 655 - Research Methods in Nutrition (3)

This course covers principles and procedures involved in research including research ethics, evidence analysis process, systematic reviews, study design, methodology, and statistical analysis of research conducted in human, clinical, and community nutrition. Students gain practical application of research techniques in project management and research communications. Critical evaluation of published research is emphasized.Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.*

FN 663 - Global Food Sustainability Issues (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 671 - Sports Nutrition for Health & Performance (3)

The course develops the student's understanding of the benefits and components of fitness and how nutrition affects 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 related to particular groups of athletes; specialized issues related to particular groups of athletes; and current research in sports nutrition.

Prerequisite: FN210.

FNG 677 - Program Design & Management in Community Nutrition (3)

This course provides a foundation in the core functions of public health and examines the social determinants of health, environmental nutrition, and global nutrition issues, including food insecurity. Includes strategies for promoting health equity using the social-ecological model, legislative advocacy, and social media tools that maximize population health. Emphasizes core skills in planning and developing community nutrition and health-related interventions for behavior change at the individual, family, and social levels. Assists the student in program planning, including needs assessment, goal setting, establishing objectives, program implementation and evaluation to measure outcomes. Examines nutrition and health education models to design educational and community-based programs. Discusses issues and problems influencing delivery of nutritional care: access, resources, urbanization, socioeconomics, and health values. Students will select a community-based site to complete experiential learning in community nutrition education.Students will critically evaluate their programs and summarize outcomes as part of a culminating capstone course. Prerequisite: *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.*

FN 680 - Action Research Project (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. This option is taken in place of FN695

FNG 683 - Special Topics in Dietetics Practice (1-2)

An in-depth exploration of a specific topic that is of current interest in nutrition and dietetics practice.May include Spanish for Healthcare Professionals; Sports Nutrition; or other specific area of nutrition and dietetics practice.*Approval of the Program Director is required to register.*

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 the project 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.

FNG 688 - Research and Leadership I (1)

This course provides an opportunity for students to develop skills essential for effective leadership in dietetics. A self-assessment of leadership traits and strengths will be explored using evidence-based methods. Students will practice skills of negotiation, collaboration, intercultural communication and motivation, and ethical decision-making. Students continue research work towards their culminating project in this course. Prerequisite: FNG655; *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.*

FNG 690 - Research and Leadership II (1)

This course continues the exploration and application of concepts essential to effective leadership in nutrition and dietetics. Promotion of leadership development specific to the field of nutrition will be emphasized to foster the development of a leadership mindset for innovation, empowerment, and entrepreneurial practice. Students continue research work towards their culminating project in this course.Prerequisite: FNG688; *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.*

FNG 694 - Capstone Supervised Practice in Dietetics (1)

This culminating course includes development of a Capstone portfolio. This document demonstrates the synthesis of research support for their community research project as well as its effect on behavior change and acquired nutrition knowledge. Students write a research paper, give a final presentation of their culminating research capstone project, and provide a final reflection on their work. Prerequisite: FNG688; *Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.*

FN 695 - Capstone Evidence Analysis Portfolio (3)

The Capstone portfolio is a document that demonstrates the acquisition of the student's knowledge and skills along with a reflection statement. Requires faculty advisement

and approval regarding organization and topic for 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.

GDM - Game Development and Design

GS - Global Studies

GS 100 - America & the World (2)

This course introduces students to a diverse range of information, concepts and perspectives regarding the United States and the other nations of the globe. Using a variety of readings and other source materials, students examine the geography, cultures, forms of governance, religions, economics and historical legacies that constitute the interdependent world in which we live. In the process, students will become acquainted with the value and vitality of using an interdisciplinary approach in the study of national, regional, and global affairs.

GS 121 - Geography & World Economy (3)

An introductory course in world regional geography. By making geographic knowledge accessible, the course assists students in all majors in fully participating in the new global American economy and in understanding more completely the natural, political, and cultural forces that have shaped the world. Satisfies Cluster 2 or Cluster 5 General Education requirement.

GS 205 – AreaStudies: Doing Business in Latin America (2)

This is an online course and taught in English. Students are introduced to the Hispanic culture in Spain and the Americas in order to gain a deeper understanding of the parts of the world in which Spanish is used daily. The course includes various aspects such as business, celebrations, religion, economy, popular culture and literature and art expressions.

GS 253 - World Culture Studies (3)

This course provides a study of world cultures and the system of global interdependence. It explores common roots of culture as well as distinctive cultural characteristics. Minority/majority relations, role of geography, cooperation and conflict, and human rights issues in history are examined. A case study approach includes focus on the Holocaust. Students are afforded opportunities to recognize the impact of geography on world cultures and current global issues. Satisfies Cluster 5 General Education requirement.

GS 467 - International Studies Capstone Seminar (2)

This course serves as the culminating academic experience for the major. Seminar students expand, sharpen, and coordinate their comprehension by reviewing and discussing selected advanced readings in the field of Global 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 coursework taken in the major. In addition, students in the Seminar will complete a research paper using primary-source material. This research paper will serve as the Capstone Experience project required of all majors.

GS 490 - Global Studies Capstone Seminar (2)

This course serves as the culminating academic experience for the major. Seminar students expand, sharpen, and coordinate their comprehension by reviewing and discussing selected advanced readings in the field of Global 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 coursework

taken in the major. In addition, students in the Seminar will complete a research paper using primary-source material. This research paper will serve as the Capstone Experience project required of all majors.

GS 491 - Independent Study (2)
Under the supervision of a faculty advisor, the student undertakes a rigorous, in-depth, and interdisciplinary research project involving an appropriate topic of interest related to Global Studies. Prerequisite: approval of Program Director. Variable Credit, students can register 1-4 credits.

GS 495 - Internship (2)
This course provides students an opportunity to combine learning about global studies with practical work experience at an appropriate site. Such locations include nearby museums, Morristown Library, and other local venues. Prerequisite: junior- or senior-level Global Studies major status.

GST - Graduate Studies

GST 605 - Graduate Research Writing Seminar (3)
This course offers guided practice 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 607 - Technical Communication (1)
Designed to meet the basic communication needs of students in technical fields, this course covers issues of purpose and style while allowing students focused practice with short writing exercises, both individually, and in teams. Students will compose memos, emails, technical project descriptions, instructions, and short reports, and they will deliver brief oral presentations. Work will be graded on a portfolio system, where revision will be rewarded. Because much of the actual course work will be generated in class, attendance is mandatory.

GST 650 - Continuous Enrollment (1)
Enables students who have registered for all credits but have not completed all coursework requirements to maintain continuous enrollment in their programs of study.

GST 750 - Continuous Enrollment (1)
Enables students who have registered for all credits but have not completed all coursework requirements to maintain continuous enrollment in their programs of study.

HIS - History

HIS 100 - Survey of American History (3)
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 I (3)
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 political, 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 (3)

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.

Crosslisted as: ENG228.

HIS 235 - African American History (4)

This course provides an overview of the African-American experience, from slavery to the American Civil War. Students will examine African-American culture, slavery, racism in America, the abolitionist movement, and the eventual emancipation of slaves. The lives and achievements of prominent African-Americans, representing different fields of expertise and all U.S. history time periods, will be studied.

HIS 236 - African American History II (4)

This course surveys the African-American experience from the Late Nineteenth Century to Late Twenty-First Century. It covers major events and developments such as racial segregation, racially motivated violence, the Great Migration from the cotton fields of the South to the North and West, Black Nationalism, the Harlem Renaissance, the Great Depression, Black participation in World War II, freedom struggles, legislative, and electoral successes of the Civil Rights movement and Black Power movement. It concludes with the election and reelection of President Barack Obama, conservative backlash, the international impact of contemporary Black culture influenced by hip-hop and the ongoing struggles for criminal justice reform, and a radical social inquiry of economic and political rights.

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 (3)

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. Depending on the topic, can satisfy Outcome 4 of the General Education Curriculum.

Crosslisted as: COMM425.

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.

Prerequisite: HIS100.

HIS 310 - Special Topics in History (4)

This course provides a vehicle for specialized considerations of major aspects of U.S. and/or world history. Course topics can cover any time period and aspect of U.S. and/or world history that are of importance and interest. Pre-requisite: HIS100 or HIS110. (Can be taken toward the American Studies major when the topic is U.S. focused, or toward the Global Studies major when the topic is global-focused.) Depending on the topic, can satisfy Outcome 6 or 9 of the General Education Curriculum.

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

Prerequisite: HIS110.

HIS 490 - History Capstone Seminar (3)

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 CSE Honors Program. Variable Credit; students can take the History Independent Study for 0-4 credits.

HIS 495 - Internship (3)

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.

IS - Education

JUS - Criminal Justice

These are the courses in the criminal justice department with descriptions. Courses from JUS101 to JUS495 are undergraduate courses. Courses from JUS620 to JUS695 are graduate level courses.

JUS 101 - Introduction to Criminal Justice (3)

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 (3)

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 (3)

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 (3)

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 (3)

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:

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JUS101 / Lecture min grade = C min credit = 3.00 or
JUS101 / Lecture min grade = TR min credit = 3.00

Prerequisite: JUS101.

JUS 215 - Judicial Processes (3)

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. Prerequisite: JUS101

Prerequisite: JUS101.

JUS 221 - Criminal Law (3)

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. Prerequisite: JUS101.

Prerequisite: JUS101.

JUS 231 - Criminal Procedure (3)

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 and seizure 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. Prerequisite: JUS101.

Prerequisite: JUS101.

JUS 241 - Public Policy & Administration (3)

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. Prerequisite: JUS101

Prerequisite: JUS101.

JUS 251 - Law Enforcement (3)

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.

Prerequisite: JUS101.

JUS 301 - Juvenile Law & Justice (3)

This course examines the main components of the American juvenile justice system. A historical overview of the system is provided, and relevant case law is reviewed. Theories of adolescent personality development and behavior, adolescent subcultures, delinquency prevention, and treatment methods are among the topics considered. Prerequisite JUS 101.

Prerequisite: JUS101.

JUS 305 - Public Safety Leadership and Supervision (3)

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 stresses the application of leadership principles to criminal justice situations and problems. A focus on Homeland Security is also included. Prerequisite: JUS101.

Prerequisite: JUS101.

JUS 311 - Intimate Violence (3)

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 (3)

This course introduces the student to the principles, concepts, and theories of victimology, analysis of victimization patterns 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 (3)

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 (3)

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 other legal 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 - Research Methods for Justice Studies Professionals (3)

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:JUS 101

Prerequisite: JUS101.

JUS 425 - Senior Seminar (3)

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. Prerequisite: JUS101

Prerequisite: JUS101.

JUS 490 - Special Topics in Justice Studies (3)

Offered occasionally, this course provides an opportunity for close analysis of a justice studies topic of interest to students and faculty. Prerequisite: JUS101.

Prerequisite: JUS101.

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 or internship coordinator, 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, and ideas critical to the fields of law and the criminal justice system. Included will be basic understanding of the criminal and legal systems with a focus on the structure of government and procedural issues relating to the administration of justice. It is the intention of this course to give the student a basic understanding and appreciation of the impact of the legal system as it relates 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 political tool used against almost all nations of the world is examined in this course as are known terrorist groups throughout the world, including militant religious groups, religious zealotry and political movements.

JUS 630 - Community Policing (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 concerns faced by contemporary management professionals in the field of public safety administration.

The planning and organizational strategies most applicable to supervisory functions in this field are examined. Relevant theoretical and research methods will be studied, as will text-case examples of administrative situations regularly encountered in public safety leadership. The unique pressures faced by public justice personnel, and the managerial implications 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 evaluation in public safety agencies. Political and legal problems confronting 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 to the interaction of crime victims and offenders within the justice system. Special attention will be given to individual and community reactions to victimization and victim recovery. Issues related to special categories of victimization will be explored, and current innovative programs offering services and financial remedies for crime victims will be discussed.

JUS 665 - Legal and Critical Issues (3)
This course examines in depth some of the major topics pertinent to the administration of public safety institutions in contemporary America. Public and social policies as they relate to crime, crime prevention, and justice are considered. Community-oriented efforts and problem-solving techniques now used in law enforcement and by other public safety agencies will also be analyzed. Issues will be considered from local, state, and federal perspectives as well as from a global perspective and examine issues of political justice, economic justice, and human rights.

JUS 670 - Management in Justice Administration (3)
This course focuses on administrative issues routinely encountered by public safety agencies. These issues include personnel management, budgeting, and supervision, within the context of the justice studies profession. The problems and challenges specific 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-related crime security and the evolution of criminal law as it confronts new kind of cyber crime. Electronic evidence-gathering and investigative techniques are among the topics considered along with electronic fraud and forgery, corporate espionage, identity theft, online extortion scams, child pornography, and infringement of intellectual property rights. The major federal and state statutes and regulations enacted to combat cyber crime and security will be carefully reviewed, as will the important privacy issues raised by electronic surveillance techniques conducted by law enforcement.

JUS 680 - Investigation & Digital Evidence (3)
This course reviews the most effective investigative procedures for identifying, collecting, preserving, and analyzing criminal evidence obtained from computers or computer networks. The technical and legal aspects of accumulating digital evidence maintained on, or transmitted by computers for use in solving crimes will be examined. The proper methods of preparing such evidence 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 and qualitative methods most appropriate to ethical research, policy evaluation, and policy development in the justice studies profession. The student will demonstrate the ability to review critical literature pertaining to the research project and connect the literature to the research results towards completing the capstone experience.

JUS 683 - Special Topics (3)
An in-depth exploration of a specific topic that is of current interest to graduate students in management. Approval of the Program Director is required to register.

JUS 685 - Independent Study (3)
Independent project in an area of individual special interest. The student and faculty advisor develop appropriate goals for the project which is then presented in a formal proposal. This course may 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, requires students to complete an original research project grounded in the field of justice studies. Each student will design and complete an action research project that broadens and deepens the student's awareness and appreciation of the need to apply community base, social justice perspectives to one's professional endeavors. In completing these projects, students must demonstrate an ability to define, analyze, evaluate, and recommend solutions for resolving an issue, problem, or potential opportunity of 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 consultations and collaborative discussions with the seminar's instructor. All projects must receive faculty approval, which will be based on the quality and merit of the student's proposal, particularly as it relates to and advances the mission of the College of Saint Elizabeth. Pre-requisite:JUS682

Prerequisite: JUS682.

JUS 695 - NJ Cops Capstone (0)

This course requires students to complete an original research project grounded in the field of criminal justice. Each student will design and complete an action research project that broadens and deepens the student's awareness and appreciation of the need to apply community base, social justice perspectives to one's professional endeavors. In completing these projects, students must demonstrate an ability to define, analyze, evaluate, and recommend solutions for resolving an issue, problem, or potential opportunity of interest and importance to the community. Students may 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 their project. The project topics and research methods employed will be developed through individual consultations and collaborative discussions with the seminar's instructor. All projects must receive faculty approval first.

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 (2)

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 (2)
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 ethical 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 (2)
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 are limited face-to-face interactions and most of their co-workers are ''out of the office'' due to outsourcing, work at home models, corporate partnerships, etc.

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 (3)
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. Satisfies Outcome 2 of the General Education Curriculum.

MATH 125 - Elementary Stats w/ Bus Applications (3)

Designed for students majoring in Business Administration or Economics; topics include collection, presentation and descriptive analysis of single variable and bivariate data, probability distributions, binomial and normal distributions, sampling and sampling distributions, correlation, regression analysis. Emphasis on real world business problems. Satisfies Cluster 3 General Education requirement. (Spring)

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, Rolle'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, Green's, Stokes', and Divergence Theorems. An appropriate Computer Algebra System (CAS) will be utilized. Prerequisite: Math 153.

Prerequisite: MATH153.

MATH 255 - Linear Algebra (3)

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 (3)

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 (3)

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 (3)

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 (3)

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 320 - Regression Analysis and Application (3)

This is a comprehensive treatment of regression analysis course, statistical topics including: simple linear regression, least square estimates, ANOVA table, F-test, R-square, multiple regression, using dummy variables, selections of the "best subset" of predictor variables, checking model assumptions and Logistic regression. Software will be used throughout the course and applications to real life data will be an integral part of the course.

Prerequisite: MATH315.

MATH 321 - Discrete Math (3)

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 (3)

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 (3)

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 345 - Financial Mathematics (3)

A course on the formulation, analysis, and interpretation of advanced mathematical models in finance and interest theory. Technology will be used to give students hands-on experience in developing and solving their own models. The course will cover the basic fundamentals needed for the second actuarial exam. Applications to "real-world" problems in interest theory, including the development of complex annuity models, will also be studied. Although primary focus will be on the application of financial models developed in Kellison, the mathematical derivation and analysis of the formulae will also be covered. Financial models studied will include: the accumulation function and the special cases of simple and compound interest; nominal and effective interest and discount rates, and the force of interest –both constant and varying; Valuation of discrete and continuous streams of payments, including the case in which the interest conversion period differs from the payment period; geometrically and arithmetically varying annuity models; application of interest theory to amortization of lump sums, depreciation, mortgages, and additional financial models; determination of yield rates on investments; application of interest theory to fixed income securities, cash flow and portfolio models and additional financial models. Derivation, analysis and applications of duration and convexity models for approximating changes in present value and for

constructing investment portfolios for immunization and asset-liability management will also be studied.

Prerequisite: MATH253, MATH255.

MATH 351 - Number Theory (3)

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, Euler's function, arithmetic functions, and Riemann Zeta Function. Prerequisite: Math 153.

Prerequisite: MATH153.

MATH 403 - Abstract Algebra (3)

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 (3)

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. Crosslisted as: CS421.

MATH 453 - Introduction to Real Analysis (3)

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 (3)

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 479 - 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 of 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 (3)

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.

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.

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 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 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 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 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 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 101SX - Performance Study Saxophone (1)
Private instruction in saxophone 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. Students can register 0-2 credits. Check the catalog for other fees.

MUS 101T - Performance Study:Trumpet or Trombone (1)
Private instruction in trumpet or trombone 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. Students can register 0-2 credits. 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 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 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 103 - Recorder:Group Class (2)
Students will learn how to play a recorder, an upright, woodwind instrument, that is easy to learn and that helps teach students about music and about making music together in a group. Excellent class for beginning music students.

MUS 105 - Create Music in the 21st Century (3)
This is a wide-ranging introduction to music about how to listen to, think about, write and make music using traditional, digital and experimental techniques, instruments, objects and means. With an emphasis on creative and innovative thinking, this course will have applications for all other disciplines in terms of promoting new ways of thinking and doing. Students will experiment by listening to and learning about traditional world instruments and music and then by exploring newer techniques, instruments and compositional styles to generate their own creative sounds and compositions through traditional and experimental means. In addition, by interacting with practicing musicians and composers, watching clips about world innovators and doing research, students will further build their own creative and innovative abilities. Open to all students; intro requirement for all music minors.

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 110 - Piano (2)
An exploration of the fundamental principles of piano playing with a focus on reading music, piano technique and musicianship. Open to students at all skill levels.

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 Musicians (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 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 209 - Band (2)
Musicians of all different instruments are invited to come together to form an SEU Band to practice once a week and to perform periodically. All levels are welcome.

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 Ensemble (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, students 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 the 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 235 - Great Works of World Music (3)
This Music history course compares Music traditions and innovations in various countries from the year 1400 to the present. Students will learn about the range of music possibilities by exploring selections of major composers and performers from world cultures. The focus will be 100 important works of world music during the last six centuries. Lectures, discussions, DVDs, videos, CDs and website research, and local concerts will provide insight into the topic. Pre-requisite:MUS125 or any Music History course.

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 200 - Concepts and Trends in Professional Nursing (2)
NURS 200 Concepts and Trends in Professional Nursing 2 credits. This course introduces the philosophical and scientific foundations of professional nursing. Students examine historical foundations of the nursing profession, scientific processes and frameworks underlying nursing theory and practice. Exploration of concepts in the nursing discipline builds knowledge and understanding essential to the provision of holistic patient care across the lifespan. Emphasis is on development of professionalism, use of critical thinking, change-theory, and evidence-based practice.

Pre-requisites: BIO 121, BIO 123. CHEM 115, PSY 200

15 week course, Lecture 2 Hours

NURS 301 - Nursing Care Provider II - Adult and Geriatric (6)
This course focuses on the etiology, clinical manifestations, and management of holistic nursing care for ill patients of various ages. Major concepts explored include the dynamics of common acute and chronic abnormalities observed in specific populations. Students utilize diverse roles of the nurse, integrating knowledge from pharmacology and health assessment, to manage the care of a patient in the clinical setting. Students are provided with clinical practicum experience that assists them in recognizing and delivering therapeutic nursing care to clients at all stages in human development during periods of changing health and illness. Selected concepts that contribute to human responses in health and illness are discussed. Students will be introduced to the regulations regarding organ donation. Health care technologies covered build upon those learned earlier-health promotion, health maintenance, and illness care. Implementation of the nursing process is a primary focus. Laboratory experiences are provided in the classroom laboratory setting as well as medical-surgical and critical care units, community agencies and any other clinical sites to meet the course objectives. Lecture 3 hours, Lab 3 hours, Clinical 6 hours.

Prerequisite: NURS200, NURS201, NURS202, NURS203, NURS204. Corequisite: NURS301C, NURS301L.

NURS 301C - CLINICAL Nursing Care Provider II (0)
Clinical

Corequisite: NURS301, NURS301L.

NURS 301L - LAB Nursing Care Provider II - Adult and Geriatric (0)
Lab

Corequisite: NURS301, NURS301C.

NURS 302 - Mental Health Nursing (5)

Students synthesize knowledge and apply evidence-based practice in the care and management of clients experiencing a major psychiatric and/or mental health disorder. Emphasis will be placed on the role of the professional nurse in various treatment settings as well as current treatment modalities. The client population includes children, adolescents, and adults along the health-illness continuum. Laboratory experiences are provided in the classroom laboratory setting as well as medical-surgical and critical care units, community agencies and other clinical sites to meet the course objectives. Open to Nursing majors only. Students are required to provide their own transportation to all clinical sites. Lecture 3 hours, Clinical 6 hours.

Prerequisite: NURS200, NURS201, NURS202, NURS203, NURS204. Corequisite: NURS302C.

NURS 302C - CLINICAL Mental Health Nursing (0)

Clinical

Corequisite: NURS302L.

NURS 310 - Concepts & Trends of Prof Nursing Practice (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 Methods of Professional Nursing Practicum (3)

This course focuses on the inter/intra professional 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 330 - Health Assessment Across the Lifespan (3)

The course focuses on theory and practice of holistic assessment and health appraisal of the adult client that builds upon prior learned assessment skills of the registered nurse. Emphasis is given to the role of the registered nurse as diagnostician, collaborator, communicator, and teacher. The nursing process provides the framework for developing skills in the physical, psychosocial, developmental and cultural-spiritual areas strengthening clinical reasoning, communication and documentation.

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 are 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 individual, group and family education is stressed, and nursing research utilized.

NURS 345 - Nursing Research and Evidence Based Nursing Practice (3)

The course focuses on understanding 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: MATH119.

NURS 350 - Evidence Based Research in Professional Nursing Practice for Licensed Nurses (3)

This course focuses on understanding research as it applies to nursing practice. Students will examine and critique the research evidence that guides nursing interventions. The importance of reviewing the nursing literature in order to identify the best evidence that supports nursing practice will be addressed. Ethical issues as they relate to research, theory and practice will be discussed.

Prerequisite: MATH119.

NURS 390 - Community Centered Nursing (5)

The course focuses on primary, secondary and tertiary prevention within a community that emphasizes community as the client. Students learn the 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 studied. The influence of culture, economics, politics, environments, and ethics as they impact community health nursing practice are explored. The role of the nurse 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. Students are required to provide their own transportation to all clinical sites.

Lecture 3 hours, Clinical 6 hours. Credits 5

Prerequisites: NURS301, NURS302, NURS345
Corequisites: NURS390L

NURS 390C - Community Centered Nursing Clinical (0)

Clinical

Corequisite: NURS390L.

NURS 400 - Population Focused Community Health Nursing (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. Credits 5

Corequisite: NURS400L.

NURS 401 - Caring for the Pediatric and Adolescent Client (5)

This course explores the physiological alterations of clients with acute and chronic healthcare needs. Students will examine the impact of, and plan nursing care for, pediatric-adolescent clients experiencing acute and/or chronic health alterations. The clinical component will allow the application of nursing skills, knowledge, and critical thinking necessary for safe and effective nursing care of the pediatric population. Laboratory experiences are provided in the skills laboratory setting as well as medical-surgical and critical care units, community agencies and any other clinical sites to meet the course objectives. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for pediatric clients and their families with acute and chronic illness in a variety of pediatric settings. Emphasis is placed on understanding normal growth and development. Students examine the application of current research evidence, principles of pharmacology, as well as legal and ethical issues influencing the planning and delivery of nursing care to pediatric clients and their families. Students are required to provide their own transportation to all clinical sites.

Prerequisite: NURS301, NURS302, NURS345. Corequisite: NURS401C.

NURS 401C - Caring for the Pediatric and Adolescent Client Clinical (0)

Clinical

Corequisite: NURS401.

NURS 402 - Caring for the Childbearing Family (5)

This course introduces nursing concepts related to women’s health, pregnancy, and immediate care of the newborn. The unique needs of the reproducing family will be explored. Students will study nursing care for women with reproductive concerns as well as nursing care during preconception, perinatal, postpartum and neonatal periods. Emphasis is placed on normal as well as abnormal processes of childbirth to provide students with the knowledge and basic obstetrical skills to care for women, newborns, and families experiencing a normal obstetrical course and those experiencing complications. Laboratory experiences are provided in the classroom

laboratory setting as well as simulation, medical-surgical units, community agencies and any other clinical sites to meet the course objectives.

NURS 402C – Clinical: Caring for the Childbearing Family (0)
Clinical

NURS 403 - Leadership and Economics in a Healthcare Organization (2)
This course is a study of leadership and the role of economics in illness care, third-party payers and the business of healthcare. The application of economic principles and tools will be used to examine the health care industry and the role of the nurse. The content includes state and national regulations, health care policy and economic decision-making in the health care arena.

NURS 404 - Nursing Care Provider III - Acute and Chronic Illness of the Adult (6)
This course prepares students for independence in nursing and for collaborative interdisciplinary work in acute care settings. Clinical experiences will emphasize outcomes of care that will maximize health management and reduce risks of complications through patient teaching, discharge planning, and safe nursing care. Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. The focus of this course is on caring for patients with limitations in their ability to function due to physical, mental, and psychosocial challenges.

Prerequisite: NURS390, NURS401.

NURS 404C - Clinical: Nursing Care Provider III Acute&Chronic (0)
Clinical

NURS 405 - Nursing Care Provider IV - Complex Health Concepts (6)
This course represents the culmination of the clinical studies for the baccalaureate degree in nursing designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on acute care and the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, quality improvement, and emergency medicine. Upon completion, students will be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care. Laboratory experiences are provided in the classroom laboratory setting as well as medical-surgical and critical care units, community agencies and any other clinical sites to meet the course objectives. Lecture 2 hours, Clinical 12 hours

Prerequisite: NURS402, NURS404. Corequisite: NURS405C.

NURS 405C - (0)

Corequisite: NURS405.

NURS 406 - Essentials Capstone Strategic Lead Management Professional Nursing practice (4)
This seminar course explores the integration of AACN BSN Domains with the knowledge and skills acquired throughout the SEU nursing program. Students will be provided with the opportunity to reflect upon their overall clinical practice and its influence on the SEU End of Program Student Learning Outcomes. The key focus of this course will be the development of a mentored evidenced based practice capstone project. The capstone project will demonstrate a synthesis of knowledge derived from theory, practice and research. Lecture 3 hours, Lab 3 hours.

Prerequisite: NURS402, NURS404. Corequisite: NURS406C.

NURS 406C - Ess Cap Lead Mgmt Prof Nur Pra Clinical (0)
Clinical for NURS406

Corequisite: NURS406.

NURS 407 - Preparing for the Profession (1)
NURS 407 Preparing for the Profession 1 creditStudents discuss emerging nursing/healthcare issues and are guided in the development of strategies to prepare for the NCLEX-RN and for successful transition to baccalaureate generalist nursing practice. This course focuses on professional development, including personal philosophies of nursing and professional ethics. The course reviews the concepts used in the curriculum of nursing as they apply to pharmacology, to multiple clinical and community scenarios, class discussion, and multiple choice testing formats. All nursing courses in the prior

semesters must be completed. Course Objectives: Upon completion of the course, the student will be able to:• Apply knowledge, skills, and understanding of critical concepts required for entry into professional nursing.• Demonstrate individual competency applicable to nursing content areas.• Exhibit readiness for the licensure examination.• Design personal study guidelines to prepare for the NCLEX exam.• Discuss test-taking strategies relative to the NCLEX exam.• Pre-requisites: BIO 121, BIO 123. CHEM 121, PSY 200, NURS 101, NURS 201 BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 350, NURS 304, NURS 390, NURS 401, NURS 402, NURS 403,• Co-requisite: NURS 405, PHIL 331 GPA 2.7. 15 week course, 1 hour theory

NURS 408 - Senior Synthesis: Actualizing the Nursing Role (6)

This course provides senior nursing students with an opportunity to synthesize, expand, and refine nursing concepts and clinical reasoning competencies. Through clinical experience, students will focus on advancing their mastery of the nursing process in preparation to transition into the professional nursing role. Didactic coursework will place emphasis on readiness for practice and NCLEX-RN licensing exam content review.6 Credits (3 hours didactic, 9 hours clinical)

Prerequisite: NURS401, NURS401C, NURs405.

NURS 408C - Clinical (3)

Prerequisite: NURS401, NURS401C, NURS405.

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 420 - Strategic Leadership & Management Professional Nursing 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 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 program electives and is 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 600 - Ethics in Nursing and Health Care (3)

This course focuses on the examination of ethical decision-making in practice. The emphasis is on values clarification, ethical theory, ethical decision-making models, and professional ethical standards. Students are encouraged to clarify their personal ethic with regard to their professional role. Discussion of the importance of the ethical obligations of professional nurses in their roles as citizens, members of a profession, providers of care, and designers and managers of care is addressed. Prerequisites: NURS601, NURS602, NURS 603, NURS 604

NURS 601 - Nurse as Scholar (3)

NURS601 Nurse as ScholarThis course establishes a foundation for scholarly inquiry in nursing. The focus is on current and emerging issues affecting advanced nursing practice. Students will engage in a critical analysis of selected nursing theories from theoretical and ethical perspectives and selected works from other disciplines. Analysis will emphasize the implications for nursing practice in relation to the internal and external factors affecting advanced nursing practice. The complexities and challenges in the healthcare environment will be examined as they relate to the opportunity for nursing innovation. Credits 3

NURS 602 - Nurse as Scholar II (3)

NURS602 Nurse as Scholar IIThis course examines concept development and analysis methods of selected concepts important to expanding the knowledge base of nursing science and clinical practice. A special emphasis is placed on the political, social, ethical, and economic factors that confront individual recipients of care, populations, health care professionals, organizations, and society. The ever-changing health care system calls for a more integrated and inter-professional healthcare team. Key concepts that emerge from their focus area of graduate education in nursing. Students select one concept for analysis and examine that concept in a specific client group throughout the curriculum. Prerequisite: NURS601Credits: 3

NURS 603 - Nursing Research – Examining the Evidence (3)

NURS603 Nursing Research – Examining the EvidenceThe course focuses on the knowledge and skills needed to critically interpret and utilize research findings for evidence- based practice. Students will examine various evidence-based models and frameworks as they examine an identified practice question with a focus on further understanding of a selected concept. Based upon a systematic search of the literature, students will evaluate existing evidence related to a practice question. Research will be critiqued to include but not limited to methodology, ethical and cultural implications and potential barriers to implementation of evidence-based practice. Prerequisite: NURS601, NURS602Credits 3

NURS 604 - Nursing Research – Evaluating and Applying Evidence (3)

This evidence-based research course provides an opportunity to study a concept of interest in depth in a population of interest. Nursing Research – Examining the Evidence is a prerequisite to this course. Students will implement the study of an identified concept based upon a synthesis of theory and research. Based upon the findings of their study, students will develop and carry out individual intervention projects during their final semester of study.

Prerequisite: NURS603.

NURS 605 - Leadership in Healthcare (3)

This course examines the interaction between leadership and organizational culture with an emphasis on the leader's relationship within the healthcare setting. This includes examination of leadership models, problem solving, ethics and strategic styles of interaction, decision-making techniques, and effective strategies for implementing goals. There is a focus on organizational processes including the associated management of conflict, change, and control of risk. Prerequisites: NURS603, NURS604Credits 3

NURS 606 - Transformation of Nursing Practice Through Leadership (3)

This course examines the interaction between leadership and organizational culture with an emphasis on the leader's relationship within the healthcare setting. This includes examination of leadership models, problem solving, ethics and strategic styles of interaction, decision-making techniques, and effective strategies for implementing goals. There is a focus on organizational processes including the associated management of conflict, change, and control of risk.

Prerequisite: NURS603, NURS604.

NURS 607 - Curriculum (3)

This course examines theories, concepts and the process of curriculum/program development and evaluation. Curriculum/program design considers evolving delivery technology and emphasis on accountability in education, benchmarking, and quality improvement. Students will design components of a curriculum/program. Credits 3PrerequisitesNURS600, NURS601, NURS602, NURS603, NURS604, NURS605

NURS 608 - Human Factors and the Healthcare Environment (3)

The emphasis of this course is on the role of the nurse leader in developing and managing human resources within the healthcare delivery system. Theories and principles related to the development of an organizational climate that fosters staff satisfaction and productivity are explored. Nursing Excellence Models are discussed and reviewed. Principles of personnel administration, employee relations, legal guidelines and collective bargaining are examined throughout the course. Prerequisite: NURS606Credits 3

NURS 609 - Pedagogy (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. Class participants will explore various pedagogical stances and perspectives including conventional pedagogical models and emancipatory pedagogical models.

Prerequisite: NURS607.

NURS 610 - Health Informatics and Financial Management for Nurses (3)

The overall design of this course is to introduce health care informatics and financial management concepts to the nurse leader. The course content related to healthcare informatics will introduce the student to the basic language of the information systems in healthcare. Students will also analyze systems and technology that improve care delivery. Additionally, this course will introduce the topics of financial and managerial accounting and finance as they apply to the provision of health care services. Healthcare examples and applications are used throughout the course.

Prerequisite: NURS608.

NURS 611 - Simulation (3)

This course introduces the student to the use of simulation as a teaching strategy in nursing education. The components of a nursing education simulation framework will be discussed. Based on this framework, the student will develop a clinical scenario using a simulation design template and facilitate a simulation and debriefing based on this scenario. The student will be introduced to the use of high-fidelity human patient simulators and the technologies that support the use of simulation.

Prerequisite: NURS609.

NURS 612 - Health Policy and Advocacy (3)

This course provides an understanding of the application of social justice principles in health care delivery systems. The focus is on analysis of health care policy, financing,socio-political trends, ethical, and professional issues. The impact of policy making and the political process on the practice of nursing and on health care delivery system is explored. Students discover opportunities that affect positive social change within the healthcare delivery environment in the roles of change agent and nurse. Course outcomes employ advocacy strategies to influence health and health care.

Prerequisite: NURS610.

NURS 613 - Assessment Measurement & Evaluation (3)

This course is designed to prepare nurse educators to develop reliable, valid and ethical student learning assessment plans. The appropriateness of a variety of evidence-based assessment methodologies for classroom, laboratory and clinical learning are examined. Prerequisite: NURS611Credits 3

NURS 614 - Capstone Synthesis (6)

With faculty guidance, students select and participate in a variety of experiences that focus on nursing management within diverse health-care settings. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. Students in this course apply the MSN curriculum experience by translating knowledge into practice by designing, developing, and implementing a project in a professional healthcare setting. By using the culmination of learning, students gain the opportunity to effect positive social change within the healthcare delivery environment in the roles of change agent and nurse. The result of the practicum experience provides students with an experience through which they develop their passion as a practitioner while enhancing the nurse role as an advocate for social change within the context of a scholarly presence. Prerequisite: NURS612Credits 6

NURS 615 - Capstone Synthesis (6)

With faculty guidance, students select and participate in a variety of experiences that focus on nursing education within diverse academic settings. Seminars provide students with experiences in developing the skills necessary for the nurse educator to influence change, to work with teams, and to manage curricular resources. Students in this course apply the MSN curriculum experience by translating knowledge into practice by designing, developing, and implementing a project in a professional nursing higher education setting. By using the culmination of learning, students gain the opportunity to effect positive social change within the healthcare delivery environment in the roles of change agent and nurse educator. The result of the practicum experience provides students with an experience through which they develop their passion as an educational practitioner while enhancing the nurse role as an advocate for social change within the context of a scholarly presence. Prerequisite: NURS 613Credits 6

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 program administration, student issues, program requirements, and faculty expectations. This course provides knowledge and skill to effectively manage change, empower others, and influence political processes. There is a focus on organizational processes, including the associated management of conflict, change, and control of risk within a political context.

NURS 625 - Clinical Concepts Advanced Nursing Practice (3)

This course examines development and analysis methods by exploring concepts important to expanding the knowledge base of nursing science and clinical practice. Some key concepts for nursing include healthy lifestyle, self-care, holism, risk reduction, and maximizing quality of life, chronicity, stress, adaptation, depression, anxiety, and grief. Students select one concept and complete a concept analysis during NURS 625 and examine that concept in a specific client group during the practicum experience

NURS 630 - Applications of Clinical Interventions Advanced Nursing Practice (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 & Evaluation (3)

NURS607 (NURS 635) Curriculum/Program Development and Evaluation This course examines theories, concepts

and the process of curriculum/program development and evaluation. Curriculum/program design considers evolving delivery technology and emphasis on accountability in education, benchmarking, and quality improvement. Students will design components of a curriculum/program. Prerequisites: NURS601, NURS602, NURS 603, NURS604NOTE: the old and new Course ID will be used until next year.

NURS 640 - Assessment Measurement & Evaluation (3)

NURS613 (NURS640) - Assessment Measurement EvaluationThis 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. Prerequisites: NURS601, NURS602, NURS 603, NURS604, NURS607, NURS609, NURS611NOTE: use the old and new Course ID until next year

NURS 645 - Pedagogical Strategies Nursing Education (3)

NURS609 (NURS645) - Pedagogical Strategies Nursing EducationThis 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. Prerequisites: NURS601, NURS602, NURS 603, NURS604, NURS607NOTE: use the old and new course ID until next year

NURS 650 - Seminar & Practicum In Teaching (3)

Operationalization of the role of the nurse educator in an academic, clinical or community setting. In consultation with the instructor students select an appropriate practicum setting to meet their individual needs.

NURS 660 - Guided Study & Seminar in Nursing Education (2)

Students produce a major scholarly work of publishable quality reflecting a synthesis of knowledge acquired throughout the program of study. Students participate in a formal presentation of their work to peers and faculty during a graduate seminar day at the College.

NURS 665 - Simulation In Nursing Education (2)

NURS611(NURS 665) – Simulation in Nursing EducationThis course introduces the student to the use of simulation as a teaching strategy in nursing education. The components of a nursing education simulation framework will be discussed. Based on this framework, the student will develop a clinical scenario using a simulation design template and facilitate a simulation and debriefing based on this scenario. The student will be introduced to the use of high-fidelity human patient simulators and the technologies that support NOTE:use the old and new numbers until next year

NURS 685 - Independent Study (3)

NURS685 - Independent Study: Independent study, research or practice in areas relative to the field of Nursing.

Physician Assistant - PA

PA 601 - Human Anatomy 1(8)

One of two foundational anatomy courses, which provides the student with a working knowledge of gross human anatomy and an introduction to the relationship between anatomy and clinical patient care.Using a regional approach, the integrated lecture and laboratory components enable the student to become familiar with the back, chest, head and neck, and central nervous system; and explore the relationship between structure and function.

PA 602 - Human Anatomy 2 (8)

The second of two foundational courses which provides the student with a working knowledge of gross human anatomy and an introduction to the relationship between anatomy and clinical patient care.Using a regional approach, the integrated lecture and laboratory components enable the student to become familiar with the abdomen, pelvis, and upper and lower extremities; and explore the relationship between structure and function.

PA 603 - Physiology and Pathophysiology 1 (4)

The two foundational courses in physiology, pathophysiology and genetics provide the student with the knowledge of the mechanisms by which the body functions and the application of those principles to the etiology, management, and prevention of human disease.Normal function, regulation, and genetic principles are reviewed using a systems approach; with exploration of pathophysiologic and genetic alterations and their relationship to clinical patient care.In addition to introductory concepts, the focus of this first course is on cellular processes, neuromuscular, cardiovascular and respiratory systems.

PA 604 - Physiology and Pathophysiology 2 (4)

The two foundational courses in physiology, pathophysiology and genetics provide the student with the knowledge of the mechanisms by which the body functions and the application of those principles to the etiology, management, and prevention of human disease.Normal function, regulation, and genetic principles are reviewed using a systems approach; with exploration of pathophysiologic and genetic alterations and their relationship to clinical patient care.The focus of this second course is on the gastrointestinal, renal, endocrine and reproductive systems.

PA 612 - Ethics in Healthcare (1)

The emphasis of this course in the professional and practical aspects of PA practice series is on the team approach to patient care and ethical decision-making.It is designed to enable the student to develop collaborative and leadership skills while engaging in the learning process.A practical approach to resolving ethical issues in healthcare and social justice concerns is utilized with discussions using case based scenarios.Personal, academic, and professional growth and development continue to be addressed as well as identification of resources and tools for success.

PA 613 - Principles of Healthcare Delivery and Patient Advocacy (1)

The emphasis of this course in the professional and practical aspects of PA practice series is on the overview of the United States healthcare system, including health care policies and health care coverage with an emphasis on patient advocacy and social justice.Bias concerns related to the delivery of healthcare are discussed.Personal and professional growth and development continue to be addressed as well as identification of resources and tools for success.

PA 614 - Professional Growth and Development for PA Practice (1)

This course in the professional and practical aspects of PA practice series enables the student to successfully transition into the clinical education phase of the program and respond to the clinical environment as a knowledgeable, skillful and professional PA student.An orientation to the supervised clinical practice experiences includes discussions and role-play activities to allow the student to practice responding in a professional manner to potential challenging situations with patients, colleagues and preceptors.

PA 621 - Patient Evaluation and Clinical Procedures 1 (4)

This is the first of a four-course series designed to enable the student to effectively and respectfully evaluate patients and focuses on basic interviewing techniques with an introduction to the impact of psychosocial issues on health and wellness.The student learns the components of a medical interview and how to obtain a full history from patients in a variety of settings and situations. Basic physical examination and diagnostic techniques are introduced related to general survey, vital signs, and skin examination.Development of effective patient-centered communication skills and sensitivity to patients' concerns are stressed and practiced; strategies for communicating with a variety of populations (hearing or visually impaired, patients with disabilities, cultural norms and religious requirements, etc.) and patients across the lifespan are explored. Flipped classroom model along with lectures and group virtual and/or laboratory instruction and practice are utilized as well as encounters with patients in the clinical and/or virtual setting.

PA 622 - Patient Evaluation and Clinical Procedures 2 (4)

The second course in a series designed to enable the student to effectively and respectfully evaluate patients, focuses on the physical examination techniques and diagnostic procedures related to the general survey, vital signs, skin, head and neck, heart and peripheral vascular system, and the chest and lungs; The student learns to perform a physical examination and clinical procedures on patients in various settings and situations. Strategies for examining diverse populations and patients across the lifespan are explored as students become familiar with the assessment of the child from birth to adulthood, with an appreciation for the family's involvement. Special concerns of the elderly patient including the normal aging process, health, and wellness are addressed. Flipped classroom model along with lectures and group virtual and/or laboratory instruction and practice are utilized as well as encounters with patients in the clinical and/or virtual setting.

PA 623 - Patient Evaluation and Clinical Procedures 3 (4)

This third course in a series designed to enable the student to effectively and respectfully evaluate patients, focuses on the physical examination techniques and diagnostic procedures related to the abdomen, musculoskeletal system, nervous system, male and female genitalia, and mental status. The student learns how to perform a physical examination and clinical procedures on patients in a variety of settings and situations.Strategies for interacting with diverse populations and patients across the lifespan are explored. Special concerns of the elderly patient including the normal aging process, health, and wellness are addressed. Flipped classroom model along with lectures and group virtual and/or laboratory instruction and practice are utilized as well as encounters with patients in the clinical and/or virtual setting.

PA 624 - Patient Evaluation and Clinical Procedures 4 (5)

This is the final course of a four-course series designed to enable the student to effectively and respectfully interview and evaluate patients in a variety of settings and situations.This course builds on examination techniques and clinical procedures from previous patient evaluation and clinical procedures courses and focuses on adjustment of patient assessment techniques and procedures as they are performed in different clinical settings in a variety of settings including emergency medicine, internal medicine, family practice, pediatrics, hospice setting, surgery, critical care, and pain management settings. Flipped classroom model along with lectures and group virtual and/or laboratory instruction and practice are utilized as well as encounters with patients in the clinical and/or virtual setting.

PA 631 - Clinical Medicine 1 (4)

The three-course clinical medicine series provides the student with a body-system approach to diseases encountered in the practice of medicine and addresses pathophysiology, etiology, disease presentation, differential diagnosis, diagnostic studies and treatment. The units included in this course are dermatology, HEENT, pulmonary, cardiology, neurology, infectious disease, and hematology.Presentation of disease in patients across the lifespan is explored including pediatric and geriatric patients as well as those patients with disabilities.Case presentations and simulation activities are used to allow the student to practice the knowledge and skills learned in the classroom.

PA 632 - Clinical Medicine 2 (6)

The three-course clinical medicine series provides the student with a body-system approach to diseases encountered in the practice of medicine and addresses pathophysiology, etiology, disease presentation, differential diagnosis, diagnostic studies and treatment. The units included in this course are gastroenterology, endocrinology, GU, and reproduction including OB/GYN, renal, orthopedics, rheumatology, solid tumors, allergy, and psychiatry.Presentation of disease in patients across the lifespan will be explored including pediatric and geriatric patients as well as those patients with disabilities.Case presentations and simulation activities may be used to allow the student to practice the knowledge and skills learned in the classroom.

PA 633 - Clinical Medicine 3 (6)

The third course in the clinical medicine series is designed to provide the student with a body-system approach to diseases encountered in the practice of medicine within specific healthcare disciplines and settings and include emergency medicine, surgery, critical care, rehabilitation medicine and pain management.Disease presentation, differential diagnosis, diagnostic studies and treatment options germane to the setting and patient population will be addressed.Inclusion of the patient, family and other members of the healthcare team in the decision-making process will be stressed. Case presentations and simulation activities are used to allow the student to practice the knowledge and skills learned in the classroom.

PA 640 - Pharmacology 1 (2)

The clinical pharmacology courses are designed to provide the student with an understanding of the major drug classes. Discussion of pharmacokinetics, pharmacodynamics, pharmacogenetics, autonomic nervous system clinical therapeutics within the context of providing safe and effective pharmacologic treatment of dermatologic, cardiac, pulmonary, and infectious disease will occur. Emphasis is placed on the practical application and evaluation of drug actions on the functions of various organ systems of the human body and proper adjustment of medication for pediatric, pregnant and geriatric patients.

PA 641 - Pharmacology 2 (2)

The clinical pharmacology courses align with the topics in the clinical medicine courses and are designed to provide the student with an understanding of the major drug classes. Discussion of pharmacokinetics, pharmacodynamics, pharmacogenetics and clinical therapeutics within the context of providing safe and effective pharmacologic treatment of Heme/Onc, Neurology, GI, Bone, Rx writing, Rheumatology and Emergency Medicine patients will occur. Emphasis is placed on the practical application and evaluation of drug actions on the functions of various organ systems of the human body and proper adjustment of medication for pediatric, pregnant and geriatric patients. Practical experience with case presentations and medication prescribing is provided.

PA 642 - Pharmacology 3 (2)

The clinical pharmacology courses align with the topics in the respective clinical medicine courses and are designed to provide the student with an understanding of the major drug classes. Discussion of pharmacokinetics, pharmacodynamics, pharmacogenetics and clinical therapeutics within the context of providing safe and effective pharmacologic treatment of Psychiatric, Endocrinologic, Pain, Renal, OTC drugs, Surgical and Critical care patients will occur. Emphasis is placed on the practical application and evaluation of drug actions on the functions of various organ systems of the human body and proper adjustment of medication for pediatric, pregnant and geriatric patients. Practical experience with case presentations and medication prescribing is provided.

PA 643 - Pharmacology 4 (2)

The clinical pharmacology courses align with the topics in the respective clinical medicine courses and are designed to provide the student with an understanding of the major drug classes. Discussion of pharmacokinetics, pharmacodynamics, pharmacogenetics and clinical therapeutics within the context of providing safe and effective pharmacologic treatment of Pediatrics, Immunization, Geriatric, Obstetrics, Breast Feeding, Hospice and Palliative Care patients will occur. Case review of Rx writing, smoking cessation, food interactions with medicine, alcohol and smoking will occur. Emphasis is placed on the practical application and evaluation of drug actions on the functions of various organ systems of the human body and proper adjustment of medication for pediatric, pregnant and geriatric patients. Practical experience with case presentations and medication prescribing is provided.

PA 661 - Epidemiology and Public Health (2)

This three-course sequence in epidemiology, research and public health is designed to build a strong foundation in clinical research principles, critical appraisal skills, and evidence-based practice for Physician Assistant students. This first course in the series introduces the student to the concepts of evidence-based medicine and clinical research design and includes an exploration of the principles of epidemiological research and its application

to clinical care. The student learns how to identify a patient problem, prepare a well-constructed clinical question based on the problem, and perform a medical literature search that yields optimal results to answer the question. Methods for critically appraising the medical literature are emphasized throughout the course, as well as strategies for keeping up with new medical findings relevant to clinical practice. Students will be introduced to epidemiology, and public health. The social determinants of health will be reviewed.

PA 662 - Evidence Based Medicine Seminar 1 (2)

This three-course sequence in epidemiology, research and public health is designed to build a strong foundation in clinical research principles, critical appraisal skills, and evidence-based practice for Physician Assistant students. This second course advances students' ability to synthesize and present research findings. Students will participate in peer-led journal clubs, present literature reviews, and work toward a capstone project relevant to clinical practice. Emphasis will be placed on translational research and the role of PAs in contributing to and applying scientific knowledge in diverse healthcare settings.

PA 663 - Evidenced Based Medicine Seminar 2 (1)

This three-course sequence in epidemiology, research and public health is designed to build a strong foundation in clinical research principles, critical appraisal skills, and evidence-based practice for Physician Assistant students. This third course continues to provide students with a foundational and practical understanding of clinical research, evidence-based medicine (EBM), and the responsible use of artificial intelligence (AI) in healthcare. Emphasis is placed on developing the skills needed to navigate modern clinical information sources, evaluate study quality, and integrate research findings using established EBM frameworks. Through hands-on activities, case discussions, and guided literature reviews, students will gain confidence in using AI-enabled tools while maintaining clinical judgment and patient-centered care. Students will prepare a poster presentation highlighting their research.

PA 671 - Clinical Decision Making 1 (2)

This first of an on-going series designed to instruct the student in the use of critical thinking skills to effectively evaluate patients and provide quality patient care, provides the student with the opportunity to apply the knowledge gained in other courses to the assessment and care of patients across the lifespan, including preventative care, impact of social determinants of health and psychosocial issues, and maximization of health and well-being. A team-based learning approach is used to support the development of critical thinking skills necessary for the practice of medicine. Diagnosis and management decisions related to disorders and diseases of dermatology, HEENT, pulmonary, cardiology, neurology, infectious disease, and hematology/oncology are explored. The roles of other members of the healthcare team will be identified and incorporated into the learning modules.

PA 673 - Clinical Decision Making 2 (2)

This first of an on-going series is designed to instruct the student in the use of critical thinking skills to effectively evaluate patients and provide quality patient care. A team-based learning approach is used to support the development of critical thinking skills necessary for the practice of medicine.Diagnosis and management decisions related to disorders and diseases of gastroenterology, endocrinology, genitourinary, OB/GYN, nephrology, orthopedics, rheumatology, allergy/immunology, psychiatry, and solid tumors are explored.

PA 674 - Clinical Decision Making 3 (2)

The goal of this course is to provide the student with the opportunity to explore the team-based approach to clinical decision making for patients across the lifespan within the context of the patient's unique situation.

PA 675 - Cost-Effective Patient Care Seminar (1)

This first of an on-going three course series designed to instruct the student in the use of critical thinking skills to effectively evaluate patients and provide quality patient care, provides the student with the opportunity to apply the knowledge gained in other courses to the assessment and care of actual patients across the lifespan, including preventative care, impact of social determinants of health

and psychosocial issues, and maximization of health and well-being. Instruction is focused on appropriate documentation and guidelines for billing purposes including telehealth/telemedicine as well as risk management, resource utilization, and malpractice insurance.

PA 676 - Patient Safety Seminar (1)

This second of an on-going three course series designed to instruct the student in the use of critical thinking skills to effectively evaluate patients and provide quality patient care, provides the student with the opportunity to apply the knowledge gained in other courses to the assessment and care of actual patients across the lifespan, including preventative care, impact of social determinants of health and psychosocial issues, and maximization of health and well-being. Instruction is also focused on the professional and practical aspects of PA practice with a focus on addressing social determinants of health within a clinical patient encounter as well as ensuring patient safety and recognizing and minimizing medical errors.

PA677 - Transition to Clinical Practice Seminar (1)

This third of an on-going three course series designed to instruct the student in the use of critical thinking skills. Instruction is also focused on the professional aspects of the PA profession including credentialing, licensure and certification, and professional organizations.

PA 680 - Didactice Capstone (1)

Assessment of student knowledge, skills, and behavior will take place throughout the course to measure readiness for promotion to the clinical year. Evaluating the student's current status will allow for any necessary improvement plan. A professional portfolio is created in addition to a professional development plan for the clinical year that is based on assessment of current knowledge, skills, and behavior.

PA 681 - SCPE Core Internal Medicine (4)

This supervised clinical practice experience provides the student practical experience in the medical care of adult and geriatric patients. Under the supervision of a clinical preceptor, the student will apply knowledge gained in the didactic phase to the actual care of patients as a member of the interdisciplinary healthcare team. This experience emphasizes the coordination and collaboration of medical care in the inpatient and/or outpatient settings. The student will become familiar with the diagnosis, treatment and management of the adult medicine patient while taking into consideration the additional concerns of the adult and geriatric patient.

PA 682 - SCPE Core Family Medicine (4)

This supervised clinical practice experience provides the student with practical experience in the care of adult and pediatric patients in Family Practice setting under the supervision of a clinical preceptor the student will apply knowledge gained in the didactic phase to actual care of patients as a member of the interdisciplinary health care team. The emphasis of this experience is on the coordination and collaboration of Family Practice care. The student will become familiar with the diagnosis, treatment and management of the Family Practice patient while taking into consideration the additional concerns of the patient's family members and caregivers.

PA 683 - SCPE Core Pediatrics (4)

This supervised clinical practice experience provides the student with practical experience in the care of pediatric patients. Under the supervision of a clinical preceptor, the student will apply knowledge gained in the didactic phase to actual care of patients as a member of the interdisciplinary health care team. The emphasis of this experience is on the coordination and collaboration of pediatric care. The student will become familiar with the diagnosis, treatment and management of the pediatric patient while taking into consideration the additional concerns of the patient's family members and caregivers.

PA 684 - SCPE Core Women's Health (4)

This supervised clinical practice experience provides the student with practical experience in caring for female and pregnant patients. Under the supervision of a clinical preceptor, the student will apply knowledge gained in the didactic phase to the actual care of patients as a member of the interdisciplinary healthcare team. The emphasis of this experience is on the coordination and collaboration

of medical, gynecological, and prenatal and postnatal care for the female patient. The student will become familiar with the diagnosis, treatment, and management of the female patient while taking into consideration the additional concerns of the pregnant patient.

PA 685 - SCPE Core Psychiatry (4)

The supervised clinical practice experience provides students practical experience in the medical care of adult and geriatric patients. Under the supervision of a clinical preceptor, the student will apply knowledge gained in the didactic phase to the actual care of patients as a member of the interdisciplinary healthcare team. This experience emphasizes the coordination and collaboration of medical care in the inpatient and or outpatient settings . The students will become familiar with the diagnosis, treatment and management of the psychiatric patient.

PA 686 - SCPE Core Surgery (4)

This supervised clinical practice experience provides the student with practical experience in the surgical care of patients. Under the supervision of a clinical preceptor, the student will apply knowledge gained in the didactic phase to the actual care of patients as a member of the interdisciplinary healthcare team. This experience emphasizes the coordination and collaboration of surgical care in the pre-operative, intra-operative, and post-operative settings. The student will become familiar with the diagnosis, treatment, and management of the surgical patient.

PA 687 - SCPE Core Emergency Medicine (4)

This supervised clinical practice experience provides the student with practical experience in the care of Emergency Medicine patients. Under the supervision of a clinical preceptor, the student will apply knowledge gained in the didactic phase to actual care of patients as a member of the interdisciplinary health care team. The emphasis of this experience is on the coordination and collaboration of emergency care. The student will become familiar with the diagnosis, treatment and management of the emergency room patient while taking into consideration the additional concerns of the patient's family members and caregivers.

PA 690 - Clinical Capstone (1)

Assessment of student knowledge, skills and behavior provides an overall summative measurement to determine readiness for clinical practice. This summative evaluation will document individual achievement of the program level student learning outcomes and evidence of meeting the program's competency expectations to determine if the student has the broad and specific knowledge, skills and behaviors expected of an entry-level clinical PA. The student submits a completed Clinical Year Matrix, documenting exposure to patients. The student completes the Professional Development (Improvement) Plan and submits a Professional Portfolio.

PA 691 - SCPE Elective (4)

This supervised clinical practice experience provides the student with patient care experience in a chosen specialty. This experience will take place in an inpatient or outpatient (specialized) practice setting offered by the PA program. Under the supervision of a clinical preceptor, the student will incorporate knowledge and skills gained in the didactic phase of the program and the SCPE courses to the care of patients as a fully integrated member of the interdisciplinary health care team. The clinical practicum enables the student to develop and demonstrate the knowledge, skills and behaviors consistent with an entry-level clinician and as such will take place during the final two clinical time slots.

PA 692 - SCPE Elective Clinical Practicum (4)

This supervised clinical practice experience provides the student with patient care experience in a chosen specialty. This experience will take place in an inpatient or outpatient (specialized) practice setting offered by the PA program. Under the supervision of a clinical preceptor, the student will incorporate knowledge and skills gained in the didactic phase of the program and the SCPE courses to the care of patients as a fully integrated member of the interdisciplinary health care team. The clinical practicum enables the student to develop and demonstrate the knowledge, skills and behaviors consistent with an entry-level clinician and as such will take place during the final two clinical time slots.

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 - Psychological Social & Spiritual Development in 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 &Theological 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 arguments. 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 Kierkegaard, 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 Philosophy (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 Philosophy (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 a 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 Philosophy (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.

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 and range 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 are covered. Lecture: 3 hours; laboratory: 3 hours. Prerequisite: Math 149.

Prerequisite: MATH149.

PHYS 149L - Lab: General Physics I (0)
Lab

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, MATH151. Corequisite: PHYS153L.

PHYS 153L - Lab:General Physics II (0)
Lab

Corequisite: PHYS153.

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. Satisfies Outcome 9 of the General Education Curriculum.

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. Prerequisite: PS105

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 440 - (4)

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 - Introduction to Psychology (3)

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. Satisfies Outcome 9 of the General Education Curriculum.

PSY 200 - Developmental Psychology (3)

This will study prenatal development through middle and late adulthood, including geriatric and late in life issues from a developmental perspective. The biological, psychological, and social factors within the context of diverse cultural systems 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 successful aging will be explored. Research and knowledge acquired from other disciplines will be incorporated to more fully understand the broad sociocultural factors influencing development at all phases of the lifespan. Prerequisite: PSY100

PSY 201 - Seminar in History & Systems of Psychology (3)

This course surveys and provides an overview of the history and development of psychology, from the emergence from its philosophical and physiological roots in Ancient Greek and modern philosophy, through the development of modern science, as well as the movement into historical schools of psychology, including Structuralism, Functionalism, Gestalt, Behaviorism, Psychoanalysis, and Humanism. Influences of this history and these schools on present conceptions of psychological practice will be explored.

PSY 207 - Industrial Organizational Psychology (3)

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. Pre-Requisites: PSY100 and PSY200

PSY 209 - Understanding Self & Others (3)

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 - Introduction to Forensic Psychology (3)

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. Pre-Requisites: PSY100 and PSY200

PSY 217 - Community Psychology (3)
In contrast to traditional approaches to Psychology focused on individuals, Community Psychology examines individuals in so far as they are fundamentally influenced by, and act upon, their environments. This course explores the meanings of community and research methods typically utilized by community psychologists to further develop knowledge in this area. It also explores how human diversity, identity development, acculturation, oppression, empowerment, and social justice are important factors in understanding the integral relationship between individual psychology and community dynamics.

PSY 230 - Research Methods & Statistics I (4)
Introduces core research methods and statistical techniques used in psychology. Non-experimental methods including observation, correlation, surveys, and ex-post-facto studies are reviewed. The scientific method and research process, including controlling variables, descriptive statistics, as well as ethical issues related to research, are featured in the first part of this course. The second part examines experimental research design and inferential statistical analysis. Additional topics include hypothesis testing, understanding and selecting appropriate statistical designs, validity and reliability, confound control, data collection, analysis, and interpretation. A laboratory component will be included that meets outside of normal class hours. This additional portion of the courserequires students to complete a project that applies theoretical concepts learned in the lecture portion of the course.

Corequisite: PSY230L.

PSY 230L - Research Methods & Statistics I Lab (0)
Lab for Research Methods and Statistics

Corequisite: PSY230.

PSY 250 - Counseling & Spirituality (3)
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 309 - Cognitive Processes (3)
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. Pre-Requisites:

PSY 320 - Personality Theory (3)
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.

PSY 331 - Biological Basis of Behavior (3)
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.

PSY 340 - Abnormal Psychology (3)
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.

PSY 400 - Seminar in MultiCultural/Gender Studies (3)
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.

PSY 403 - Seminar in Social Psychology (3)
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.

PSY 405 - Seminar in International Cultural Issues in Psychology (3)
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.

PSY 407 - Psychology of Racism (3)
This course explores new definitions of race and ethnicity such as described in the Racial Iceberg Theory put forward in Marcus Moya. Using interdisciplinary essays, we will survey how the history of the United States influences the concept of race in 2018. Careful attention will be paid at the beginning of the course to establish a safe classroom environment where people speak from their own experience. Emphasis will be placed on the distinction between "safe" versus "comfortable" discussions of race.

PSY 490 - Senior Research Seminar (3)
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.

PSY 491 - Independent Study (3)
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.

PSY 495 - Internship (3)
The student completes a required internship of at least 90 hours at a placement site approved by a faculty member. Approved internships will be at sites which provide experiences that promote the application of psychological principles to the real world. Sites should 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. Prerequisites: Psychology major with senior status, approval of site by Chair or designated faculty member. Prerequisite: Psychology major with senior status, approval of site by Chair or designated faculty member.

PSY 499 - Special Topics (3)
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 school counseling, including professional roles and functions, history and trends, and the principles of school counseling.

PSY 604 - Organization, Administration, & Consultation in School Counseling (2)
This course focuses on the organization and management of comprehensive school guidance and counseling programs and introduces the student to topics relevant to successful school counseling programs such as curriculum development; program development; and consultation, coordination, and collaboration in student services in elementary, middle, and secondary schools.

PSY 606 - Early Childhood, Childhood & Adolescent Development & Behavior (3)
This course will provide an overview of child and adolescent development with a focus on the educational and social implications of developmental diversity. Instructional modes will include lecture, discussion, media, research, and case study-based projects.

PSY 615 - Ethical & Legal Standards in Counseling (3)
This course provides an in-depth study of the ethical and legal standards of the American Counseling Association and related entities, and application of ethical and legal considerations in professional counseling.

PSY 618 - Social & Cultural Foundations of Counseling (2)
This course provides an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society 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."

PSY 619 - Psychological Issues for Special Needs Population (3)
This course will address counseling strategies and interventions designed to assist school-aged children with an emphasis on special needs populations. The course is designed to help students develop skills in interviewing, effective communication and rapport building essential to the therapeutic relationship.

PSY 620 - Helping Relationship in Counseling (3)
This course provides a broad understanding of the philosophic bases of the helping processes, basic and advanced helping skills and client and helper self-understanding and self-development. Students will also learn counselor characteristics and behaviors that influence the helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientation and skills.

PSY 621 - Introduction to Forensic Psychology (3)
This course provides an overview of the field of forensic psychology, its history and impact in today's world. The focus is on the relationship between law and psychology, the mental health system, mental illness and criminal conduct. It also focuses on discussion of the ethical and legal conflicts and dilemmas a forensic practitioner might encounter working within the legal system. Ways to resolve such conflict, including standards applicable to the science and practice of forensic psychology and the role of the expert and fact witness outside of the clinical realm, are considered.

PSY 622 - Violence And Risk Assessment (2)
This course focuses on risk assessment within the context of prediction, supervision and intervention in both a correctional and mental health setting. Special topics include family, workplace and school violence assessment of various legal competencies, the insanity defense and assessment of dangerousness.

PSY 623 - Trauma & Crisis Intervention (2)
This course addresses theories, research studies and assessment techniques relating to the various types of trauma such as childhood abuse, combat experience, surviving a natural disaster and exposure to life-threatening incidents (such as those likely experienced by victims of crime and law enforcement and emergency services personnel). Students will be taught crisis intervention techniques concerning the treatment of trauma related difficulties, acute stress and post-traumatic stress disorder. Prerequisite: PSY 633.

PSY 624 - Psychological Assessment Forensic Psychology I (3)
This course focuses on the selection, administration, scoring and interpreting of psychological assessments and their utilization in forensic settings, with particular emphasis on assessment of neurological integrity and intellectual, cognitive and academic functioning for children, adolescents and adults.

PSY 625 - Psychological Assessment Forensic Psychology II (3)
This course focuses on the selection, administration, scoring and interpreting of psychological assessments and their utilization in forensic settings, with particular emphasis on assessment of personality, behavior disorders, ADHD, and psychiatric symptoms for children, adolescents and adults.

PSY 626 - Evaluation & Treatment of Juvenile Offenders (3)
This course examines the psychological origins and dynamics of criminal behavior from the viewpoint of psychological theories and the psychological factors leading to the causes, assessment, classification and treatment of juvenile offenders. It explores psychological theories related to the etiology, development and prediction of juvenile delinquency and types of intervention possible within the criminal justice setting. The role of the forensic specialist in the juvenile justice system will also be addressed. Prerequisite: PSY 625.

PSY 627 - Evaluation & Treatment of Adult Offenders (3)
This course extends the examination of the psychological origins and dynamics of criminal behavior from the viewpoint of psychological theories and the psychological factors leading to the causes, assessment, classification and treatment of adult offenders. It explores psychological theories related to the etiology, development and prediction of violent crime and types of intervention possible within the criminal justice setting. Treatment of the different types of offender populations (antisocial personality, female offenders, sex offenders, offenders with developmental 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 Behavior (2)
This course applies social psychology knowledge in the context of cultural sensitivity to the study of crime and criminal behavior. Theories of causation and social reaction to crime and criminals will be discussed.

PSY 629 - Social Emotional Learning and Educational Leadership (3)
Since the goal of educators is to serve the students by fostering the development of academic, intellectual, emotional and social success, it is imperative that the school leader supports teachers in this effort and creates and maintains the type of school environment that

fosters student success and cultural awareness. Research has shown that learning and work productivity are enhanced in environments that are safe, caring and supportive. In this course, students will explore how this environment is created in schools so that they can apply this learning to their leadership practice. Based on the theories of emotional intelligence, group dynamics and leadership, participants will develop skills in self-awareness, empathy, effective communication, team building, decision-making and conflict management.

PSY 630 - Behavior Modification and Counseling (3)

This course focuses on the principles and procedures of behavior modification for weight management. Students will develop theoretical and practical knowledge in the following areas as applied to weight management: observing and recording; recognizing instances of reinforcement extinction and punishment and their likely long-term effects; interpreting behavioral episodes relevant to weight management in terms of behavioral principles and procedures; and designing, implementing and evaluating behavior modification programs for weight management for individuals and groups. Pre-requisite: PSY 620

Prerequisite: PSY620.

PSY 631 - Research Methods & Program Evaluation (3)

A study of research methods used in psychology with a focus on applied, clinically-oriented research. Students will study methods of outcome assessment and program evaluation. Throughout the course, students will have experience reading and evaluating research. An original research study will also be conducted. Prerequisite: undergraduate statistics and research methods in psychology.

PSY 633 - Counseling Theory & Methods I (3)

Major contemporary counseling theories and their application in a variety of counseling interventions will be studied and practiced. Focus will be on the development of basic and advanced counseling skills and procedures and refinement of the skills needed in providing counseling interventions. Prerequisite: PSY 620.

Prerequisite: PSY620.

PSY 634 - Counseling Theory & Methods II (3)

A study of counseling as a form of professional assistance in problems of development and adjustment. Provides the basic skills necessary for effective interaction and communication in a variety of situations, with the emphasis on individual counseling. Includes practical experiences such as role playing, audiotaping, and videotaping, critiquing, and test interpretation. Research on the effectiveness of techniques and models of counseling will be emphasized. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 635 - Psychometrics (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 Communication (3)

A critical examination of the processes operating in various types of groups. Emphasis on social and psychological principles relevant to individuals in groups, and on developing effective group consultation skills. Prerequisite: PSY 633.

PSY 639 - Human Growth & Personality Development (3)

A comprehensive review of theories and methodologies in developmental psychology. Topics include changes that occur with age in cognition and perception,but emphasis is placed on social and personality development. Models of social and personality development are critically discussed in light of their research support and application to counseling.

PSY 641 - Psychopathology & Diagnosis (3)

An examination of abnormal behavior, including an introduction to the etiology, diagnosis, and treatment of psychological dysfunction. This course will be an in-depth analysis of psychopathologies as they relate to the use of current diagnostic systems as a formulation for classification of disorders and choice of appropriate treatment. The student will acquire a working knowledge of the DSM, including its multi-axial classification system, and will develop the ability to diagnose the various mental disorders on the basis of a comprehensive diagnostic interview. No prerequisite required.

PSY 642 - Treatment Planning (3)

Building on the knowledge developed in psychopathology and diagnosis, this course provides students the ability to conceptualize client presentation and select appropriate counseling interventions. Skills taught involve establishing appropriate counseling goals, designing intervention strategies, evaluating client outcomes, and successfully terminating the counselor-client relationship. Prerequisite: PSY 641.

Prerequisite: PSY641.

PSY 643 - Career Development & Occupational Opportunities (3)

An examination of the theories, processes, and determinants of vocational choice and adjustment. Life stages and career patterns in personal and vocational development will be explored. Occupational structure and trends; job and worker analysis; occupational classifications; sources of occupational and educational information for use in guidance, counseling, personnel selection, and career development programs will be discussed. Prerequisite: PSY 635.

PSY 645 - Family & Marriage Counseling (3)

This course will focus on theoretical approaches to understanding the role of the family in treating substance abuse, as well as the impact of substance use disorders on the family unit and significant others. Graduates will learn evidence-based theoretical approaches to addiction-focused counseling, and how those approaches directly apply to substance use and abuse as well as the impact of the family unit through a biopsychosocial framework. Graduates will review current research focused on motivational methods of working with families of substance abuse clients and related issues of crisis intervention, relapse prevention, and ethical concerns. Graduates will learn how to administer intake assessments and screening tools to determine client readiness, designated improvement areas, appropriate theoretical approach, and overall course of treatment as well as documenting intake data. Graduates will learn to effectively provide psychoeducation to family members on how to sustain healthy relationships, and how family members can engage in the recovery process.

Prerequisite: PSY633.

PSY 647 - Counseling of the Aged (3)

This course will develop an understanding of the physical and psychological changes associated with aging. Factors associated with lifestyle changes for the aged will be considered with a focus on how to help individuals and families cope with successful aging. Provides the helping professional with specific counseling skills 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. Survey of counseling techniques through case study analysis involving a holistic 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 intervention models with substance-abusing clients including evidence-based treatment approaches, modalities, and philosophies,

including individual, group, family, therapeutic communities, community involvement, Alcoholics/Narcotics Anonymous, residential treatment, outpatient approaches, and comparative theories. Through a multicultural and social justice lens, Graduates will receive an overview of various forms of addiction as well as addiction treatment, recovery, and relapse prevention. Graduates will examine current statistical data relevant to substance abuse and addiction. Graduates will learn current counseling approaches and intervention models in chemical dependency treatment, and determine treatment approaches for various case situations. Graduates will learn to conduct client intakes and foster effective therapeutic relationships. Graduates will learn to structure sessions based on the client's progress, derived from ongoing biopsychosocial assessment. Graduates will learn ethical and legal considerations for counseling, and engage in personal growth as well as professional growth within psychology relevant to CADC certification.

Prerequisite: PSY633.

PSY 653 - Multicultural Counseling (3)
This course will focus on the role of culture in counseling and the skills necessary for counselors to work effectively in our contemporary, culturally pluralistic world. Students will study issues and concepts of cross-cultural counseling common to most culturally different groups in the United States, as well as study guidelines and methods for counseling specific minority 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 evaluating traditional and feminist strategies and/or theories of application. Issues to be explored from both an individual and group perspective include: rape and date rape, domestic violence, hormonal changes and development, confronting life-threatening illness, assertiveness and communication in relationships, work and mothering as well as other current concerns in the ever-changing development of women'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 and social issues related to human sexuality in health and illnesses are presented. Clinical techniques and therapeutic tools, research on outcome, special clinical problems as well as theoretical parameters on sexual functioning and marital relationship will be discussed. Prerequisite: PSY 633.

PSY 659 - Counseling Children & Adolescents (3)
This course will address the disorders and difficulties of children and adolescents and the treatment of these disorders. The course will include the process, theories, techniques and materials used in counseling children and adolescents. Individual, group and family intervention techniques will be 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 theoretical and research areas of the field, with a specific focus on the role of spirituality in physical and mental health. The second part will focus on the integration of spirituality in the therapeutic context, covering such topics as conduction of a genogram with respect to spirituality and ways of incorporating spirituality into treatment planning. Prerequisite: PSY 633.

PSY 662 - Bereavement Counseling (3)
This course will include a presentation of bereavement counseling, interventions that are appropriate for special populations and atypical losses (for example suicide). Students will be encouraged to examine their own attitudes toward loss and history of personal issues. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 663 - Sports Psychology (3)
This course will provide an overview of counseling issues for athletes, teams, and performance enthusiasts. Students will study issues and concepts related to

motivation, stress management, and performance enhancement. Issues associated with career transitions and athletes are discussed. The course examines the physical, mental, emotional, and social issues relative to exercise performance as a component of a healthy lifestyle and provides additional understanding of behavior change strategies that foster the development of a healthy lifestyle. Prerequisite: None.

PSY 671 - Counseling Theory & Methods III Practicum (3)
Closely supervised therapeutic counseling with individuals, translation of theory into practice, clinical and professional techniques and issues. Students must complete the practicum application 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 and services available in schools, clinics, hospitals, rehabilitation and employment settings and other public and private agencies serving psychologically and physically disabled individuals and their families. Instructional modes will include discussion, research and field-based projects.

PSY 680 - Intro to Student Affairs in Higher Education (3)physician
This course provides an in-depth introduction to the profession of student affairs and the division'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, and 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 current interest 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 the field of counseling psychology.

PSY 691 - Counseling Theory & Methods IV (3)
The field experience is designed to provide students with practical experience in an applied setting under the supervision of qualified mental health professionals. This will involve the application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. Students must complete the field experience 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 with practical experience in an applied setting under the supervision of qualified mental health professionals. This will involve the application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. Students must complete the field experience 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 a"theme",writing and presenting the professional portfolio.

PSY 697 - Culminating Requirement (0)
Culminating Requirement

PSY 699 - Culminating Project (3)

PSY 700 - Developmental Aspects of Behavior (3)
This course traces human development throughout the lifespan, including prenatal, infancy, toddlerhood, childhood, adolescence and adulthood. The goal of the course is the acquisition of knowledge of the foundational theories of development across the lifespan. Topics include: psychosocial development, cognitive development, biological development, and motivational development. In addition, students should become knowledgeable of observable developmental milestones for each era, within the traditional domains of behavior (i.e., cognitive, social/relational, emotional, motivational and physical/biological).

PSY 701 - Social Aspects of Behavior (3)
This course provides a comparative analysis of the major theories of social psychology and the empirical research supporting those theories. Central theories of social psychology are covered in depth such as; social learning, person perception, attitudes and attitude change, group dynamics, and social structure. Areas of social psychology that align with our program-specific competency of social justice are emphasized. These areas include bias, discrimination, and prejudice.

PSY 799 - Elective Practicum V (0)
An elective supervised practicum as a continuation of PSY 735: Doctoral Practicum IV. Prerequisite: PSY 735.

Prerequisite: PSY735.

PSY 702 - Recent and Advanced Theories of Personality (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 704 - Cognitive and Affective Aspects of Behavior (3)
This course will explore theoretical and empirical research related to cognitive and affective aspects of behavior. Cognitive topics include memory, attention, perception, problem solving, and language. Affective topics include affect, mood, and emotion. The cognitive and affective topics will lead to an understanding of the connection and integration of the two, including topics such as the cognitive regulation of emotion. Topics will be presented in the overall context of learning theory and affect regulation and emphasis will be placed on how they can be applied to psychotherapy.

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 of 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 Psychometrics (3)
Students will develop a thorough understanding of psychological measurement theory and techniques. Concepts include reliability, validity, utility, error, bias, group norms, standardization, and item analysis, Principles and practices in test construction, use and evaluation will also be covered. Course content will explore clinical applications, such as the measurement of intelligence, psychopathology and personality. Class

discussion centers on the ethical use of psychometrics, forensic assessment, and controversies within this field of study.

PSY 712 - Advanced Cognitive and Personality Assessment (3)

This course involves training in the administration, scoring, interpretation and reporting of the most commonly used instruments for assessing cognitive ability and personality. Assessment instruments include the WAIS-IV, WISC-V, MMPI-2/MMPI-2-RF, MCMI-III, and selected projective measures. The impact of culture on assessment, methods of incorporating test results into psychological reports, and ethical issues pertaining to assessment will be examined. The development of rapport, interviewing skills, and structured history-taking will also be covered.

PSY 714 - Advanced Child and Adolescent Psychopathology (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 Counseling 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 Counseling (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 - Applications of Social Justice in Psychological 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 - Advanced Research Methods and 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 and Program Evaluation Research (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 - Supervision and Consultation for Counseling Psychology (3)
This course explores the theories and techniques of supervision, and inter-professional/ interdisciplinary principles related to consultation as a counseling psychologist. Students will practice delivering supervision and participate in peer supervision. In addition, students will learn about opportunities for psychologists to consult and collaborate with other professionals in health service psychology and practice consulting skills.

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 - Doctoral Practicum 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 Internship 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 (0)
A continuation of PSY 736: Doctoral Internship I. Prerequisite PSY 736.

Prerequisite: PSY736.

PSY 740 - Doctoral Dissertation I (1)
The Doctoral Project provides an opportunity for the consolidation of the student's knowledge and understanding of current research and thought in counseling psychology, and to demonstrate the student's own professional development. The project is initiated by the student under the guidance of the student's Doctoral Project Committee. The Committee has 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 Dissertation II (3)
A continuation of PSY 740: Doctoral Project I. Prerequisite PSY 740.

Prerequisite: PSY740.

PSY 744 - Doctoral Dissertation III (3)
A continuation of PSY 742: Doctoral Project II. Prerequisite PSY 742.

Prerequisite: PSY742.

PSY 746 - Doctoral Dissertation IV (3)
A continuation of PSY 744: Doctoral Project III. Prerequisite PSY 744.

Prerequisite: PSY744.

PSY 748 - Inter-Semester Practicum (0)
This course will be taken when: a) Students taking a spring semester practicum course continue at their training site for a significant time period past the end of the Spring semester, or b) students taking a fall semester practicum course being at their training site for a significant time period prior to the start of the fall semester.

REL - Religious Studies

REL 101 - Introduction to Religious Studies (2)
What is religion? Are there different ways to define religion? What are the best ways to study the various religions of the world, including their sacred texts, beliefs, rituals, and moral codes? These are the types of questions we'll explore in this course, focusing on the various scholars of religion throughout history.

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 - God and the World Before Jesus (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 Jewish Life of Jesus (4)
This course will explore the Christian Bible, including the Hebrew Scriptures (or "Old Testament") and the New Testament. Special focus will be given to the historical context in which the texts were originally developed, various ways to interpret and appreciate the texts, and how the texts have shaped (and continue to shape) the Christian community.

REL 115 - Living as Nature (3)
Did you know that our bodies are made of elements that were formed in stars? Or that there are trillions of nonhuman creatures living inside our bodies, making human life possible? Or that ocean life and plants help make the atmosphere conducive to animal life? In this class, we will explore these ideas and many more, all in an effort to highlight how humans are part of a broader community of living creatures on Earth.

REL 120 - Controversial Questions II (3)
Does God exist? If God does exist, why is there so much suffering in the world? Is religion compatible with science? What does it mean to be human? These are the sorts of questions we'll explore in this course. While we will draw on sources from a variety of religions, including Christianity, this is not a course about convincing people of the truth of any religion in particular. It's about an open and honest exploration of controversial questions. Satisfies Outcome 6 of the General Education Curriculum.

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 150 - World Religions (4)
This course will explore different religions of the world, including the "major" religions and spiritual pathways of the East (e.g., Hinduism, Buddhism, Sikhism, Shintoism) and the West (Judaism, Christianity, Islam) as well as indigenous religious and spiritual pathways (e.g., of the Americas and Africa).

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 - Hispanic Spirituality Culture Expression of 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.

REL 115MP - Introduction to Evangelization (4)

This course presents a challenge to all baptized Christians to renew their conversion to Christ. It will examine and discuss significant contributions to defining Catholic evangelization, including; biblical warrants, church documents, papal teachings and select publications by Catholic scholars and ministry leaders. The course challenges Christians to move from fragmentation to unity; maintenance to mission; and rugged individualism to solidarity. A historic review of the development of Catholic evangelization, and Pope Benedict's continued teachings on the subject. Discussion of methods and programs for evangelization in parish ministry will also be explored, as well as how Catholics can evangelize in the daily activities of life, e.g., at home and in the market place.

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 – 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 245 - Ecology and Faith (4)

This course explores the relationship between different religious traditions and the human relationship to the

world around us, especially the natural environment and other living creatures. We will consider pressing environmental concerns, such as climate change, energy usage, access to potable water, and food production. While the focus will be on various Christian understandings of creation and human responsibility, other religious and spiritual traditions will also be considered.

REL 255 - Environmental Ethics (4)

This course explores the relationship between different religious traditions and the human relationship to the world around us, especially the natural environment and other living creatures. We will consider pressing environmental concerns, such as climate change, energy usage, access to potable water, and food production. While the focus will be on various Christian understandings of creation and human responsibility, other religious and spiritual traditions will also be considered.

REL 299 - Catholic Social Learning (4)

This course introduces students to central themes of ethics and morality, including common ways of answering the questions "What should we do?" and "What does it mean to be a good person?" There is also a special focus on the emphasis on social justice in Catholic Social Teaching. After exploring basic issues in ethics and morality, students will be introduced to different types of applied and practical ethics, such as environmental ethics, business ethics, bioethics, and distributive justice (these will vary from semester to semester). This course also has a service-learning component in which students will have the opportunity to explore various types of service within and on behalf of the community. Satisfies Outcome 8 of the General Education Curriculum.

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 and historical 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 - Love and the Human Person (4)

This course will present the nature of charity in relation to the human person from both philosophical and theological perspectives. That is charity - caritas? What is personhood? And how are charity and personhood intertwined, especially in the context of spirituality? These are some of the questions that the course will explore. Satisfies Outcome 9 of the General Education Curriculum.

REL 230 - Religious Education: Skills and 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 contemporary 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 - Exploring the Basics of Judaism, Christianity, and Islam (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 Outcome 7 of the General Education Curriculum.

REL 239 - What is 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 from the 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 today's society. Satisfies Cluster 4 General Education requirement.

REL 250 - Controversial Issues (4)
''War, good God y'all, what is it good for?'' Motown artist Edwin Starr asked this question and answered emphatically, ''Absolutely nothing!'' The east coast rapper Notorious B.I.G said that ''mo money'' meant ''mo problems''. The rap trio Salt-N-Pepa said it was a good idea to talk about sex. In 'The Lion King', Mufasa praised the ''circle of life'' and said that we all need to find our place within it. In this course, we'll draw upon Catholic Social Teaching to explore controversial topics such as abortion, racism, sexism, global warming, poverty, war, homosexuality, and other topics that frequently end friendships. The aim is to challenge ourselves to think critically about these topics and develop our own views in conversation with others who disagree with us.

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 individuals' and communities' 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. Satisfies Outcome 9 of the General Education Curriculum.

REL 265 - Religions of the East (4)
This course will explore different religions of the world, including the "major" religions and spiritual pathways of theEast (e.g., Hinduism, Buddhism, Sikhism, Shintoism) and the West (Judaism, Christianity, Islam) as well as indigenous religious and spiritual pathways (e.g., of the Americas and Africa).

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 women's roles and experiences in various religious traditions. Consideration will be given to women in sacred scriptures and in the institutional development of religious traditions. This course includes a look at how religion helps form women'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 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

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 - Becoming a Good Person (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 moral theology will be explored.

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 contemporary 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 - 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.

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 285MP - Evangelization Integration Seminar (2)
Integration of the various theological and pastoral disciplines encountered in the program, using ''Pastoral Project'' or ''Case Study'' methodologies. Submission and approval/acceptance of the final project complete the program requirements.

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 (4)
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 - The Problem of Evil (4)
If God is good, why is there so much suffering in the world? This question has been asked for thousands of years. In this course, we'll discuss the problem of evil in its various forms (e.g., logical, evidential, existential). We'll also consider more recent challenges (e.g., evolutionary theory) that make the belief in a perfectly good God more difficult still. Students will encounter various responses to problems of evil, including attempts to argue that God is perfect in every conceivable way despite evil's existence to claims that God is not perfectly good and should be accused of evil-doing. The goal of the course is not to solve the problem of evil; it is rather to understand its contours and critically evaluate the various responses the problem has received from Christian philosophers and theologians.

Crosslisted as: SEU220.

REL 320 - What Do Christians Believe (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 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 and philosophical 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 - What Do Christians Believe (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.

REL 491 - Internship (0)
A non-traditional academic experience enabling the student to apply religious studies 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 religious studies majors. Registration requires departmental approval and good academic standing. 2 credits.

SEU - General Education

SEU 100 - Founding in Literacy (4)
Designed for students who specifically need enrichment in literacy skills sets, the course will comprise 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 SEU Essentials ePortfolio will be incorporated for the students involved. Must be taken with the aligned 2 credit context lab, SEU100CL. Note: Basic Writing Placement students only. Co-requisite: SEU100CL. 4 Credits.

Corequisite: SEU100CL.

SEU 100CL - Foundation in Literature 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 SEU100. Must be taken with the aligned section of SEU100. Note: Basic Writing Placement students only. Co-requisite: SEU100. 4 Credits.

Corequisite: SEU100.

SEU 101 - Critical Thought (2)
This course is designed to help students learn key cognitive skills useful for everyday problem solving. A problem-based learning approach will be used to explore the reasoning, judgement and knowledge base necessary to solve a community problem. Students will work in small groups to assess the community problem and devise a well-reasoned and implementable strategy through assessing facts, data and other important information.

SEU 101EOF - Critical College Mind in the info Age (0)
What does it mean to be a successful 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 helps students to develop and hone foundational critical thinking skills for their lives as college students and beyond. 0 credits, Pass/Fail.

SEU 102 - Critical Thought - Self and Society (2)
What does it mean to be a critical thinker about one's role in society, and one's pathway in life, especially during these unprecedented times And why is critical thinking about self and society, and in life, in general, more important than ever? Using timely and relevant examples drawn from civics and personal and career pathway discernment, this course helps students to develop and hone foundational critical thinking skills. 2 credits

SEU 103 - Rise Achievement Program I (4)
Specifically designed for the Rise Achievement Program. This course introduces students to essential information and proficiencies for success in both college and career. 0-4 credits, Pass/Fail

SEU 104 - Fastrak (4)
This course provides students with a comprehensive foundation for college success. The course focuses on developing both academic and non-academic skills that are keys to students' preparedness for college-level work and ability to navigate the college environment. Students will be required to work in teams, as well as complete individual assignments. Final grades will be PASS or No Credit (NC). 4 credits.

SEU 105 - Modern Math (2)
This course covers the essentials of college algebra, and finite math presented in the context of real world applications, including linear programming, mathematical modeling, compound interest, and fractals. Key modules focus on financial literacy. Pre-Requisite: MATH096 and/or Basic Algebra Placement.

Prerequisite: MATH096. Crosslisted as: MATH100.

SEU 110 - Integrated Literacy I (4)
Designed for all students, the course will comprise 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 SEU Essentials ePortfolio will be incorporated for the students involved. Must be taken with the aligned 2 credit context lab, SEU110CL. Prerequisite: English Composition I Placement, or SEU100. Co-requisite: SEU110CL. 4 Credits.

Corequisite: SEU110CL.

SEU 110CL - Integrated 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 SEU100. Must be taken with the aligned section of SEU110. Prerequisite: SEU110 placement or SEU100. Co-requisite: SEU110. 4 Credits.

Corequisite: SEU110.

SEU 120 - Integrated 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 SEU Essentials ePortfolio will be incorporated for the students involved. Must be taken with the aligned 2 credit context lab, SEU120CL. Prerequisite: SEU110. Co-requisite: SEU120CL. 4 Credits.

Prerequisite: SEU110. Corequisite: SEU120CL.

SEU 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 SEU120. Must be taken with the aligned section of SEU120. Prerequisite: SEU110. Co-requisite: SEU120. 4 Credits.

Corequisite: SEU120.

SEU 195 - Writing Seminar (4)
Designed for all transfer and continuing studies students who are exempt from taking SEU110 and SEU120, 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 (e-portfolio) regarding the general education experience. Prerequisite: English Composition I and II at an accredited institution. 4 Credit

SEU 197 - (0)

SEU 210 - Global Perspectives (4)

Designed for all students, this is an interdisciplinary or multidisciplinary team taught course where students will be invited 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 and 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 SEU Essentials Element II Outcome 2.1 Prerequisite: (SEU110) 4 Credits

SEU 220 - Ways of Knowing (4)

Designed for all students, this is an interdisciplinary or multidisciplinary team taught course where students will be invited 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 investigation, 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 organize and interpret qualitative and quantitative data. Meets SEU Essentials Element II Outcome 2.2 and satisfies the college-level mathematics requirement where the course code includes "M" suffix. Prerequisite: (SEU110) 4 Credits

Prerequisite: BUS100. Crosslisted as: ED101, REL313, SOC101.

SEU 220M - Ways of Knowing CSI at SEU (4)

Designed for all students, this is an interdisciplinary or multidisciplinary team taught course where students will be invited 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 investigation, 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 organize and interpret qualitative and quantitative data. Meets SEU Essentials Element II Outcome 2.2 and satisfies the college-level mathematics requirement where the course code includes "M" suffix. Prerequisite: (SEU110) 4 Credits

SEU 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 or three disciplines, students will learn about the characteristics of emotionally healthy 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:(SEU110) 4 Credits

SEU 299 - Special topics (1)

This course will permit students to take an elective in General Education that focuses on a different topic each time it is offered in alignment with General Education Learning Outcomes, or an internship. Topics will vary.

SEU 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 SEU 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 SEU300SL and they must pass the aligned lab in order to pass the course. Prerequisite: SEU110 and at least one of: SEU210, SEU220 or SEU230, or permission from the Director of General Education. 4 Credits

SEU 300SL - Integrated Service Learning Lab (0)
Taken concurrently with SEU300, this is the integrated 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 SEU300. Co-requisite: SEU300. This course cannot be taken independently of SEU300.

SEU 310 - Faith,Spirituality & Ethics II (4)
Designed for all students, this is a collaboratively taught interdisciplinary course on faith, spirituality and ethics with an optional service learning component. 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 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 SEU Essentials Element III Requirements when taken with the aligned service learning lab, SEU10SL. Otherwise, this course must be taken either concurrently with or be followed by SEU310SL taken either by itself or aligned with an approved Element III service learning course within the major or an open elective in order to satisfy such requirements. Students must pass the aligned service-learning lab, SEU310SL, in order to pass this course. Prerequisite: SEU100 and at least of one of: SEU110 and at least one of: SEU210, SEU220 or SEU230 or permission from the Director of General Education 4 Credits

SEU 310SL - Aligned Service Learning Lab (0)
This is the aligned service learning lab taken concurrently with or post SEU310, either as a mentored independent project, or with a course from the major or open-elective that is approved for the Element III service learning component. It involves a minimum of 20 hours of service in which students apply and engage the principles of faith, spirituality and ethics learned in SEU310. Co-requisite or prerequisite: SEU310. By itself, this course satisfies only the service learning requirement for Element III; SEU310 must also be completed to satisfy all Element III requirements.

SEU 391 - Career Course: Experiential Learning Opportunity Preparation (0)
This course is an internship preparatory course designed to help students locate an internship site and develop the basic skill set needed to succeed or excel in the workplace. In preparation for securing an internship, students will complete this required course (0 credit, Pass/Fail) in their junior or senior year during which they will identify potential internship placement sites and also review expectations for professional behavior and skills identified by employers as critical to successful workplace performance, which include, but are not limited to:

1. Professional communication: Listening, speaking, and writing
2. Flexibility, adaptability, and resourcefulness
3. Interpersonal skills
4. Ethics and integrity
5. Ability to accept and learn from constructive criticismStudents will be required to pass the class in order to register for an Experiential Learning Opportunity/Internship.

This course will prepare students to enroll in an Experiential Learning Opportunity/Internship after securing a placement. Prerequisites: Second semester sophomore status or higher.

SEU 400 - Essentials Capstone (4)

This seminar course will provide students with the opportunity to reflect upon and consider their whole SEU Essentials learning experience. The key focus of the course will be the integration, exploration and application of the SEU Essentials learning experience through the development by each student of a mentored capstone ePortfolio. Students will reflect upon all of their SEU Essentials courses and activities in relation to their other curricular 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 SEU Essentials Element IV Requirements. Pre-requisite: Completion of all requirements for SEU Essentials Elements I, II, and III 4 credits.

SEU 420 - Essentials Capstone Strategic Lead Management Professional Nursing Practice (4)

This seminar course explores the integration of AACN BSN Domains with the knowledge and skills acquired throughout the SEU nursing program. Students will be provided with the opportunity to reflect upon their overall clinical practice and its influence on the SEU End of Program Student Learning Outcomes. The key focus of this course will be the development of a mentored evidenced based practice capstone project. The capstone project will demonstrate a synthesis of knowledge derived from theory, practice and research. Lecture 3 hours, Lab 3 hours.

Prerequisite: NURS402, NURS404. Corequisite: SEU420C.

SEU 420C - (0)

Corequisite: SEU420.

SEU 495 - Internship (4)

A non-traditional academic experience enabling the student to apply knowledge and skills to a career interest in a workplace under professional staff members. Coordinated by a faculty or staff member who provides supervision along with an on-site supervisor. Includes weekly reports and a final report. Registration requires Dean of Academic Operations approval and good academic standing. Prerequisite: XDPT103 Variable Credit, students can register 0-4 credits

SOC - Sociology

SOC 101 - Introduction to Sociology (3)

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. Satisfies Outcome 6 of the General Education Curriculum.

Crosslisted as: SEU220.

SOC 201 - Social Problems (3)

4cr. Selected social problems, issues and debates facing society. Topics include deviant behavior, violence, alcohol and drug abuse, crime, and war.

SOC 207 - Introduction to Social Welfare & Social Work (4)

The social work profession, roles of contemporary social workers, and challenges facing social workers. 4crs. Satisfies Outcome 9 of the General Education Curriculum.

Crosslisted as: SW207.

SOC 221 - Cultural Diversity (3)

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 (3)

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 (3)

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. Crosslisted as: SW301.

SOC 305 - Social Welfare Programs, Policies, & Issues (4)
This course provides an overview of how social welfare policy has evolved in the United States. The course will consider how social workers can use current policies and programs to improve individual well-being. Students will reflect on how current policies have been shaped by social, economic, political, and philosophical forces on how this directly impacts clients and client systems. Legislative processes of policy making will be reviewed, and methods of influencing policy making processes will be explored focusing on social work advocacy. Students will learn how social workers can engage in effective advocacy so that social welfare programs are more consistent with social work values.

Crosslisted as: SW305.

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. Crosslisted as: SW307.

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.

318 318 - 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. Satisfies Outcome 7 of the General Education Curriculum.

Crosslisted as: SW331.

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 (2)
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 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: PSY403, SW403.

SOC 411 - Social Work Field Experience (2)

60 hours of individual field placement in a social work setting related to a 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: 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 Language and 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 Spanish culture, and it is the perfect preparation for students getting ready for a short-term travel/study abroad experience.

SPAN 103 - 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.

SPAN 107 - Spanish for Health Care Professionals I (2)

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.

SPAN 201 - Intermediate Spanish I (4)

This is the first course in a sequence of two, SPAN201 and SPAN203, that reviews basic Spanish language skills and expands students' writing, speaking, reading, and listening abilities. It is also designed for Spanish native speakers that are not familiarized with formal rules of the language. Through the use of different cultural readings and audiovisual materials as well as the use of technology, students will be able to express themselves using present, past tenses, and commands to discuss and write about familiar matters regularly encountered in work, school, leisure, and travel. Pre-requisite: SPAN103- or equivalent level of proficiency demonstrated through a placement test.

SPAN 203 - Intermediate Spanish II (4)

This is the continuation of WCL201SPA introducing more advanced skills in writing, speaking, listening, and reading Spanish. Class materials will help students develop their cultural knowledge about the Hispanic experience. Simultaneously, will explore more advanced grammar structures such as the subjunctive mode, indirect speech, and hypothetical situations to discuss and write about familiar matters regularly encountered in work, school, leisure, and travel. Pre-requisite: SPAN201 or by demonstrating that proficiency through a placement test.

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 300 - Literature Survey (4)

This survey course encompasses historical backgrounds and samplings of the great literature of Spain and/or Spanish America. Readings will be included from the Middle Ages, the Renaissance, and the Enlightenment Periods. Special attention will be given to 19th and 20th Centuries with their varieties of Romanticism, Realism, Naturalism and Modernism will be considered. Taught in Spanish. Pre-requisite: Students must demonstrate at least the intermediate level of proficiency in Spanish either by successfully completing SPAN201 and SPAN203 or by demonstrating that proficiency through a placement test.

SPAN 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.

SPAN 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.

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 1700 to 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 399 - Special Topic in Spanish Profession (4)
An advanced course designed especially for future professionals in the fields of law enforcement, health care or business. Emphasis is on conversation and writing using specialized vocabulary and structures needed for situations related to these different professional environments. The course includes discussion of cultural dimensions that contribute to communication. Pre-

requisite: Students must demonstrate at least the intermediate level of proficiency in Spanish either by successfully completing SPAN201 and SPAN203 or by demonstrating that proficiency through a placement test.

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 - Experience (Internship) (2)

The internship objective is to offer students minoring in Spanish a professional real life experience. Students work with the Experiential Learning Center at CSE to identify, apply and complete an internship in their area of interest on or off campus. 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. Internships must include an extensive Spanish language component (50%) in order to help students integrate the content of their previous courses. By the end of the internship students must prepare a formal presentation to reflect on this experience and learning to be presented at the College of St. Elizabeth. Pre-requisite: At least one 300 level SPAN course.

SLP - Speech-Language Pathology

SLP 100 - Communication Disorders (3) This undergraduate course provides a basic introduction to the profession of speech-language pathology, and a broad survey of the myriad of communication disorders within the field. An overview of the biology and typical developmental milestones of speech and language will provide the background necessary for understanding and discussion of communication disorders. Assessment and treatment of communication disorders will be considered within the context of linguistic and cultural diversity, evidence-based practice, and case studies. This is a general education course and is not required for ASHA certification.

SLP 250 - Speech and Hearing Science (3) This course provides students with an introductory knowledge of acoustic principles of hearing and speech, characteristics of speech and physiological correlates, and speech perception. Acoustics and speech analysis, focusing on typical speakers, with an introduction to those with delays and disorders.

SLP 304 - Phonetics+lab (3) This course will provide students with an introduction to phonetic transcription of speech sounds using the International Phonetic Alphabet (IPA) emphasizing articulatory phonetics of American English, its dialects, as well as the phonological patterns observed in typical and disordered speech. Students will be expected to read and transcribe broad and narrow phonetic symbols and become familiar with sociolinguistic factors and organic speech disorders that affect pronunciation.

SLP 306 - Speech and Language Development (3) This is an introductory course on typical speech, language, and communication development from birth through adolescence. Theories of language acquisition and cognitive and social foundations for language and communication will be explored. Biological, neurological, sensory, psychological, developmental, and cultural influences on language development will be discussed. We will also consider other topics in less detail: the nature and extent of individual and cross-linguistic differences during language acquisition (including bilingual/second language acquisition), the nature of deficits and delays in language acquisition, the development of reading, and changes in linguistic competence and performance at times of life following the primary acquisition period for language. This course also includes guided clinical observation hours relevant to course content.

SLP 320 - Anatomy and Physiology the Speech and Hearing Mechanism (3) This course provides students with the information needed to understand how speech is produced and perceived and provides the bases of the anatomy (structure) and understanding of the physiology

(function) of the speech and hearing mechanisms including respiration, phonation, articulation, perception, and neurology. Lecture: 3 hours; Laboratory: 3 hours No pre-requisites, although high-school general biology and chemistry courses are recommended.

SLP 330 - Introduction to Audiology Beginning with a review of anatomy and physiology of the ear, this prerequisite course addresses pathologies of the auditory system and basic assessment of the auditory system. Auditory disorders are discussed in the context of hearing screening, diagnostic assessment, physiological procedures, pediatric evaluation, and differential diagnosis and rehabilitation of hearing loss. Prerequisites: There are no prerequisites for this course.

SLP 401 - Introduction to Audiology and Aural Rehabilitation (4) This course provides a basic introduction to the profession of audiology and provide students with the basic understanding of hearing measurement procedures, including screening and basic assessment for hearing loss, acoustic measurements, testing environment, and testing protocol. It also covers an introduction to aural rehabilitation including identification, evaluation, and rehabilitation of auditory pathologies. This course will explore the educational, social, and vocational challenges of hearing-impaired individuals across the lifespan.

SLP 402 - Aural Rehabilitation (2) This course provides an introduction to aural rehabilitation, including the identification, evaluation, and management of auditory pathologies. The course offers an overview of rehabilitation approaches for both adults and children with hearing impairment and examines the impact of emerging technologies on assessment and intervention. It also explores the educational, social, and vocational challenges experienced by individuals with hearing impairment across the lifespan. Prerequisites: There are no prerequisites for this class.

SLP 400 - Clinical Methods and Observation (2) This course is designed to provide information about the principles underlying the diagnostic and therapeutic processes in communication disorders. The course includes lectures, classroom discussions/activities, and a clinical shadowing experience. In-class clinical activities include the viewing of both video and simulated speech language therapy case studies. Throughout the semester, students will acquire guided observation and basic clinical experiences by observing and providing intervention activities with clients in a professional setting under the guidance and supervision of an ASHA-certified speech-language pathologist (CCC-SLP). Prerequisites: SLP 304, SLP 306, SLP 320

SLP 499 - Special Topics: Language and Mind (3) This course provides an introduction to psycholinguistics, examining the psychological and neurological processes underlying language representation, comprehension, and production. Students explore major theories and empirical findings related to the study of the mind and brain, including animal communication systems, speech production and comprehension, word processing and lexical access, sentence processing and parsing models, discourse processing, reading and writing systems, bilingual language processing, and sign language. Through analysis of primary peer-reviewed research, students develop the ability to critically evaluate psycholinguistic studies across multiple levels of linguistic analysis (sounds, words, sentences, discourse) and modalities (speech, signed languages, writing), in both monolingual and multilingual populations.

Prerequisites: One of the following: WCL100, SLP304, SLP306, SLP220, PSY100, PSY200, PSY251, or ED105

SLP 500 - Clinical Methods and Observation (2) This course is designed to provide information about the principles underlying the diagnostic and therapeutic processes in communication disorders. The course includes lectures, classroom discussions/activities, and a clinical shadowing experience. In-class clinical activities include the viewing of both video and simulated speech language therapy case studies. Throughout the semester, students will acquire guided observation and basic clinical experiences by observing and providing intervention activities with clients in a professional setting under the guidance and supervision of an ASHA-certified speech-language pathologist (CCC-SLP).

SLP 601 - Clinical Practicum I (3) This course will provide hands-on clinical experience in the remediation of communication disorders in persons with a variety of speech, language, and hearing disorders. This course will cover concepts of clinical practice, including clinical decision making, the development of therapeutic intervention strategies and materials, goal writing, fundamentals of clinical data collection and measurement, treatment planning, providing feedback and cuing, and professional clinical writing including treatment plans, SOAP notes, and progress reports.

The course emphasizes interpersonal communication and counseling skills to improve trust, rapport, and clinical outcomes of clients and their family members.

This clinical course is intended to supplement what students are learning in the academic coursework and will be accomplished under the supervision of a faculty member, clinical supervisor, who is a licensed speech-language pathologist and holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

SLP 611 - Clinical Practicum II (3) This course will provide hands-on clinical experience in the remediation of communication disorders in persons with a variety of speech, language, and hearing disorders. This course will cover concepts of clinical practice, including clinical decision making, the development of therapeutic intervention strategies and materials, goal writing, fundamentals of clinical data collection and measurement, treatment planning, providing feedback and cuing, and professional clinical writing including treatment plans, SOAP notes, and progress reports.

The course emphasizes interpersonal communication and counseling skills to improve trust, rapport, and clinical outcomes of clients and their family members.

This clinical course is intended to supplement what students are learning in the academic coursework and will be accomplished under the supervision of a faculty member, clinical supervisor, who is a licensed speech-language pathologist and holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

SLP 612 - Advanced Clinical Practicum (3) This is an in-house or off-campus practicum assignment for students in the first year of study. The student will receive hands-on clinical experience in the assessment and remediation of communication disorders in persons with stuttering, language/literacy, aphasia, multilingualism, and/or autism. This practicum is intended to supplement what students learn in academic coursework and will be accomplished under the supervision of a faculty member or clinical supervisor, who is a licensed speech-language pathologist and holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

SLP 615 - Hearing Screenings Seminar (2) This course is intended to help speech-pathology students identify clients with an auditory disorder or who may be at risk for sustaining an auditory disorder as part of their clinical status; thus, enabling them to provide (within their scope of practice) appropriate prevention, assessment, referrals, accommodations, and modifications to the patient's treatment plan and activities. The student will receive hands-on clinical experience in conducting otoscopic exams, pure tone audiological screenings, and tympanometry screenings. This practicum is intended to supplement what students are learning in the academic coursework and will be accomplished under the supervision of a faculty member, clinical supervisor, or a licensed speech-language pathologist or audiologist who holds the certificate of clinical competence from the American Speech-Language-Hearing Association. Every effort will be made to provide the student with an ethnically diverse client population.

SLP 617 - Assessment and Treatment of Multicultural and Multilingual Populations (2) Foundational issues involved in serving culturally and linguistically diverse populations with a focus on developing and exhibiting cultural competence when conducting interviews, patient/family education and counseling. This course investigates how to conduct evaluations and collect data on relevant cultural and linguistic backgrounds and to incorporate this information into documentation. Consideration will be given to reliability and validity of standardized assessment tools based on those culturally distinct populations. Treatment approaches that respect and incorporate the cultural-linguistic background of the patient and family members will also be discussed.

SLP 620 - Speech Sound Disorders (3) The definitions, descriptions, diagnosis, and treatment of articulation and phonological disorders are the focus of this course. To fully understand improper articulatory placement and persistent phonological processes, normal function of these coexisting systems will be examined. Related issues such as phonological awareness, language, and dialectal variations will also be discussed.

SLP 625 - Early Childhood Language Development and Disorders (3) This course provides an advanced review of typical language development and focuses on language disorders in young children ages 0-5. Topics include receptive/expressive phonology, morphology, semantics, syntax, and pragmatics. The course provides evidence-based practices for assessing and treating language disorders of a range of early childhood populations in a variety of settings. Language facilitation and intervention

strategies are presented. Includes practice in the analysis of child speech and language sample analysis.

SLP 626 - School-age and Adolescent Language and Literacy Disorders (3) This course focuses on spoken and written language development, disorders, and differences in school-age children and adolescents. It emphasizes evidence-based language and literacy assessment and intervention for students struggling with spoken and written language. It includes topics related to clinical practice in school settings such as service delivery models, classroom management, IEPs, and interprofessional collaboration.

SLP 630 - Stuttering and Other Fluency Disorders (2) This course is designed to provide the student in speech language pathology with understanding of the complex issues, which surround the successful treatment of stuttering and other fluency disorders. By the conclusion of this course, students should be able to demonstrate knowledge of the nature of stuttering and other fluency disorders (etiological theories, characteristics of the disorder, and anatomical and physiological bases and correlates), developmental features of persistent stuttering, psychological correlates, linguistic factors relating to fluency disorders; and, social and cultural considerations in the assessment and treatment of stuttering, cluttering, and other fluency disorders.

SLP 635 - Voice and Resonance Disorders (3) Theory, assessment, and treatment of a variety of voice disorders are examined. These disorders can result from disease, lesions, neurological impairment, or behaviors that are detrimental to good vocal hygiene. Voice and resonance disorders also may exist in persons with craniofacial anomalies and/or velopharyngeal insufficiency, as well as in persons who have undergone laryngectomies due to cancer. This course is designed to expose students to current theory and practice in the prevention, assessment, differential diagnosis, and management of vocal and resonance disorders in children and adults.

SLP 640 - Augmentative and Alternative Communication (3) Assessment and intervention strategies and technology for individuals with severe communication impairments will be covered. The goals of this course are to provide information about (a) the nature of augmentative and alternative communication (AAC); (b) identification of individuals who would benefit from AAC; (c) principles of assessment in AAC; (d) principles of intervention in AAC; (e) aspects of AAC systems; and (f) regulations, documentation and funding issues related to AAC.

SLP 645 - Aphasia and Cognitive Communication Disorders (3) Definitions, characteristics, classifications, epidemiology, pathophysiology, etiologies, differential diagnosis of aphasia and cognitive-linguistic disorders associated with aphasia, traumatic brain injury, Alzheimer's disease, and other dementias. Formal and informal assessment tools and intervention strategies will be presented.

SLP 650 - Special Topics Seminar (2) This course focuses on topics of current interest related to the profession of speech-language pathology that is supported by research and evidence-based practice. Topics may vary from year to year depending on the current state-of-the art topics being discussed within the profession.

SLP 651 - Contemporary Issues in Speech-Language Pathology (1) Topics of current interest to the profession of speech-language pathology using guest lecturers and research literature to discuss speech, language, voice, swallowing and contemporary professional issues, centered around the school-based speech-language pathology practice and/or medical aspects of practice. Topics may vary from year to year depending on the current state-of-the art topics being discussed within the profession.

SLP 655 - Diagnostic Clinic (3) A supervised practicum experience is provided with an emphasis on performing in-depth diagnostic evaluations with individuals exhibiting any type of speech, language, or hearing disorder. Students will gain experience in obtaining case history information, administering diagnostic tests, conferring with parents or their responsible party, and report writing. Students will be required to complete evaluations in pairs and individually.

SLP 675 - Motor Speech Disorders (3) This course covers assessment, diagnosis, and management of motor speech disorders such as dysarthria and apraxia of speech in children and adults. The purpose of this course is to introduce the student to motor speech disorders resulting from disease and injury to the peripheral and central nervous system.

SLP 680 - Research Methods (2) A study of research design and statistical analysis as it pertains to communication disorders is covered in this course. Topics

will include levels of measurement, single and group research designs, nonparametric and parametric statistics, and the organization and implementation of research from formulation of research questions through dissemination of results. The seminar will involve the critical review of representative samples of research in the speech-language pathology literature. Students will also identify a research topic that will be used throughout the remainder of their studies as possible research project or thesis.

SLP 685 - Dysphagia (3) Students are provided with a working knowledge of dysphagia and prepare them to evaluate and treat patients with dysphagia in a supervised setting. Topics in the course will include assessment, diagnosis, treatment, and work setting practices. After completion of this course, students will have a better understanding of the anatomy and physiology of the swallowing mechanism and clinical paradigm, an ability to diagnose and measure swallowing disorders, and understand the treatment process.

SLP 690 - Professional Issues (1) A seminar devoted to issues pertinent to the field of speech-language pathology, including but not limited to pre-professional academic and practicum requirements, accreditation standards, ASHA practice policies and guidelines, legislative and regulatory policies, business practices, reimbursement issues, certification requirements, specialty recognition, licensure requirements, and professional ethics.

SLP 691 - Field Practicum I (5) Supervised off-campus practicum in a health care facility, school setting, or other clinical setting such as a private practice or early intervention setting. This practicum will provide the student with an opportunity to obtain clock hours of direct client contact to meet ASHA's standards.

SLP 692 - Field Practicum II (6) Supervised off-campus practicum in a health care facility, school setting, or other clinical setting such as a private practice or early intervention setting. This practicum will provide the student with an opportunity to obtain clock hours of direct client contact to meet ASHA's standards.

SLP 693 - Field Practicum III (5) Supervised off-campus practicum in a health care facility, school setting, or other clinical setting such as a private practice or early intervention setting. This practicum will provide the student with an opportunity to obtain clock hours of direct client contact to meet ASHA's standards.

SLP 694 - Field Practicum IV: Multilingual and Multicultural Communities (5) Supervised off-campus practicum in a health care facility, school setting, or other clinical setting such as a private practice or early intervention setting that serves multilingual and multicultural communities. This practicum will provide the student with an opportunity to obtain clock hours of direct client contact to meet ASHA's standards.

SLP 695 - Field Practicum V: Multilingual and Non-English-Speaking Populations (6) Supervised off-campus practicum in a health care facility, school setting, or other clinical setting such as a private practice or early intervention setting that serves multilingual and multicultural communities. This practicum will provide the student with an opportunity to obtain clock hours of direct client contact to meet ASHA's standards.

SLP 698 - Comprehensive Seminar in Communicative Disorders (3) The course is designed to cover all nine ASHA areas of specialty, including articulation/phonological disorders, child language/literacy disorders, adult language/neurological disorders, voice disorders, fluency disorders, augmentative and alternative communication, dysphagia, research methods, and cultural aspects of communication disorders. The course also covers all 7 areas of the PRAXIS SLP, including basic human communication, phonological and language disorders, speech disorders, neurogenic disorders, audiology/hearing, clinical management, professional issues, psychometrics, and research.

SLP 699 - MS Thesis (6) Independent design and implementation of a research study under the supervision of a faculty member. The research study must also be designed to facilitate a comprehensive assessment of competencies in all ASHA specialty and PRAXIS SLP areas outlined in the description for SLP660, which the research study would replace.

SW - Social Work

SW207: Introduction to Social Work and Social Welfare (3) This course considers how the profession of social work has evolved in the United States. The course emphasizes social work values and introduces the strength-based perspective model for evidence-based practice, and options for social work practice. Satisfies Outcome 9 of the General Education Curriculum.

Crosslisted as: SOC207

SW230: Mental Health, Treatment Approaches, and Self Care Techniques (3) This course covers a broad swath of topics related to mental health, including common diagnoses; cultural and historical contexts; pharmaceutical and non-pharmaceutical treatment options; and personal well-being. The course will describe current mental health treatment systems and providers in the United States. Students will be introduced to various frameworks for evaluating mental health, including the medical and biopsychosocial models of mental illness. The course will examine the roles that trauma/PTSD, Adverse Childhood Experiences (ACES), Social Determinants of Health (SDOH), and systemic racism play in the development and treatment of mental health issues. Students will be introduced to major concepts related to human emotions, including attachment theory, developmental theory and family systems theory. In addition to established, evidence-based psychotherapeutic and medication-based treatment options, students will learn about emerging and complementary therapies. Students will have hands-on opportunities to explore wellness activities, including meditation, breathwork, aromatherapy, and art and music activities, among others. Satisfies Outcome 9 of the general education requirements.

SW250: International Social Work (3) This course will introduce students to theories, challenges, and historical perspectives related to international social work practice. Students will learn how (geo)political, environmental, economic, religious, racial, and cultural factors influence the delivery of social welfare programs across the globe. The course will examine the disparities around the world regarding poverty, nutrition, healthcare, education, and women's and children's rights. The historical role of Colonialism in today's geopolitical climate will be discussed. Students will learn about international efforts to address HIV/AIDS, childhood immunizations, sanitation, and water safety in developing nations. Environmental issues, including the impact of global warming on emerging economies, will be addressed. Students will learn about international crisis social work during violent conflicts and natural disasters. Employing a trauma-informed perspective, special attention will be given to current UNHCR-designated humanitarian crisis emergency zones, such as Ukraine, Sudan, and Syria. Students will learn about international social welfare delivery systems, including Non-Governmental Organizations (NGOs), faith- based providers, and government agencies. Satisfies Outcome 7 of the general education requirements.

SW301: 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.

Prerequisite: SOC101 Crosslisted as: SOC301

SW303: Human Behavior and Social Environment 1 (3) This course examines theories about the biological, psychological, and social development of human beings from birth through old age. A key focus is to evaluate the relevance of these theories to diverse populations and consider how these theories can inform a strengths-based approach to social work practice.

SW305: Social Welfare Policies, Programs & Issues (3) This course is intended to help students understand the social, historical, political and economic factors that have influenced United States social welfare policy and programs from the Colonial era through today. The course will consider the values expressed in social policies, analyze the impact of social programs, and assess strategies for proposing change to promote social justice. Students will learn how seminal events in America's history, including the Civil War, the Great Depression, and the 1960s Civil Rights movement, led to the development of many of the social welfare programs that still exist today. Special attention will be given to historically oppressed populations, including racial minorities, women, the disabled, LGBTQ+, and immigrants.

Prerequisites: SW207: Introduction to Social Work and Social Welfare , PSY100: Introduction to Psychology , SOC101: Introduction to Sociology

SW307: Methods in Social Work 1:Individuals & Families (3) This course focuses on the knowledge, skills

and values needed for generalist practice with individuals and families ("micro" practice). The course will emphasize the strength-based perspective and consider how to assess the validity of research to inform micro level practice.

Prerequisite: SW207/SOC 207

SW311: Topics in Child Welfare (3) This is an introductory course in Child Welfare, open to an array of students and majors in the University. This course is an elective for social work majors, and is a general elective for all other students. This course is required for any social work major who is participating in or plans to participate in The New Jersey Child Welfare Education Program (BCWEP). This course will examine the status and care of children and adolescents in society, with particular emphasis on contemporary issues in The United States of America and New Jersey. It will look at underlying philosophies that impact child welfare practice, governmental initiatives, and other factors affecting and influencing the well-being of children and youth, particularly within the context of families. It will use this background to analyze the state of youth and families in our society; their needs; and what could be and is being done to address these needs. The course will also explore what is happening today, from major problems facing children, adolescents, and families, to the availability of supports and programs. Specific skills for assessment, intervention, and identifying child maltreatment will be discussed, as well as protections for children from neglect, physical, sexual, and emotional abuse, and ways to support, strengthen, and empower their families.

SW331: 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. Satisfies Outcome 7 of the General Education Curriculum.

Crosslisted as: SOC331

SW403: Human Behavior and Social Environment 2 (3) 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.

Prerequisites: PSY100: Introduction to Psychology, SW207: Introduction to Social Work and Social Welfare

Crosslisted as: PSY403, SOC403

SW407: Social Work Methods 2: Individuals, Families, Groups, Organizations and communities (3) This course focuses on the knowledge, skills, and values needed for generalist practice with groups, organizations, and communities ("mezzo" and "macro" practice). The course will emphasize the strength-based perspective and consider how to assess the validity of research to inform mezzo and macro-level practice.

Prerequisites: SW301/SOC 301: Research Methods , SW 307: Methods of Social Work 1: Individuals and Families

SW489: Field Experience I (6) The 225 hours of field experience is supplemented by weekly seminars where students have the opportunity to engage in guided reflections about their field experience. This is a Pass/Fail course; therefore, all assignments and hours must be completed in order to pass.

Prerequisites: SW307: Methods in Social Work 1: Individuals and Families , SW407: Social Work Methods 2: Individuals, Families, Groups, Organizations and Communities

SW491: Field Experience II (6) The 225 hours of field experience is supplemented by weekly one-hour seminars where students have the opportunity to engage in guided reflections about their field experience. This is a Pass/Fail course; therefore, all assignments and hours must be completed in order to pass.

Prerequisites: SW307: Methods in Social Work 1: Individuals and Families , SW407: Social Work Methods 2: Individuals, Families, Groups, Organizations and Communities, SW489: Field Experience I

THEO - Theology

THEO 600 - Intro to Theology (3)
This course introduces students to the discipline and practices of theology, broadly understood. It includes a brief overview of important theological vocabulary, ways of viewing the Bible as both a devotional and scholarly text, and key elements that characterize ethical, theological, and other academic arguments. The course begins with a consideration of how theology is shaped by and 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 years of Christianity. Emphasis will be on development of ecclesial structures, creedal statements, and the continuing struggles to be faithful to the proclamation of the gospel.

THEO 645 - The Word of God in the Lectionary (3)
The course will examine the meaning of DABAR, the Hebrew term for "word". 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 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 and teachings of Jesus.

THEO 651 - Theory & Practice of Preaching (3)
One contemporary theologian refers to preaching as an"art and a craft". This course will focus on the central place that theWord ofGod has in Christian life, the central place that preaching has always had in nourishing and evangelizing the Christian community, and the varied settings, liturgical and other, where the word must be broken for the community. Theological principles connected with preaching, theories of good communication, use of body, voice, and diction will also be explored. All students in the course will be given opportunities to test out theory in the practice of preaching.

THEO 605 - Mystery of God (3)
Using scripture, selected theological writings, and contemporary authors, students will explore the Mystery of God as seen in Christian theology. The course will include attempts to understand the 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 - Scriptural 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 today’s world.

THEO 615 - Mystery of the Church (3)
Using contemporary texts in ecclesiology, as well as the documents of Vatican II, students will explore the mystery of the church in the ideal and the real world of faith. Focus will be mainly on the Roman Catholic Church, but always in conversation with other Christian churches and ecclesial communities.

THEO 617 - Theological Foundations (3)
This course will present the discipline and practices of theology through a study of the foundations of theological thought and formulation; faith and grace, revelation and its transmission, experience, the magisterium, and their proper use in theological method. In addition, attention will be given to the influence of historical, social and cultural contexts on the development of theological thought.

THEO 619 - Liturgical Theology (3)
Using insights from anthropology, history of religions, rituals, and contemporary sacramental theology, students will study the embodied nature of the human person and the ways this is celebrated in the Christian rituals.

THEO 625 - Ministry & Ministries: Theology & Praxis (3)
The course will trace the origins of the concept of ministry in the New Testament church, the gradual narrowing and clericalization of the concept in church history, and newer and broader understandings of the concept flowing from

Vatican Council II. Emphasis will be on contemporary development of theology of ministry 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 of believers. 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 ecumenical 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 a study of the differing ways that "spirituality"has been understood in history and of both ordinary or everyday mysticism and extraordinary mysticism.

THEO 642 - (1)

Crosslisted as: THEO142.

THEO 643 - (1)

Crosslisted as: THEO141.

THEO 644 - (1)

Crosslisted as: THEO144.

THEO 646 - (1)

Crosslisted as: THEO146.

THEO 659 - Theology & the Arts (3)
Aesthetics, or the contemplation of Beauty, is one of the wonderful gifts of human experience. It is another way of discovering God’s Presence. Students will analyze the nature of aesthetical experience and will have opportunities to explore various examples in the visual arts, dance and music, finding these as other ways to encounter the Divine.

THEO 663 - Spirituality & Ethics (3)
As spirituality moves beyond identification with prayer and aesthetics shifts in emphasis from avoiding evil to doing good, the trajectory toward convergence invites serious reflection. In particular the developing social aspects of spirituality and ethics are 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 "ways" 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 as determined by the interest of the members of the TheologyDepartment. Particular special topic courses may include a travel program as constitutive to the course.

THEO 685 - Independent Study (3)
This course is an independent study of a particular theological topic. The requirements of the study would be determined by members of the Theology Department. This course is offered only under special circumstances and requires the permission of the Theology Program Director.

THEO 697 - Culminating Requirement (0)
This is the Capstone for the MA in Theology. Upon completing all coursework, students will submit three research papers from the program and, with the guidance of a faculty advisor as an Independent Research Project, expand and deepen these papers as evidence of the ability to research and present theological topics in an in-depth, competent and scholarly manner. Once the papers are completed, students will recommend 2 of the 2-3 faculty members who will participate in a one-hour conversation about the work presented and assign a final grade of Pass, or Fail. Please see the Program Description for more detailed information on all student obligations related to this culminating experience.

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 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 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 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 Latin culture, and it is the perfect preparation for

students getting ready for a short-term travel/study abroad experience.

WCL 101SPA - Basic Language and 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 Spanish culture, and it is the perfect preparation for students getting ready for a short-term travel/study abroad experience.

WCL 103FRE - Beginner Language, 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 Language, 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 103SPA - Beginner Language, 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 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 - Spanish Basic Grammar & Writing for Heritage Speakers (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 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 201FRE - Intermediate Language, Writing, Speaking, 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 - Intermediate Language, Writing, Speaking, 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 201SPA - Intermediate Spanish I (4)

This is the first course in a sequence of two -WCL201SPA and WCL202SPA- that reviews basic Spanish language skills and expands students' writing, speaking, reading, and listening abilities. It is also designed for Spanish native speakers that are not familiarized with formal rules of the language. Through the use of different cultural readings and audiovisual materials as well as the use of technology, students will be able to express themselves using present, past tenses, and commands to discuss and write about familiar matters regularly encountered in work, school, leisure, and travel. Pre-requisite: WCL103SPA-or equivalent level of proficiency demonstrated through a placement test.

Prerequisite: WCL103SPA.

WCL 202SPA - Intermediate Spanish II (4)

This is the continuation of WCL201SPA introducing more advanced skills in writing, speaking, listening, and reading Spanish. Class materials will help students develop their cultural knowledge about the Hispanic experience. Simultaneously, will explore more advanced grammar structures such as the subjunctive mode, indirect speech, and hypothetical situations to discuss and write about familiar matters regularly encountered in work, school, leisure, and travel. Pre-requisite: WCL201SPA or by demonstrating that proficiency through a placement test.

Prerequisite: WCL201SPA.

WCL 203 - Spanish International Writing & Style Heritage Speakers (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 - Area Studies: Culture & Traditions (2)

This is an online course and taught in English. Students are introduced to the Hispanic culture in Spain and the Americas in order to gain a deeper understanding of the parts of the world in which Spanish is used daily. The course includes various aspects such as business, celebrations, religion, economy, popular culture and literature and art expressions.

WCL 300 - Literature Survey (4)

This survey course encompasses historical backgrounds and samplings of the great literature of Spain and/or Spanish America. Readings will be included from the Middle Ages, the Renaissance, and the Enlightenment Periods. Special attention will be given to the 19th and 20th Centuries with their varieties of Romanticism, Realism, Naturalism and Modernism will be considered. Taught in Spanish. Pre-requisite: Students must demonstrate at least the intermediate level of proficiency in Spanish either by successfully completing WCL201SPA and WCL202SPA 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 399 - Special Topic in Spanish Profession (4)

An advanced course designed especially for future professionals in the fields of law enforcement, health care or business. Emphasis is on conversation and writing using specialized vocabulary and structures needed for situations related to these different professional environments. The course includes discussion of cultural dimensions that contribute to communication. Pre-requisite: Students must demonstrate at least the

intermediate level of proficiency in Spanish either by successfully completing WCL201SPA and WCL202SPA or by demonstrating that proficiency through a placement test.

Prerequisite: WCL201SPA, WCL202SPA.

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 491 - Independent Study (0)

Independent Study

WCL 495 - Experience (Internship/Study Abroad) (2)

The internship objective is to offer students minoring in Spanish a professional real life experience. Students work with the Experiential Learning Center at SEU to identify, apply and complete an internship in their area of interest on or off campus. 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. Internships must include an extensive Spanish language component (50%) in order to help students integrate the content of their previous courses. By the end of the internship students must prepare a formal presentation to reflect on their experience and learning to be presented at the College of St. Elizabeth. Pre-requisite: At least one 300 level WCL course.

WS - Women's Studies

WS 105 - Introduction 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 for 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 Multidisciplinary 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 - Special 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 - Seminar 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 - Special Topics in Women's Studies (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 - Senior Research Colloquium (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)
internship

Prerequisite: WS105.

About SEU

Saint Elizabeth University 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.

SEU 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, SEU 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, students of all ages and backgrounds come to SEU from 40 countries around the globe for the University's challenging academics, supportive learning environment, and close-knit community.

SEU is a multifaceted university with programs for students 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 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 SEU offers programs leading to certification in school counseling, education, sports nutrition and wellness, and certificates in management and ministry.

Online Programs The University 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 Saint Elizabeth University, 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, Saint Elizabeth University 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 University 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 Saint Elizabeth University 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 Saint Elizabeth University in its Approved List of Colleges and Universities, 96 in all, 17 for women, whose graduates were eligible for admission to the graduate schools of the 24 leading universities comprising the membership of the Association. The University 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:

1007 North Orange Street 4th Floor, MB #166 Wilmington, DE 19801 Telephone: (267) 284-5011 (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

Saint Elizabeth University does not discriminate on the basis of sex, race, creed, color, religion, disability, age, marital status, sexual orientation, gender identity or expression, or national origin, in the administration of its admissions, educational policies, scholarship and loan programs or other University policies, including employment.

Saint Elizabeth University 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 charged with enforcement of the referenced statutes may be obtained upon request.

Saint Elizabeth University, 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; Financial Aid; Registrar.

In accordance with the Student Right-To-Know and Campus Security Act, the University 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 email 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 University 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 University informs students of their rights under FERPA including the right to prevent disclosure of personally identifiable information.

The University 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 provide 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 University policies are available from the offices of the President, the Vice President for Academic Affairs, the Vice President for Student Life, 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 Freedom

The faculty of Saint Elizabeth University is committed to the goals, mission, and values of the institution with a special emphasis on quality teaching. The administration encourages diversity and creativity among the faculty and recognizes that each faculty member brings his or her own assets and expertise to Saint Elizabeth University. All constituencies of this institution expect (a) faculty members to grow and to improve during their period of service and (b) the University to encourage and support their efforts.

Saint Elizabeth University recognizes that institutions of higher learning are conducted for the common good and not to further the interests of either the individual teacher or the institution as a whole. The common good depends upon the search for truth and its free exposition. Academic freedom is essential to those purposes and applies to both teaching and research. For that reason the University affords its faculty members the opportunity to earn tenure.

Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher to freedom in teaching and of the student to freedom in learning. The teacher is entitled to freedom in the classroom in discussing her or his area of competence, but should be careful while teaching not to introduce controversial matter which has no relation to the subject.

The teacher is entitled to freedom in research and in the publication of the results, subject to the adequate performance of his or her other academic duties. Freedom in research is fundamental to the advancement of truth. However, research for pecuniary return should be based upon an understanding with the authorities of the institution.

The faculty of Saint Elizabeth University recognizes that the principle of academic freedom carries with it certain duties as well as rights. The college teacher is a citizen, a member of a learned profession, and a member of an educational institution. When speaking or writing as a citizen, the faculty member should be free from institutional censorship or discipline; however, her or his special position in the community imposes special obligations. As a person of learning associated with an educational community, she or he should remember that the public may judge the profession and institution by her or his actions and remarks. Hence, the faculty member should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that she or he is not an institutional spokesperson.

Faculty are to maintain reasonable adherence to course descriptions published in University catalogs and other official publications and participate in a continuing review of such course descriptions to keep them current.

Academic Program Teach Out Policy

This Teach-out policy addresses scenarios such as when a school chooses to discontinue a degree program or a track within a degree program, terminate a modality of delivering the degree program (e.g., the school wishes to stop offering an on-line program but continue the equivalent on-campus program), or decides to close an off-campus degree-delivery location.

Purpose of Policy

This policy is intended to provide an orderly process for students who have begun degree programs that are being deactivated or discontinued and to enable the “teaching out” of currently enrolled students so that they receive uninterrupted education toward their degree completion. All accredited programs should inform their unit’s accrediting body and follow their policies and processes. If an academic program is discontinued, it is the responsibility of the Provost to review and approve plans to close academic programs in order to ensure effective communication with stakeholders and to

ensure that enrolled students are able to complete the academic program in a timely manner.

The Policy

Any decision to close a Degree or Certificate program entirely, eliminate a Degree or Certificate program from an additional location or eliminate a delivery modality for a Degree or Certificate program must also cease to admit students to the program. In addition, it must offer one or both of the following options to enrolled students:

The Department or College develops and documents a teach-out plan for currently enrolled students and terminates the program after the plan is finished.

The Department or College enters into a teach-out agreement with another institution or organization that will teach out the program for currently enrolled students.

Once a decision is made to stop delivering an academic program, eliminate a particular modality for an academic program or discontinue offering a program at a particular location, a teach-out plan and any relevant third party agreements must be submitted for review and approval by the Provost's Office. Other relevant administrative offices may be consulted as part of this approval process. The Provost's Office will also determine whether external agencies (e.g., Middle State Commission on Higher Education, the NJ Office of The Secretary of Higher Education, or other authorizing bodies) will be notified. The Faculty Handbook provides guidance on the institution's obligations to all faculty teaching in a discontinued program.

The Department or College will develop a communication plan to inform currently enrolled students about the program closure and their options for completion. The Provost's Office will notify relevant administrative offices (e.g., Admissions, Registrar, Financial Aid, etc.) about the program closure and the teach-out plan or agreement. The typical framework for a teach-out plan is described in the following section.

Procedures to Implement this Policy

The following may be addressed in all proposed teach-out plans:

Establishment of the date(s) by which all marketing materials and advertising for the program will be withdrawn, canceled, corrected or deleted and all recruitment and admissions for the teach-out program ceases and all the teach-out activities will end.

Completion of an audit by the dean/chair of the affected program to determine what courses and other activities are needed by students currently enrolled to complete their course of study.

Development of a schedule of courses to be taught during the teach-out period that ensures all remaining courses required for students to complete their programs will be offered in a reasonable sequence. In some cases, it may be necessary to modify program requirements (e.g., include independent study courses or similar alternatives) to enable the students to complete their programs, but in these cases the learning objectives and credit-hour requirements will be equivalent to those of the original degree program.

A description of the faculty resources and academic support services that will be provided throughout the teach-out period.

A statement about how the Department or College will assist students who are enrolled in an affected program and who wish to transfer to another program or institution.

Signed copies of teach-out agreements with other institutions (if any).

Agreements with other institutions must include arrangement for the storing of student records and the disposition of final financial resources and other assets (if any)

Additional considerations when developing a teach-out plan:

Legal review of agreements with other institutions, if any, must be completed before a teach- out plan is communicated.

No formal announcement of program discontinuation may be made until the communication plan has been developed and approved.

All teach-out plans must be consistent with any requirements and expectations of the external organizations that accredit or certify the programs to be completed under the teach-out plan.

A Department or College is not obligated to accommodate students who fail to take required courses when they are offered under the teach-out plan, or who do not receive passing grades in courses taught under a teach-out plan, beyond the formal end of the teach-out period in the list of components of the teach-out plan.

Definition(s)

Program Deactivation means that the program suspends incoming enrollment, but wishes to maintain the program for potential future use. This action is internal to the University.

Program Discontinuation means that the University has notified the New Jersey Board of Higher Education that the University wishes to remove the program from the list of programs that it is authorized to offer.

Deactivating or Discontinuing Academic Programs

Programs may be deactivated or discontinued if they no longer serve the University's mission, the needs of the students, the needs of society, or no longer possess academic validity or when the University cannot provide the resources to offer them. The decision to deactivate or discontinue a program shall be made only after all appropriate evidence has been gathered and examined, and thorough consultation with faculty and other affected parties has occurred.

Purpose of Policy

This policy provides criteria and a set of processes and procedures to be used in considering the deactivating or discontinuing of academic programs. The academic programs covered in this policy include the following: a) undergraduate and graduate degrees; c) minors and d) certificate programs. This policy allows the University to maintain flexibility and respond to changing demands.

The Policy

The deactivation or discontinuance of an academic program may have significant consequences for the entire University community, including faculty and staff as well as current or prospective students. Therefore, administration, faculty, staff and student interests and perspectives must be represented in discussions and documents of the process that may lead to the deactivation or discontinuance of any academic program. The University must provide an orderly and phased transition (See Teach Out Policy) for currently enrolled students. The University must carefully consider proposals to deactivate or discontinue a program. The final decision-making authority to deactivate or discontinue an academic program rests with the Board of Trustees.

Criteria

The Academic Life Committee of the University Faculty Assembly will initially evaluate the need for deactivation or discontinuance of an academic program. The initiating Dean will provide the committee with documentation demonstrating why the program is being considered for deactivation or discontinuance. The request must be accompanied by compelling written data and explanation. Justifiable reasons may include, but are not limited to:

- the need for the program, program quality and effectiveness: data for effectiveness may include trends in numbers of applications, enrollment and graduation rates, and information about the range and quality of studies delivered. Other reports or evidence may be considered, such as routine program outcomes, alumni or student surveys, faculty/staffing plan, or other specific reviews. Evidence may include quality- improvement efforts and any evidence of program-renewal strategies
- the availability of resources to sustain the program at an acceptable level of academic quality: evidence may include areas such as

faculty availability, cost effectiveness, the length of time a program has been offered
- the student and societal needs that the program meets, especially needs that cannot otherwise be met
- the centrality and contribution of the program to the university. evidence of how the program contributes to a university-wide role beyond student degrees, such as general education or special academic area of emphasis
- the program's relationship to the mission of the university.
- factors and dynamics impacting enrollment and retention of students in the program such as persisting students and graduates: if students leave the program, whether they go to other programs in the university or to other institutions
- the effect of deactivation or deregistration on overall cost and institutional effectiveness.

Procedures to Implement this Policy

The initiating Dean convenes the program faculty and discusses the recommendation to deactivate or discontinue the program with that group, gathering information that may support or refute the information included in the recommendation. The program faculty have the opportunity to respond in writing to the recommendation, if they so desire.

The recommendation for deactivation or discontinuation and the response of the program faculty, if provided, is sent to the Academic Life Committee of the University Faculty Assembly for review. The Dean will provide a summary of the factors leading to the recommendation to discontinue the program and will be present at the committee meeting when the final recommendation is discussed. The director of the affected program and all members of the program being reviewed for discontinuation will be invited to participate and to provide information and answer questions about the recommendation.

Once the Academic Life committee has responded to the recommendation, the Dean will make a final recommendation. This will be sent to the Provost along with the response from the standing committee and the affected program faculty.

The Provost will review the Dean's recommendation, along with the program's response and the response from the standing committee.

Should the Provost recommend the deactivation or discontinuation of any program, the President will review this recommendation. If the President concurs, the President will notify the Board of Trustees that the recommendation will be considered at the next meeting.

Once the Board of Trustees notifies the University Community of its decision, the Provost will begin formal notification to University Community and accrediting agencies as appropriate.

Definition(s)

Program Deactivation means that the program suspends incoming enrollment, but wishes to maintain the program for potential future use. This action is internal to the University.

Program Discontinuation means that the University has notified the New Jersey Board of Higher Education that the University wishes to remove the program from the list of programs that it is authorized to offer.

Acceptable Use of Technology

The University 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 University's technological resources is a privilege extended to authorized users, and thus carries with it an associated expectation of responsible use.

The University's Acceptable Use Policy provides guidelines for appropriate use of technological resources, and is available by contacting Instructional Technology, the Office of Information Technology (973-290-4015), or the Office of the Vice President for Finance and Chief Financial Officer (973-290-4497).

This policy also can be found on the University's website at **https://www.steu.edu/it/policy/**.

By accessing the University's technology resources, users agree to abide by the Acceptable Use Policy.

Academic Integrity Policy

Academic integrity requires that each student acknowledges that the work represented in all assignments and all examinations is their own or is properly cited, and that the student has neither given nor received unauthorized information or assistance. Membership in the academic community of Saint Elizabeth University implies a high regard for human dignity and the expectation that ethical conduct be understood and practiced. Consequently, academic integrity is a vital part of the relationship among the University's faculty, administrators, staff and students.

Members of the academic community must recognize their individual responsibility to uphold academic integrity. The University does not tolerate academic dishonesty.

The Academic Integrity policies and procedures set forth below apply to all programs in the University. Some programs or departments may have additional policies on academic integrity and professional behavior as required by their professional accrediting agencies. SEU reserves the right, at any time, to suspend or dismiss a student who does not meet academic and/or ethical standards.

Purpose of Policy

This policy describes the observance of academic integrity among the University's faculty, administrators, staff and students.

The Policy

The University is committed to maintaining academic integrity throughout the University community. Cheating compromises the learning process; provides an unearned advantage; with the intent to deceive an instructor who is assigned to evaluate the student work.

Having academic integrity is important because it offers peace of mind knowing that an individual is doing the right thing, and tries to act consistently with those beliefs. Acting with integrity can reduce unnecessary stress in one’s life, and can make you happier, healthier, and more productive.

The list of academic integrity violations is not limited to just plagiarism. Academic Integrity violations include, among other actions, the following; cheating in any form, theft of educational materials; purchase or obtaining in any other way a class paper or other assignment and submitting it as one’s own work; the unauthorized use of generative artificial intelligence (AI) to create a class paper or other assignment; the falsification of data; and illegal production of computer and audio/video software; including using a camera phone, text messaging, instant messaging or any other unauthorized method or communication of any sort, to give or receive assistance on a test or examination without the express permission of the instructor.

Students must abide by all quiz, exam, lock-down browser, and/or proctor instructions per the direction of the course/instructor. Sanctions will be imposed for violations of academic integrity. All faculty have access to plagiarism detection software, which can be used with or without a student’s knowledge in any Saint Elizabeth University course.

The following practices are illegal and/or violations of University policy: (this is not an exhaustive list; there may be additional scenarios not presented below)

- Plagiarizing 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, including the unauthorized use of Large Language Models (LLM)
- Cheating is a form of academic dishonesty in which the person misrepresents their mastery of the course content or clinical experiences. Cheating applies to examinations, labs, written

assignments, clinical experiences, online discussions, and any other form of student assessment. Cheating on tests 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 University documents.
- Sabotaging the work of another student by deliberately destroying, harming or altering material or projects.
- 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 Instructional Technology.
- Copying all or part of another's computer program, assignment, file, database or audio/video material.
- Using technology to obtain illegal access to another computer.
- Unauthorized use of generative artificial intelligence technology, known as Large Language Models (LLM) such as ChatGPT
- Altering educational versions of software in a manner that violates an existing license or agreement.
- Providing falsified excuses, documents, or other information to excuse late or missed assignments.
- Falsely documenting experiential and/or internship opportunities that did not occur.
- Facilitation of dishonesty is deliberately or carelessly allowing one’s work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity.
- 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 is 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.
- Violations of research or professional ethics in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication. This also includes, but is not limited to medical documentation such as charting, patient notes and other clinical records.
- Fabrication is a form of dishonesty by which the person deliberately invents or falsifies information or research findings with the intent to deceive. Falsifying data includes describing experiments that did not take place, presenting results that were deliberately altered, and/or citing data or references that do not exist. This also includes but is not limited to medical documentation such as charting, patient notes and other clinical records.
- Removing books, journals, periodicals, and other resources from the library without authorization is a form of stealing, and it is illegal.

Consequences of Violations

*These levels are not sequential; a Level One violation does not have to precede a Level Two Violation. For example, an egregious Level One violation may be escalated to a Level Two violation. The severity and repetitive nature of the violations will determine which level and sanction may be applied. The decisions regarding sanctions enacted may be made by applicable administration, faculty and staff.

Level One (I) Violations

A Level One Violation occurs when there is reason to believe that a violation of academic integrity might have

resulted from a student's lack of awareness, and is often characterized by a relatively low degree of premeditation or planning on the part of the student committing the violation. The faculty member may address this on a one-to-one basis using discretion in adopting an appropriate course of action, but with the understanding that all Level One Violations must be documented and submitted. In cases involving repeated occurrences of Level I violations, additional Level I violations may be considered a Level II or Level III violation.

Examples of Level One Violations:

- Improper footnoting and/or use of sources
- Quoting a passage directly without citation such as the unauthorized use of AI, (e.g., chatGPT)
- Paraphrasing without proper attribution
- Unauthorized use of an electronic device during a test or examination
- Prohibited collaboration with another student on a homework assignment

Recommended Sanction(s): (at the discretion of the Instructor; in consultation with the Dean, Chair or Director of the Program (if appropriate)):

- Redoing the assignment
- Failing the assignment or examination
- Participation in a workshop or seminar on Academic Integrity (via Student Success Center)
- In all instances, the instructor will report the episode utilizing the Navigate system and its resolution to the Director of Retention Initiatives

Level Two (II) Violations

Level Two Violations are characterized by deliberate action, substantial premeditation or planning and clearly dishonest or malicious intent on the part of the student committing the violation even if this is the first instance.

In cases involving repeated occurrences of Level I, Level II violations may be considered a Level II or Level III violation.

Examples of Level Two Violations:

- Cheating on a test, mid-term, or 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, such as the unauthorized use of AI, (e.g., chatGPT)
- Unauthorized preprogramming of and/or access to devices or learning management systems
- Submission of an assignment purchased from a company. (e.g. term papers, software program, etc.)
- Substantial plagiarism on a major assignment

Recommended Sanctions: (at the discretion of the Instructor; in consultation with the Dean, Chair or Director of the Program (if appropriate)

- Failing the assignment or examination
- Participation in a workshop or seminar on Academic Integrity
- In all instances, the instructor will report the episode utilizing the Navigate system and its resolution to the Director of Retention Initiatives

Level Three (III) Violations

Level 3 violations are serious breaches of conduct, may involve a serious violation of a professional code of conduct, and may include extreme cases of dishonesty and maliciousness, even if this is the first instance of an academic integrity violation.

In cases involving repeated occurrences of Level I or Level II violations, subsequent Level II violations may be considered a Level III violation

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 Level I and/or Level II Violations
- Cheating and/or plagiarism on a capstone project, thesis, or dissertation

- Flagrant disregard for academic integrity policy, or egregious violations of the policy
- A serious violation of a professional code of conduct

Recommended Sanctions: (at the discretion of the Instructor; in consultation with the Dean, Chair or Director of the Program (if appropriate)):
Documentation of the episode utilizing the Navigate system and its resolution to the Director of Retention Initiatives (where applicable).

A failing grade in the course

Suspension or dismissal, as determined by the Provost, in consultation with the Dean, Chair or Director of the Program (if
appropriate).

Definition(s)
Academic Honesty is defined as the quality or condition of having or displaying strong moral principles; fair dealing; truthfulness, integrity.

Academic Integrity is important because dishonest behavior undermines learning and the credibility of the University. High standards of academic integrity safeguard one's reputation, reflect well on the University and contribute to the well-being of society.

Academic assignments exist to help students learn; grades demonstrate a measure of how this goal is attained. Therefore, all work and all grades should result from the student's own personal understanding and effort.

Academic Integrity Values: Honesty, Trust, Fairness, Respect, Responsibility and Courage. (ICAI, 2013).

Academic misconduct, broadly speaking, is any action which gains, attempts to gain, or assists others in gaining or attempting to gain unfair academic advantage. It includes, among other things, plagiarism, collusion, contract cheating, including purchasing or obtaining in any other way a class paper or other assignment and submitting it as one's own work and fabrication of data as well as the possession of unauthorized materials during an examination.

Students' motivation to cheat, whether online or face-to-face, emerges from several factors including:

- Unfamiliarity with what constitutes academic dishonesty
- Lack of understanding about consequences
- Inadequate preparation
- Pressure to raise grades
- The availability of assistance in cheating from peers
- Procrastination or poor time management
- Self-justification habits

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 Students:

Twelve credits constitutes full-time status.

Students registering for more than 18 credits must get approval from the appropriate Dean and may incur overload charges, even when a Program may require that a student take more than 18 credits per semester in order to complete the degree in eight semesters.

Graduate Students:

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 University

The University understands that students may need to seek a leave of absence from the University under certain circumstances.

Purpose of Policy

This policy describes how the University handles student leaves of absence, and provides general guidance for students looking to seek a leave of absence.

The Policy

Undergraduate Students:

A student with a serious and acceptable reason may apply for a leave of absence through the Dean of Student Success or designee.

A student receiving financial aid or University 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 University does not guarantee approval for course withdrawal from the current semester. Once approved, the registrar's office will withdraw the student from their classes.

Graduate Students:

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). Application for a leave of absence from the University does not guarantee approval for course withdrawal from the current semester. Once a leave of absence is approved, the registrar's office will withdraw the student from their classes.

To request a leave of absence use the **Withdrawal/Leave of Absence Form.**

Matriculation

- A matriculated student is one who has been accepted by the University 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 Students:

The records of students matriculated in the Undergraduate programs are reviewed by the Committee on Admissions and Student Academic Standing (CASAS) for academic performance at the end of the fall and spring semesters.

Undergraduate students will be issued a warning if a student:

- receives a grade of C-/D in two courses in a semester
- receives a grade of F in one course in a semester.
- receives a semester or cumulative GPA between a 2.0 and a 2.25.

Undergraduate students 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 courses;
- the cumulative grade point average is below 2.0;
- if a student receives an Incomplete grade, the student will be placed on provisional probation until a satisfactory grade is submitted; if the Incomplete grade is not satisfactorily completed in a timely manner the grade will be submitted as an FI (Failure due to Incomplete) which may result in further action.

Undergraduate students may be academically suspended under the following circumstances:

- if a student receives 3 or more NCs in the first semester;
- if a student receives 3 or more Fs in a semester;
- if a student did not meet the required 2.0 semester GPA for two semesters;
- if a student does not meet the conditions of the academic probation agreement, the student may be suspended.

The Committee reserves the right to suspend a student without a semester of probation.

Students who have been academically suspended from the University 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 CASAS. If the student's appeal is accepted, the student will be placed on academic probation. The student must earn at least a grade point average of a 2.0 for every semester following their suspension.

If a student's appeal has been denied, she/he may apply for readmission after one semester. The applicant seeking readmission must document a successful academic semester by completing at least 12 credits and earning at least a 2.0. CASAS evaluates this document and other supporting material prior to making a decision on the reapplication.

CASAS aims to intervene early in a student's academic progression to maximize students' ability to progress successfully through their academic program. CASAS may therefore maintain academic warning and academic probation criteria that are stricter than Satisfactory Academic Progress ("SAP") suspension criteria. Prior to executing an academic suspension decision, CASAS will assess whether the student is otherwise making SAP progress as defined by the university's SAP Policy. "SAP progress" is defined as:

- a cumulative GPA of 2.0 or better at the end of each academic year, and
- 67% successful completion of attempted credits by the end of each academic year, and
- maximum attempted credits of no more than 150% of the credit hours required to earn the degree.

In the rare event that CASAS assesses that a student facing dismissal under its policies is otherwise making SAP progress, CASAS will not dismiss the student but will maintain the student's probationary status and progress other potential mandated interventions to help the student succeed.

If a student who has been readmitted after an academic suspension does not earn a 2.0 semester GPA for any semester after readmission, the student will be academically dismissed and will not be eligible to continue his/her studies at Saint Elizabeth University.

Graduate Students:

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 he/she receives his/her 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

Undergraduate Students:

To be in good academic standing, undergraduate students must meet the following conditions:

- A semester GPA of a 1.81 and higher in their first semester
- A 2.0 GPA in all other semesters, and
- The cumulative GPA of a 2.0 for every semester after the first semester

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): 0-24 credits
- Sophomore: 25-57 credits
- Junior: 58-87 credits
- Senior: 88+ credits

Advising

Undergraduate Students:

- All students are assigned an academic advisor when they enroll at the University.
- 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 traditional undergraduate program 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 enters the University.

Graduate Students:

- 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 University 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 University 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** (MySEU Login Required) after the Academic Advisor signs, the Registrar's Office will process. Courses dropped during the add/drop period will not appear on the student's transcript.

Approval for Study at another University/College

Once matriculated into a program, students are expected to complete all coursework at the University. If a course must be taken at another regionally accredited university 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**.

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 SEU 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 SEU 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

Saint Elizabeth University has articulation agreements with many two and four-year institutions and with several graduate programs at other institutions. Saint Elizabeth University 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 University.

The University 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:

- 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:

- 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

Saint Elizabeth University 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 Saint Elizabeth University or as otherwise stipulated in the Academic 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 SEU 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

Saint Elizabeth University recognizes four standardized testing programs:

- Excelsior Examinations (Formerly Regents)
- College Level Examination Program (CLEP – Subject Examinations)
- Thomas Edison College Examination Program (TECEP)
- 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 University.

Students interested in receiving transfer credit for successful participation in standardized testing programs should submit official, original credentials for evaluation to the Dean of Academic Affairs..

Credit Hour Policy

Saint Elizabeth University 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.

- 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
- 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
- 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 University's definition and with commonly accepted standards of higher education.

The University 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 (**for Drew**; **for FDU**), signed by their academic advisor, and then submit that form to Saint Elizabeth University Registrar's Office for processing.
- Courses completed via cross registration at Drew or Fairleigh Dickinson will appear on the Saint Elizabeth University 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. Traditional undergraduate 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
- Traditional undergraduate students will generally only be permitted to take one accelerated course each semester.
- Traditional undergraduate students meeting the above criteria must have an override registration form signed by their academic advisor(s) and approved by the appropriate Dean.
- Traditional undergraduate 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 Saint Elizabeth University. 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.

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 Retention Coordinator 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.

Portfolio Experiential Learning Assessment (PELA)

- PELA is an option for earning University 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 University 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 University in good standing, must reapply to 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

Under specific circumstances, undergraduate and graduate students may repeat a course that they have previously passed.

Purpose of Policy

This policy is designed to make students and advisors and other academic personnel aware of the circumstances in which students may repeat previously passed courses.

The Policy

Undergraduate and Graduate students may repeat courses under the following circumstances.

General Undergraduate Student Policy:

- A grade of C- or lower in a required course (academic skills, major courses, and SEU110 and SEU 120) means the course must be repeated.
- Other courses with a C- or lower may be repeated.
- Repeating a course will result in the higher grade being calculated in the cumulative 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 and be included in the cumulative attempted credit total, but will not be included in the cumulative grade point average or in the cumulative earned credit total.
- Students are charged for repeated courses at the current tuition rate

Undergraduate Students (Courses in a Major):

- Students may repeat a required course in their undergraduate majors if they have received grades of C-, D, F, or NC.
- Students may not repeat a course for a second time at another institution unless written approval is given by the Department Chair and Dean.

Graduate Students:

- A student cannot repeat courses with grades of C or better unless written approval is given by the Department Chair and Dean.
- Students are charged for repeated courses at the current tuition rate.

Exception(s)

It is permissible to repeat such courses as Special Topics, Independent Study, and Internship more than once, when the course content changes, but the course numbering does
not.

The academic policies of the MS Physician Assistant program may require a student to remediate or decelerate or repeat a course or clinical rotation. The policies governing these circumstances are documented in the **PA Program Student Handbook**.

The Pre-Licensure BSN program requires grades of C+ to pass a course. The policies governing these circumstances are documented in the **Pre-Licensure BSN Program Student Handbook**.

Individual programs may adopt more stringent standards as long as they are communicated in writing to the Registrar and the Director of Financial Aid and posted in this document as well as documented on the program and Academic Affairs
webpages.

Please note that federal financial aid cannot be applied to any previously passed course that has been repeated more than once.

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:

- 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 Saint Elizabeth University.
- Transfer courses need a minimum grade of "C" or a 2.0 on a 4.0 scale for acceptance by Saint Elizabeth University, 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 Saint Elizabeth University. In addition, at least half of the requirements for the major must be completed at Saint Elizabeth University.
- Transfer credits will appear on Saint Elizabeth University transcript; however, transfer grades will not be reflected nor will they be used in the calculation of the student's Saint Elizabeth University grade point average.
- Credits accepted in transfer become part of the student's permanent Saint Elizabeth University record; as such they cannot be replaced by new transfer courses.

Graduate Students:

- 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 Saint Elizabeth University.

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). The requirements are:

- Students must have at least a 3.0 cumulative GPA.
- Students must have 72 or more earned credits.

- Undergraduate students may take a maximum of 6 credits of graduate level work (600-level courses).
- Undergraduate students are limited to 3 credits of graduate work per semester (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 SEU Bachelor's degree, students who apply and are accepted into a SEU graduate program can transfer the previously earned graduate credits to a SEU graduate program with Graduate Program Director's approval.
- Students must complete and submit a **CASAS Approval Form**.

Unofficial Withdrawal

Unofficial withdrawal from the University 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 University.

Withdrawal from the University 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 University reserves the right to require withdrawal at any time of students whose conduct or influence is deemed undesirable by the University community.

Non-payment of tuition and/or non-attendance in a course do not constitute acceptable withdrawal from the University.

Withdrawal from the University

A matriculated or certificate student who wishes to withdraw from the University must notify the director of her/his 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 University.

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 University 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 University. 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:

- 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 **withdrawal form**, 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:

- Students may withdraw from a course after the add/drop period is over. Consult the academic calendar for specific dates.
- Students should complete the **withdrawal form**, 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".

Degrees and Graduation

Candidacy for Degree Status

All Students (Undergraduate and Graduate)

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 as follows:

August graduation-July 1st
December graduation-November 1st
May graduation-February 1st

Graduation applications are to be submitted online using the following link **Graduation Application** (MySEU Login Required)

Late submissions will not be accepted and can hinder progress towards graduation. It can result in a graduating student's name being excluded from the Commencement Booklet or not being allowed to participate at the May Commencement.

The Graduation Application 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 by their academic advisor.

Students will be billed the graduation fee, along with appropriate tuition and fees for their last semester.

Petitioning to Walk in Commencement

Purpose of Policy

This policy is designed to make the University community aware of the circumstances in which students may petition to walk in Commencement before they have completed the required credit hours for their course of study.

The Policy

An undergraduate or graduate student may petition for an exception that allows them to walk in Commencement before completing their coursework if:

They are in good academic standing.

They have eight (8) or fewer credit hours remaining for degree completion.

They have registered for the credit hours necessary for degree completion during the summer session.

They have secured the written permission of their Academic Advisor, Program/Department Chair, and Dean.

Additional criteria and conditions appear below.

Undergraduate Students:

The University 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 with outstanding financial obligations can participate in the graduation ceremony but will not receive a diploma.

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

Graduate Students:

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 University 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.

Master's degree students who have uncompleted academic requirements may participate in the graduation ceremony if they have no more than two classes (a maximum of 8 credits) outstanding and if they are registered for the remaining credits for the summer sessions. In that case, they will be considered an August graduate.

Doctoral students who have completed their coursework and attained the required grade point average and who have applied to defend their doctoral dissertations by February 15th annually and who have defended their doctoral dissertations successfully by April 15th annually may participate in Commencement.

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.

The Petition for Permission to Walk in Commencement requires the petitioning student to acknowledge in writing that they have not yet fulfilled the degree requirements necessary for graduation and that they understand that participating in the Commencement ceremony does not indicate or imply that the student has graduated from Saint Elizabeth University.

To petition for permission to walk in Commencement use this link **Petition for Permission to Walk in Commencement.**

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 SEU allow highly motivated, eligible undergraduate SEU 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 SEU 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 Students:

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 University's General Education curriculum

Successfully complete 120 credits of academic work applied to the degree

Attain a minimum 2.0 cumulative grade point average

Graduate Students:

Saint Elizabeth University 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 Students:

The University Commencement is held once a year, in May. Undergraduate students who have completed their degree requirements and attained the required grade point average 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 may 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 may participate in the graduation ceremony if they have no more than two classes (a maximum of 8 credits) outstanding and if they are registered for the remaining credits for the summer sessions. In that case, they will be considered an August graduate.

Students with outstanding financial obligations can participate in the graduation ceremony but will not receive a diploma.

Graduate Students:

Degrees are conferred in May at a formal commencement ceremony for those who have completed all degree requirements the previous August or December, or who completed requirements at the conclusion of that spring
semester.

Master’s degree students who have uncompleted academic requirements may participate in the graduation ceremony if they have no more than two classes (a maximum of 8 credits) outstanding and if they are registered for the remaining credits for the summer sessions. In that case, they will be considered an August graduate.

Doctoral students who have completed their coursework and attained the required grade point average and who have applied to defend their doctoral dissertations by April 15th (Ed.D.) or May 1st (PsyD) may participate in Commencement.

Diplomas:

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.

The University 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.

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 Saint Elizabeth University confers a second baccalaureate degree on the following persons:

- Students with baccalaureate degrees from other regionally accredited institutions who wish to enter Saint Elizabeth University to receive a second baccalaureate degree
- Saint Elizabeth University graduates who desire to return to Saint Elizabeth University for an additional baccalaureate degree.

To earn a second baccalaureate degree, a student must fulfill the following requirements:

- Students must be accepted by Saint Elizabeth University in accordance with the current admission policies and procedures. Applicants will be considered transfer students.
- Students must complete a minimum of 32 credits at Saint Elizabeth University beyond the first degree, with a minimum of 24 credits in the new major.
- Students must complete Element III of the SEU 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

Saint Elizabeth University confers four undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing and Bachelor of Social Work.

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 visit **https://www.steu.edu/financial-aid**.

Grading

Attendance Policy

Students are expected to attend all classes for which they are registered and are responsible for absences resulting from late enrollment. Student attendance is defined as not only being physically present but being fully engaged with the material covered in each class. Attendance in online courses is defined as regular and substantive participation in the learning activities prescribed by the course instructor. For courses that have face-to-face meetings and online components, both attendance at face-to-face meetings and regular and substantive participation in online activities prescribed by the instructor are required.

Faculty will record student attendance for all classes.

Student Academic Concerns and Grievances - Non-Grade Appeal

Policy Statement

Under specific circumstances, undergraduate and graduate students may use the process below to pursue an academic program concern or grievance that is not a grade complaint or one of the other exclusions noted below.

Purpose of Policy

This policy is designed to make the University community aware of the circumstances and processes in which students may pursue an academic program concern or grievance that is not a grade complaint or one of the other exclusions noted below.

Exception(s)

- Acts of sex discrimination, sexual harassment and/or sexual misconduct (including sexual assault) will not proceed under the Student Grievance Policy. Please refer to Saint Elizabeth University's Title IX Policy and contact the University's Title IX Coordinator to file a report.
- Grievances regarding Code of Conduct violations may be handled through judicial affairs procedures that include an appeal process through the Dean of Student Affairs, whose decision is final.
- Acts of violence and physical assault will not proceed under the Student Grievance Policy. Please refer to Saint Elizabeth University's Code of Conduct to file a report.
- Grievances regarding final course grades, or grades on coursework shall not proceed under the Student Grievance Procedure. Please refer to the Academic *Review Board: Grievances and Grade Appeals*.
- Matters over which the University has no authority to act (e.g. municipal speeding tickets, arrests, etc.)

The Policy

Undergraduate and Graduate students may pursue an academic program concern or grievance that is not a grade complaint or one of the other exclusions noted below.

For all Academic Program Concerns and Grievances included in this policy, students should attempt first to resolve issues with the individual faculty or staff member, followed by the relevant department Chair or Program Director. The details of the resolution process are outlined below.

Grounds for Academic Program Concerns and Grievances (non grade-related) include, but are not limited to, the following:

- Any grievance or complaint alleging any academic policy, procedure, or practice that would disrupt completion of a course, academic program, or timely eligibility for graduation.
- Any grievance or complaint regarding the university administration, faculty, staff, or administrative procedures, policies, or actions except grade-related grievances or Title IX complaints

Resolution Process for Academic (non-grade related) Concerns and Grievances

Phase 1: As an initial step, students who wish to grieve an academic concern other than a grade-related complaint should attempt to resolve the matter informally with the faculty member, Department Chair, or Program Director who is the object of the complaint whenever possible. Attempts to resolve the matter should occur as soon as possible after the alleged incident. If the student is unable to reach the faculty member, Department Chair, or Program Director within a two-week period, the student should notify the department's Program Coordinator or Administrative Assistant to facilitate scheduling a meeting. No legal counsel for any of the parties will attend the meetings.

Phase 2: If the parties are unable to resolve the dispute informally, the student should arrange a meeting with the faculty member's supervisor (the Chair or Program Director). The student must outline in writing the reasons why they feel that the decision or action in question was unfair or inequitable, noting evidence to support their argument. If the complaint is with a Program Director, the student should arrange to meet with the Department Chair. No legal counsel for any of the parties will attend the meeting. The Chair or Program Director will conduct a review of the process, meet with appropriate parties, and prepare a written statement detailing the findings and the decision, and provide copies to all parties involved.

Phase 3: If the student is dissatisfied with the outcome of the department chair or program director's decision, the student should arrange to meet with the Dean of Academic Affairs. No legal counsel for any of the parties will attend the meeting. The student must outline in writing the reasons why they feel that the decision or action in question was unfair or inequitable, noting evidence to support their argument. The appropriate Dean will conduct a review of the process, meet with appropriate parties, and prepare a written statement

detailing the findings and the decision, and provide copies to all parties involved.

Phase 4: Should the matter remain unresolved, the student may file an appeal with the Provost within 7 working days of that meeting. The Provost will review all documents deemed necessary and schedule a meeting with all parties in a timely fashion, typically within 30 working 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 Provost will then communicate his/her decision, along with its rationale, in writing to the student in a timely manner, typically within 30 working 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. Use this link to submit a **Non-grade related Concern and Grievance**.

Grade Appeal Process

Academic Life Committee

When a student believes there is a discrepancy between a grade earned and the grade received in a course, the student is encouraged to seek an acceptable resolution through discussion with the course instructor within fourteen (14) calendar days of the posting of the final course grade.

The student should carefully review the course syllabus and the grading policy for the course. It is the student's responsibility to check the Registrar's Office publication of the academic calendar (**https://www.steu.edu/academics/registrar/academic-calendars.html**) and electronic posting of course grades via Self-service.

Any change of grade is to be submitted by the course instructor (Change of Grade Form) and to the program/department Chair for signatures before submitting to the Registrar's Office. A copy of the signed form will also be sent to the student's advisor for retention in the student's academic folder.

If the matter remains unresolved, a student may initiate a formal Grade Appeal Process**.**

Please read the following procedures for a formal Grade Appeal Process thoroughly. It is the student's responsibility to understand the process and timeline involved.

A. Initiating the Grade Appeal Process (calendar days will follow the Academic calendar of the institution):

1. The student must formalize the action by completing a Grade Appeal Form and submit it to the Program/department Chair no later than seven (7) calendar days after the first day of classes of the semester after the one in which the grade was received. Use this link to access the **Grade Appeal Form** and it is also available on the Registrar's Office website.
2. The Program/department Chair will arrange a meeting with both parties involved within seven (7) calendar days. If a satisfactory resolution is not achieved at this level, the student may request a review of the Grade Appeal by the Academic Dean of the respective School. (Note: This step in the process will be bypassed should the course instructor be the program/department Chair.)
3. The Academic Dean will arrange a meeting with both parties involved within seven (7) calendar days. The Grade Appeal Form, Grade Appeal Tracking Form, and supporting documentation from both parties will be reviewed and a decision rendered. If a satisfactory resolution is not achieved, the student has the right to request a review by the Academic Review Board (ARB).

B. Initiating an Academic Review Board (ARB) Grade Appeal

4. The ARB provides a means for resolving serious academic grade disputes that cannot be resolved at the Departmental or Academic Dean level. ARB considerations include misapplication or arbitrary application of the professor's grading policy or other unusual circumstances. Upon receipt of the Dean's decision, the student has seven (7) calendar days to

submit in writing his/her request of an ARB Grade Appeal review.

5. Once petitioned, the Dean will notify the Chair of the Academic Life Committee (ALC) who will provide written notification to both parties within seven (7) calendar days that a Grade Appeal has been received. All supporting documentation will be delivered to the Chair of the ALC.

C. Academic Review Board Grade Appeal Process

6. Upon formal notification that an ARB Grade Appeal has been received, the Chair of the ALC must initiate the following ARB steps and deliver a written decision from the ARB within thirty (30) calendar days to the Provost and Vice President for Academic Affairs (VPAA).

   a. The Chair of the ALC will appoint ALC members who will serve on the ARB. A list of potential faculty members and student(s) will be provided to each party who will have the opportunity to accept or reject a reviewer based on perceived conflict of interest. The Chair of the ALC will make the final appointments to the ARB and appoint a committee Chair. The ARB committee will consist of a minimum of three (3) to four (4) members: two faculty members and either one (1) or two (2) student members. All efforts will be made to appoint peer student representation (i.e. undergraduate or graduate).

   b. The Chair of the ALC will consult / coordinate with all parties to determine hearing date(s). Members of the ARB will convene prior to the hearing to review all documentation submitted, establish procedures for review, and a timeline for rendering a decision.

   c. The ARB will convene separate hearings for both parties. All hearing meetings are closed and confidential. Counsel for parties or the University will not attend the hearings. The ARB will listen to statements from each party involved in the grade appeal, ask questions, review appropriate documents, deliberate, and prepare an ARB Grade Appeal Decision memo which will be submitted to the Chair of the ALC.

   d. The Chair of the ALC will forward the ARB Grade Appeal Decision memo to the Provost/VPAA along with all documents and the required Grade Appeal Form and Grading Appeal Tracking Form**.**

D. Final Decision of Grade Appeal

7. Upon receipt of the ARB Grade Appeal Decision memo and supporting documents, the Provost/VPAA will have fourteen (14) calendar days to review the ARB decision. The Provost/VPAA will render a final decision and the Office of the Provost/VPAA will notify the student involved of his/her final decision in writing. Only the Provost/ VPAA may change a grade. All records of the hearing and related files will be turned over to the Provost/VPAA's office and confidentially maintained.

Final Assessment of Learning

Undergraduate Students:

- 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 traditional undergraduate students 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 students may leave the University before the close of the semester.
- Students may not miss a final exam without prior approval from the Dean of the School 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 Students:

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** 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

Grading is essential in gauging a student's performance and academic success. Class grades and grade point average (GPA) make up the majority of a student's academic record.

Purpose of Policy

Saint Elizabeth University has this policy in order to clearly convey the grading scales and grading processes to the University community.

The Policy

Undergraduate Students:

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, ENG111, ENG115, 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 Students:

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.

No replacement policy.

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.

Grading Scale

Undergraduate and graduate students are graded on a four-point scale.

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

Undergraduate Students:

- * 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 the 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 traditional undergraduate college.

Graduate Students:

- * 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 the 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, an incomplete grade becomes an NC during their first semester at SEU if the work for the course is not completed in the appropriate time frame.

The **Request for Incomplete Grade Form** must be submitted to the appropriate Program Chair prior to the end of the incomplete period. Incomplete Extension Forms showing the signatures of the Student, the Instructor, and the Program Chair are submitted to the Registrar's Office.

Graduate Students:

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 traditional undergraduate program 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 academic 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, Provost's List, and President's List for Undergraduates

Matriculated Students

Saint Elizabeth University recognizes the achievements of its undergraduate scholars with three categories of academic distinction:

- President's List (GPA of 3.85-4.0)
- Provost's List (GPA of 3.7-3.84)
- Dean's List (GPA of 3.5-3.69)

To be eligible for the President's, Provost's, or Dean's Lists, full-time students must successfully complete a minimum of 12 credits (excluding credits taken in pass/fail courses and audited courses) during the eligible semester with a minimum semester grade point average as outlined above for the relevant List. Courses which the student elects to take on a pass/fail basis are also excluded from credit calculation. Students with grades of Incomplete (I), No Credit (NC), and/or Failure (F) are not eligible for the Lists.

Part-time students must accumulate a minimum of 15 credits (excluding credits taken in pass/fail courses and audited courses) during an academic year, beginning with the fall semester and ending with the summer sessions, and must maintain a minimum grade point average as outlined above for the relevant List. Students with grades of Incomplete (I) and/or Failure (F) are not eligible for the Lists.

Transfer credits and/or Saint Elizabeth University Intersession courses are excluded from the determination of eligibility for the Academic Honors.

Graduation Honors for Undergraduates and Graduate Students

Undergraduate Students:

Degrees are awarded with Cum Laude to students who achieve a minimum cumulative grade point average of 3.5 in all academic work and Magna Cum Laude to those with a 3.70. Summa Cum Laude is given to students who achieve a minimum cumulative grade point average of 3.85. Graduation honors are computed at the completion of all credits for the degree. These honors are printed on the diploma such as: Bachelor of Arts in Psychology with High Honor.

- 3.5-3.69 – Cum Laude
- 3.7-3.84 – Magna Cum Laude
- 3.85-4.0 – Summa Cum Laude

These honors are also noted on the transcript.

Departmental Honors are also awarded to undergraduate students who have attained a 3.7 grade point average in all courses in the major and who have passed the comprehensive examination with honor. Departmental Honors include all course work for the degree. These honors are announced at the commencement ceremony but are not written on the diploma. Departmental Honors are noted on the transcript.

Graduate Students:

Graduate students do not receive graduation honors.

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 Saint Elizabeth University, 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 University.
- 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 traditional undergraduate student who exemplifies the mission and values of the University and the Foods and Nutrition Program.

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 University and the Program must be observed as students prepare for internships. Students should consult the Academic Internship Handbook 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. 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. Transfer students in the traditional undergraduate program, including those pursuing a second degree,

apply to the program of their intended major during their first semester at the University; 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.

Use this link for the **Major/minor form**. 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 University 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 by the Registrar's Office.

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 academic catalog. Students in some majors are required to select a specific concentration within the major.

Students must follow the major requirements listed in the academic catalog in effect when they enter the University, 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 Saint Elizabeth University. 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 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 Saint Elizabeth University. 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 @steu.edu email when the name has been changed in the system.
- **Contact Update Form** (MySEU Login Required)

Educational Records / FERPA

Family Educational Rights and Privacy Act (FERPA, 1974)

In compliance with the Family Educational Rights and Privacy Act (FERPA, 1974) Saint Elizabeth University lists the following categories of information, which are considered directory information: student's name, address, telephone, email 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.

Saint Elizabeth University 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 through the **FERPA Authorization to Release Information form** (MySEU Login Required). This request will be in effect until the student separates from the University.

Records Retention Schedule

- **Records Retention Schedule**

Request for Transcripts

- **Transcript requests** must be made in writing to the Registrar's Office.
- 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 Saint Elizabeth University have not been met.
- Transcripts submitted to the University from other institutions are not permitted to be released to a third 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

Accessibility Services

Saint Elizabeth University, 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 University is committed to ensuring that no qualified person be excluded from participation in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or employment, access to facilities, student programs, activities and services.

While all students are expected to meet the University's academic standards and requirements, the University 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 **Office of Accessibility Services** for more detailed information about accessibility services.

Disability Services-Grievance Procedures

For complaints or appeals related specifically to services/accommodations for students with disabilities provided through the Office of Accessibility Services, as required under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, the following procedures will be followed:

Grievances-Internal (SEU) 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 Accessibility 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 within ten (10) working days of the resolution of the complaint.
5. If a grievance is against the Coordinator of Accessibility 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. 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 University.
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 University 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

SEU Student Complaint Procedure

Although the student is encouraged to attempt to resolve a grievance within the University 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

Student Success Center

The Student 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 **Student Success Center here**.

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 University 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.

Learn more about the **EOF Office here.**

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 traditional undergraduate 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**.

NJEDge.net

Saint Elizabeth University 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 University 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 traditional undergraduate students 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 Academic Affairs 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

Study Away is a wonderful opportunity for students to gain a global perspective, strengthen their foreign language skills, and build understanding and appreciation of other cultures and locations.

SEU encourages students to explore Study Away opportunities and provides assistance in identifying appropriate programs, applying to them, and preparing for the experience abroad. The University offers a wide-range of Study Away Experiences and we work closely with interested students to find the opportunity that best fits their personal and academic goals. Learn more about **Study Away opportunities here**.

Admissions

- Admissions

Cost and Financial Aid

Your potential in life isn't determined by your income level, and at Saint Elizabeth University, 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 SEU education affordable.

More than 90 percent of full-time SEU undergraduates receive some form of financial assistance. SEU 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 an SEU 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. Saint Elizabeth University will assist all students in their efforts to meet their financial needs in accordance with federal, state, and University 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 Saint Elizabeth University, 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 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.